International Labour Organization

Promoting Social Cohesion and Peaceful Coexistence in Fragile Contexts through TVET

Facilitator handbook to accompany the Guide for TVET practitioners

Promoting Social Cohesion and Peaceful Coexistence in Fragile Contexts through TVET

Facilitator handbook to accompany the Guide for TVET practitioners

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First published 2021

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ISBN: 9789220350843 (Print); 9789220350850 (Web PDF)

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Printed in Switzerland

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▶ Part 1

Participatory skills for training and facilitation

About this handbook

Who is this handbook for? This handbook is aimed at experienced trainers and facilitators, specifically to assist them when they deliver the Promoting Social Cohesion and Peaceful Coexistence in Fragile Contexts through TVET programme. The handbook is divided into two parts; Part one focuses on key skills and frameworks for trainers and facilitators, covering concepts, such as: understanding the differences between training and facilitation, how to maximise participation and experiential learning, working with different learning styles, creating an enabling learning environment and a basic introduction to competency frameworks. Part two is a consolidated version of the 4-day workshop, including all materials and handouts, set out on a day-by-day basis.

Why has the handbook been developed? The handbook has been developed to accompany the Promoting Social Cohesion and Peaceful Coexistence in Fragile Contexts through TVET guide and programme and offers the trainer/facilitator a light touch resource that will help integrate participatory/experiential learning approaches during the planning and delivery of the training of trainers programme. The handbook has been developed in close collaboration with trainers who delivered pilot trainings for TVET trainers in Kenya, Ethiopia, Jordan, and Uganda [1]. We are indebted to these trainers for testing the methodologies in their respective countries, without them this handbook would not have been possible.

Implementing the training. All handouts and exercises proposed for the training of trainers programme are included in this facilitator handbook. PowerPoint presentations can be obtained from the ILO. Some exercises are identical to those included in the guide for TVET practitioners, and hence are suggested for use both with TVET trainers and subsequently with TVET trainees as part of standard TVET delivery.

How to maximise participatory learning and create an inclusive learning environment. The handbook adheres to the principles of "participatory" and "experiential" learning. What we mean by this is that, rather than delivering "lectures", the trainer should encourage participants to reflect on their own knowledge and learning, and in doing so create a participatory learning environment. It is important to note that some participants may not be used to this approach, as they may be used to more traditional forms of learning. As such, trainers may have to adapt their approach or spend additional time ensuring that all are (equally) able to participate.

1 See e.g. https://www.ilo.org/beirut/events/WCMS_767576/lang--en/index.htm and https://www.ilo.org/global/docs/WCMS_766626/lang--en/index.htm

Training and facilitation

When planning your training, it will be important to reflect on how you intend to deliver the content. A helpful starting point is to understand the difference between training and facilitation.

Facilitators focus on group process, enabling participants to provide the content. The facilitator's role therefore is to support the group to identify, explore and progress the knowledge they have identified and assist the group to achieve the intended or desired results (a decision, an action plan, resolve a problem etc.).

Trainers on the other hand manage both the process and the content. Trainers normally bring content and technical expertise and cover skills and knowledge (content), in doing so a trainer is responsible for ensuring that when participants leave the training, they have fulfilled a set of agreed learning objectives.

Despite training and facilitation being distinct practices, experience tells us that in a workshop setting it is highly likely that you will need to draw on both approaches in order to maximize learning and create an interactive, two-way learning environment. Furthermore, in a workshop setting it is important for the facilitator/ trainer to draw on their facilitation skills to foster a more collaborative, inclusive, and participatory learning environment.

What is participatory learning?

Participatory Learning encompasses a broad range of methods, attitudes, behaviours, and relationships. Participatory learning requires a shared commitment to anchoring learning in the real-life experiences of participants, and in doing so to deliver training that is both meaningful and rooted in the "lived experience" of the people in the training. As trainers it is essential that we design and deliver our workshops so that we can maximize participation and create opportunities for groups to interact.

The following checklist provides a basic overview of how we can maximize participation and inclusion:

1. Look who's talking!

The trainer/ facilitator should be aware of how much they are talking.

And....

How much participants are talking/ contributing?

Participation adds interest—It is hard to maintain participants' focus and attention when all they hear is the trainer/ facilitator talking. It helps when we hear another voice and/or another point of view.

2. Participation can be used to balance who is contributing and how much.

Normally it is the trainer/ facilitator who selects which participant contributes to a discussion. By confirming verbally and nonverbally the value of hearing from different people, you can influence who speaks and how much.

3. How can the trainer/ facilitator support participatory learning?

- Believe in the participant's ability to bring their own life experiences into the training room and in their ability to problem solve and analyse,
- Work with real life scenarios and case studies that participants can relate to and ask them to generate the scenarios and examples that they can relate to,
- Create a learning environment that takes into consideration cultural differences and fosters a culture of mutual respect and inclusivity. Enable participants to contribute to discussions safely, irrespective of their background (please see the section '*Creating an enabling environment: Negotiating a learning contract*' on page 9).
- Giving women voice and agency: In some contexts, women's participation will need to be integrated in a gender sensitive way, ensuring that there is parity and equity in the opportunities for women to contribute safely and to be heard,
- A participatory approach should also encourage safe interactions across different identity groups during the workshop. A practical way to do this is by ensuring that on day one of the training, participants feel safe and can stay in their 'comfort zone,' in that they can decide where they sit and with whom. Once the trainer/ facilitator builds trust and confidence between the participants (this usually happens by the close of day one), the trainer/ facilitator can then create mixed groups by asking participants to sit with someone they have not spoken to yet and also by mixing groups during the small group activities,
- Provide participants with clear instructions, set activities up in small groups for detailed discussion and analysis, allow participants to work at a pace that suits them and ensure that you build in enough time for debriefs and plenary discussions,
- Manage the use of PowerPoint (it is just one of many tools!),
- Use energizers and interactive games and exercises you are familiar with at regular intervals,
- Evaluate what you are delivering: Regularly check-in and debrief with the group

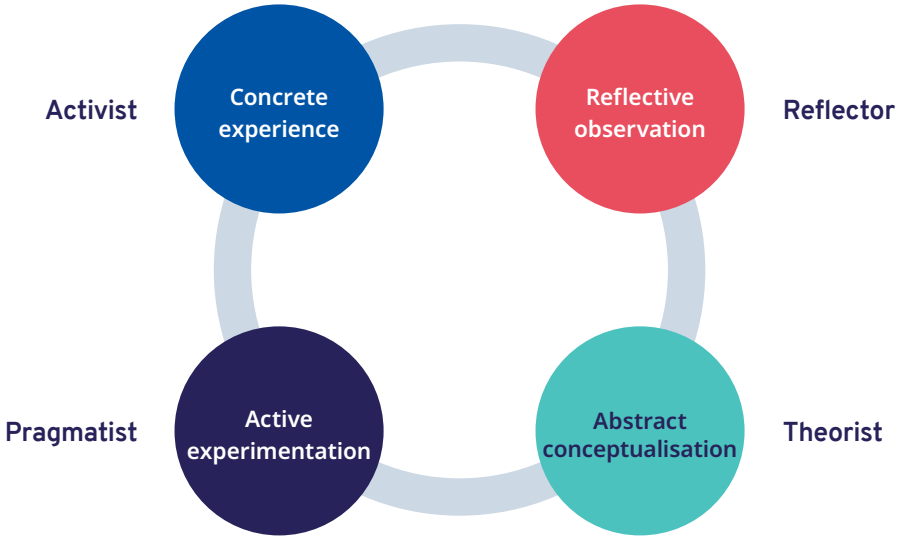
4. Evaluate and assess together.

Collaborative assessments develop the participants' understanding of the desired outcomes and success criteria - this can lead to shared expectations of learning and understandings of standards between trainers and participants.

What is experiential learning?

Experiential learning is an active process which engages the learner, not a passive process that happens to the learner. In 'experiential learning' the experience provides the platform for learning, whilst the careful analysis and reflection on the experience develops the learning. Individuals are encouraged to work things out for themselves, they are guided to and through their learning rather than being taught. The learning individuals develop is appropriate for them: it is implicit in the approach that there are no "right ways of thinking", "set rules", or "perfect behaviours" that anyone has to learn and apply. The commitment developed by the learner to make best use of their learning: they are central to the learning process; it is their learning.

The diagram below sets out the 4 stages of the learning cycle [2]. The table following identifies the approaches that a Trainer/facilitator can use to engage the different learning styles.



experiential learning style	Approach
Activist learns from concrete experience	Prefers the challenges of new experiences, involvement with others, simulation and role-playing. Likes anything new, problem solving, and small group discussions.
Reflector learns from reflective observation	Prefers to learn from activities that allow them to watch, think, and review (time to think things over) what has happened. Likes to use journals and brainstorming. Lectures are helpful if they provide expert explanations and analysis.
Theorist learns from abstract conceptualization	Prefers to think problems through in a step-by-step manner. Likes lectures, analogies, systems, case studies, models and readings. Talking with experts is normally not helpful.
Pragmatist learns from active experimentation	Prefers to apply new learnings to actual practice to see if they work. Likes laboratories, field work, and observations. Likes feedback, coaching, and obvious links between the task-on-hand and a problem.

2 Kolb, David A. 1984. *Experiential learning: experience as the source of learning and development, Prentice-Hall, Englewood Cliffs, N.J.*

What are learning styles?

People process and retain information in different ways, we tend to process information depending on our ability to engage with not just the content, but also how the information is communicated to us. For a trainer/facilitator it is essential that in the first instance we are familiar with our own learning style and we are aware of the learning styles of the participants that we work with. Identifying learning styles can impact the strategies the trainer/facilitator can employ to support participants to process, retain, and recall information. The four key learning styles are captured below:

Visual Learners	Visual learners learn best by reading, they process and retain information best from modes of instruction that incorporate images & symbols that represent verbal instructions. Incorporating symbols, diagrams, charts, videos, and PowerPoint slides into the training will complement the way a visual learner learns best.
Aural (Auditory) Learners	Auditory learners learn best from actively listening to content. Auditory learners store information by the way it sounds and tend to retain and process information best when the information is delivered orally. Engaging in group discussions, listening to recorded information, and reading explanations or instructions out loud are effective for the auditory learner.
Read/Write Learners	Read/Write learners process and retain information more effectively when it is in printed form. Integrating written notes from discussions and presentations benefit the read/write learner. Incorporating handouts and articles into the training will support the read/write learner's learning style.
Kinesthetic Learners	Kinesthetic learners are individuals who process information best when the learning experience allows for hands on activities and information is connected to concrete experiences. Participating in group exercises can aid the kinesthetic learner in processing and retaining information.

In order to keep the sessions and exercises dynamic and inclusive trainers/ facilitators will need to draw on all four learning styles throughout the course of a workshop.

Creating an enabling environment: Negotiating a learning contract

When engaging participants in experiential learning it is helpful to prepare them for different learning styles by creating a safe environment where they can experiment and "learn by doing" without fear of judgement or being seen as incompetent. Trainers/facilitators can assist this learning approach by working with the participants to identify what they are expecting to gain from the learning and what concerns they may have about the content of the learning.

Clarifying expectations and identifying concerns about the learning

This can be addressed by first asking participants what they expect to learn, based on the learning objectives. This engages the participants in thinking carefully about what they will gain. If there are any expectations that will not be covered, these can be identified. Participants often wait for something to be raised and are then disappointed when it is not raised. If this is clarified from the start the expectations of the participants can be managed.

Once everyone is clear about what to expect, it can be helpful to ask participants what concerns (if any) they may have about the course and their learning. They may for example raise some of the following: that there is too much content; there is not enough time to cover everything; they may be concerned about the methodology that will be used; they may feel that the pace might be too fast or too slow; they may not have time to apply what they are learning; they may be apprehensive regarding aspects from the external environment that may be present in the room; maybe there are people from different ethnic groups present; perhaps they fear that they will not be respected.

Developing a working agreement

- Once the expectations and concerns are clarified, participants can be asked what they can do to address the concerns and assist in meeting the objectives and expectations.
- Typically, people may suggest that people speak slowly and clearly; that it is acceptable to ask questions for clarification; that people will indicate when they would like to speak; that people listen without interruption; that people will suspend judgement; respect one another.
- It is also helpful to explore how disagreements in the group will be managed: for instance, to focus on the issue not the person; that it is acceptable to disagree; to disagree with respect.
- It can be helpful to include something on confidentiality – that people will respect that what is said in the room, stays in the room. They can, of course talk about what they learned but no gossiping about other participants.
- Creating this agreement sets the scene for people to engage with the learning from a shared understanding of what behaviour is acceptable and can be particularly helpful when working with groups from different cultural, ethnic, or ideological backgrounds.

Cycle of competence

In developing training/ facilitation skills there are four crucial areas to focus on:

1. **Content:** What knowledge, awareness, attitudes, and skills we want the participants to acquire about the subject.
2. **Process:** The approach, method, and detail of exercises to be used.
3. **Planning:** How we put these together in a coherent way, from recruiting through for the workshop to follow-up, action and beyond.
4. **The trainer/facilitator themselves:** What is our capacity to do this work? How are we developing this? How do we know? How competent are we? Are we "good enough"?

This fourth dimension is often the hardest to address. It touches our self-esteem and can make us feel defensive. Yet it is vital if we are to progress. In considering this fourth task, it can be helpful to have the following schema in mind.

When we begin this work, we know we have lots to learn we are ***consciously unskilled***.

After some time of developing our skills in various ways we have learned better how to be a trainer, but we are still very aware of these new skills we have learned: we are ***consciously skilled***.

When we have been putting these skills into practice for some time, we begin to do them without thinking (like walking or driving a car): we are then ***unconsciously skilled***. We feel we are competent and are confident about the training we do.

However, it is possible that we become overconfident. We assume that we have the capacity to do this work indefinitely, and no longer pay much attention to how we do it, or to the detail. The field we are in develops and we do not keep up with it. Without knowing it, our standards may fall, and we become ***unconsciously unskilled***. What then?

We may finally realise this ourselves, perhaps because some training has not gone as well as expected. Alternatively, someone (a colleague perhaps) awakens us, through feedback, to what has happened. We then become ***consciously unskilled***, and the cycle begins again.

This sequence does not have to be sequential as shown above. It may be happening all at the same time in different dimensions of our work.

What we need is a frank and open relationship with our colleagues so that we can provide them with honest feedback and at the same time be thoroughly open to feedback ourselves. Without this kind of teamwork, we risk underperforming, and lowering the quality of the entire work we are engaged in. With it, we have the opportunity to develop inspiring and mutually supportive teams which model what we are trying to demonstrate to people: that peacebuilding is dynamic and enjoyable.

▶ Part 2

Sample four-day curriculum: Training for TVET trainers

Overview and broad outline

Participants: 10-15 TVET trainers

Trainers: National expert trainers/facilitators

Format: The training is designed to cover 4 days in a face-to-face environment

Space suited: A large room with sufficient space to allow for the participants and trainer to sit in a circle, and also have tables for small group work.

Material requirements: 11-16 chairs; 4-5 tables; projector and screen, access to electricity, prepared PowerPoint presentations; flipchart stand, flipchart paper, coloured chisel point felt tip pens; nametags; different coloured cards or pieces of paper; blank A4 paper (enough for all participants); masking tape and blue tack; notebooks, pens and folders/ files to keep handouts in for participants; handouts and teaching materials as suggested in the programme. Copies of the Guide for TVET practitioners "Promoting Social Cohesion and Peaceful Coexistence in Fragile Contexts through TVET" for all participants to receive in the last session.

Objectives:

By the end of these 4 days, the participants will have increased their skills, knowledge and confidence in facilitating core skills in social cohesion so that they are able to include social cohesion elements into their curricula in skills development.

Participants will do this by:

- ☑ Developing shared understanding of social cohesion and the skills that promote this.
- ☑ Analysing issues in the local context affecting the design and provision of TVET training, and assessing the challenges faced by different vulnerable groups.
- ☑ Experiencing practical exercises which support social contact between, men and women refugees, host communities and other groups while actively contributing to improved communication and conflict management skills of the participants.
- ☑ Developing cross-curricular strategies to establish an inclusive learning environment and embed skills for social cohesion in practical tasks and work processes.

- ☑ Exploring how to measure the effectiveness of the training and reflecting on their own learning, perceptions and behaviour (exploring how to assess the effectiveness of the training for the participants and the trainer).
- ☑ Learning about the importance of supplementary outreach, guidance, and post-training support measures, and exploring how to access existing services and providing feedback on how such services could be improved.
- ☑ Reviewing the workshop and looking ahead.

Broad outline:

Day 1	Creating the learning group and wider context
Session 1	▶ Welcome, introductions and setting the scene ▶ Creating a safe space for learning: Defining learning objectives, working agreement
Session 2	▶ Strategies to create an inclusive learning environment
Session 3	▶ How do TVET programmes need to be different to contribute to social cohesion, peace and resilience? ▶ Discussion and analysis; key skills elements for social cohesion
Session 4	▶ Exploring conflict: Forms of conflict ▶ Understanding different forms of violence ▶ Personal conflict styles
Day 2	**Understanding social cohesion in fragile contexts working with youth and adults, and the role of the trainer**
Session 5	▶ Exploring Social Cohesion: Activities ***Same but different*** and ***Debate vs Dialogue***
Session 6	▶ Exploring Social Cohesion: Communication skills, active listening
Session 7	▶ Working with youth and adults: ▶ The learning cycle
Session 8	▶ The role of the trainer: Learning objectives and core competencies for social cohesion
Day 3	**Exploring resources: What we bring and what else is out there to promote inclusion?**
Session 9	▶ Skills self-assessment: Drawing on our strengths
Session 10	▶ Social Cohesion: Inclusion, activity ***The Box Game***
Session 11	▶ Support services to ensure participation of all: Outreach, guidance, post-training support ▶ Involving communities and employers in a conflict sensitive manner
Session 12	▶ Self-reflection questionnaire for TVET trainers: Promoting Social Cohesion in Fragile ▶ Contexts through TVET ▶ Continuing learning: understanding the benefit of Communities of Practice

Day 4	Assessing social cohesion and preparing for change
Session 13	▶ Assessing Social Cohesion: How will we know that social cohesion is improving?
Session 14	▶ Mainstream social cohesion into TVET Curricula
Session 15	▶ Action Planning to include social cohesion into TVET Curricula and next steps
Session 16	▶ Reviewing the workshop and evaluation

▶ Promoting social cohesion and peaceful coexistence in fragile contexts through TVET

Training for TVET trainers - Curriculum

Chairs and tables for group work. Helpful to have space for sitting in a circle or café-style for learners to see one another (not seated in rows); floor space for exercises

Day 1

Unit 90 mins	Session	Content	Module ref in guide	Training methods		Material/Technical devices
a.m.	1	▶ Welcome, introductions and setting the scene ▶ Creating a safe space for learning	**Module 2** *Creating Enabling and Inclusive Learning Environments*	Participatory	▶ Full group ▶ Clusters	▶ Flipchart (FC) paper and stand, felt tip pens ▶ Nametags, notebooks, pens, folders/files for participants ▶ Coloured cards/paper, blue tack/masking tape ▶ Prepared instructions ▶ Prepared FCs: "Objectives", "Expectations", "Concerns" ▶ Handout (HO) HO 1
a.m.	2	Strategies to create an inclusive learning environment		Participatory	Full group	
Lunch						
p.m.	3	▶ How do TVET programmes need to be different to contribute to social cohesion, peace and resilience? ▶ Discussion and analysis; key skills elements for social cohesion	**Module 1** *How can skills and employment programmes contribute to peace?*	▶ Presentation ▶ Participatory ▶ Personal reflection	▶ Full group ▶ Small groups ▶ Reports and discussion	▶ As above, plus Session 3 PowerPoint ▶ HO 2 and HO 3
p.m.	4	▶ Exploring conflict: Forms of conflict ▶ Understanding different forms of violence ▶ Personal conflict styles	**Module 1** *Conflict sensitive situation analysis*	▶ Presentation ▶ Discussion ▶ Action/ reflection	▶ Full group ▶ Small groups	▶ Session 4 PowerPoint ▶ Masking tape ▶ Session 4 Display floor model pieces ▶ Prepared scenarios ▶ HO 4

Day 2

Unit 90 mins	Session	Content	Module ref in guide	Training methods		Material/Technical devices
a.m.	5	Exploring Social Cohesion: Exercises ***Same but different*** and ***Debate vs Dialogue***	**Module 3** *Cross-curricular strategies that promote core skills for social inclusion*	Participatory	▶ Full group ▶ Small groups	▶ Exercise 11 from the guide: ***Same but different*** ▶ A4 paper (enough for each participant) ▶ Exercise 12 from the guide: ***Debate vs Dialogue*** ▶ FC to capture learnings ▶ Prepared FC with questions or prepared worksheet as a handout
a.m.	6	Exploring Social Cohesion: Communication skills, active listening	**Module 2** *Communication skills for increased social cohesion*	▶ Presentation ▶ Participatory	▶ Full Group ▶ Small groups ▶ Skills practice	▶ Session 6 PowerPoint ▶ Blank paper ▶ HO 5 ▶ HO 5a
Lunch						
p.m.	7	▶ Working with Youth and Adults ▶ The Learning Cycle	**Module 2** *Curriculum content and enabling learning environments*	▶ Presentation ▶ Participatory ▶ Spectrum lines	▶ Full group	▶ Sessions 7 and 8 PowerPoint ▶ Printout of Session 7 Spectrum Lines Learning Styles exercise description for facilitators. ▶ Prepared FC with heading "Working with youth and adults"
p.m.	8	The role of the trainer: Learning objectives and core competencies for social cohesion	**Module 2** *Creating Enabling and Inclusive Learning Environments*	▶ Presentation ▶ Participatory	▶ Full group ▶ Small groups ▶ Reports and discussion	▶ Slide 8 ▶ FC paper ▶ HO 6 If desired there are 2 PowerPoint slides 9 and 10 that have a note on Paulo Freire. There is also a handout 'Key Messages.' The use of the slides and the handouts is at the discretion of the trainer. Either both or neither can be used.

Day 3

Unit 90 mins	Session	Content	Module ref in guide	Training methods		Material/Technical devices
a.m.	9	Skills Self-Assessment: Drawing on our strengths	**Module 2** *The Role of the Trainer*	Presentation	▶ Personal work ▶ Pairs ▶ Full group	▶ HO 7 ▶ HO 7a
a.m.	10	Social Cohesion: Inclusion	**Module 1** *The role and potential of skills development in building peace and social cohesion*	▶ Presentation ▶ Participatory	▶ Full group ▶ Triads	Exercise 5 from The Guide: ***The Box Game*** for the facilitator
Lunch						
p.m.	11	Support services to ensure participation of all	**Module 4** *During- and post-training support services*	▶ Participatory ▶ Presentation	▶ Small groups ▶ Full group	Session 11 PowerPoint
p.m.	12	▶ Reflection: Promoting Social Cohesion in Fragile Contexts through TVET ▶ Communities of Practice	**Module 2** *Creating Enabling and Inclusive Learning Environments* **Module 4** *Peer support from other trainers through a Community of Practice (CoP)*	▶ Presentation ▶ Reflection	▶ Full Group ▶ Personal work ▶ Small groups	HO 8

Day 4

Unit 90 mins	Session	Content	Module ref in guide	Training methods		Material/Technical devices
a.m.	13	Assessing Social Cohesion: How will we know that social cohesion is improving?	**Module 5** *Social Cohesion Impact Measurement & Assessment*	▶ Presentation ▶ Participatory ▶ Discussion	▶ Full group ▶ Small groups ▶ Full group	Printout of Session 13 World Café Process for facilitator
a.m.	14	Mainstream social cohesion into TVET curricula	**Module 5** *Social Cohesion Impact Measurement & Assessment*	▶ Presentation ▶ Participatory	▶ Full Group ▶ Small groups	▶ HO 9 ▶ HO 10
Lunch						
p.m.	15	Action planning and next steps		▶ Reflection ▶ Reports	▶ Personal work ▶ Group work	Workshop process
p.m.	16	Final workshop evaluation – comments and closure		Participatory	▶ Presentation ▶ Reflection	▶ HO 11 Evaluation to be design in consultation with ILO experts

▶ Day 1

Creating the learning group and wider context

Session 1
- ▶ Welcome, introductions and setting the scene
- ▶ Creating a safe space for learning: Defining learning objectives, working agreement

Session 2
- ▶ Strategies to create an inclusive learning environment

Session 3
- ▶ How do TVET programmes need to be different to contribute to social cohesion, peace and resilience?
- ▶ Discussion and analysis; key skills elements for social cohesion

Session 4
- ▶ Exploring conflict: Forms of conflict
- ▶ Understanding different forms of violence
- ▶ Personal conflict styles

Time	Activity	Materials
Session 1		
5 mins 30 mins	**Setting the scene** Welcome and Introductions – at least name, where from, what skills they teach. Facilitator introduces themselves last – often need to say more than we want to hear from participants at the beginning.	▶ Notebook, pen, file for participants ▶ Nametags ▶ Flipchart (FC) stand, paper and chisel point felt tip pens ▶ Prepared instructions
5 mins	**Objectives** Introduce the proposed objectives; ask if they are clear; any Qs for clarification. Post the FC where all can see it.	▶ Prepared FC: "Objectives" ▶ Handout (HO) 1
20 mins	**Expectations** Invite participants to cluster in 2/3. Ask them, in relation to the objectives, to identify what they want to get from the workshop. Pass round small pieces of paper/card and felt tip pens. Ask each person to write a keyword on the cards. Allow 10 mins.	Coloured cards/paper
25 mins	Gather the cards and cluster them on the FC. Summarize and relate to the objectives. Ask participants if they are satisfied that their expectations are covered in the proposed objectives. Get agreement on the objectives. Be clear about what expectations are not part of this workshop. Post the FC next to the objectives where all can see it.	▶ Prepared FC: heading "Expectations" ▶ Felt tip pens ▶ Blue tack/masking tape
30 mins	**Break**	

Time	Activity	Materials
Session 2		
15 mins	**Concerns** Ask the same clusters to identify what concerns they have about the workshop – the concerns relate to the workshop and the proposed agreed objectives. Allow 10-15 mins.	
15 mins	Ask clusters to tell you their concerns, write keywords on the FC. Summarise – can be helpful to write randomly rather than list.	▶ Prepared FC: heading "Concerns" ▶ Felt tip pens
15 mins	Invite participants to consider their expectations, the objectives and their concerns and offer suggestions as to what the group needs to do to address their concerns and work towards the objectives and expectations.	Prepared FC: "What can we do to address the concerns and work towards the objectives and expectations?"
30 mins	Gather suggestions and list. Explore with the group what this might be called – A working agreement? A group agreement? A group compact. Write the agreed heading. Post the FC alongside the others where it can be seen and referred to over the next few days.	▶ Blank FC ▶ Leave space for a heading at the top of the page ▶ Felt tip pens ▶ Blue tack/masking tape
60 mins	**Lunch**	
Session 3		
30 mins	**Current TVET training – Presentation** Exploring the wider setting (external context) "Key concepts: Fragility and Resilience" Discuss: Relate to decent work and ILO's ToC to address the conflict drivers of lack of contact, lack of opportunities, grievances and sense of injustice. ▶ Who is included in TVET training? ▶ The social and economic profile of the trainees: ▶ What are the challenges for social integration? ▶ What are the challenges for economic integration?	Session 3 PowerPoint Slide 2 Slides 3-7 HO 2
30 mins	**Small group work** (groups of 5 participants) Situation analysis – reflection 1. Is training legally accessible to refugees/non-nationals/ members of certain groups? 2. Where does the training usually take place? (At the workplace, in a training centre, outdoors, in a factory?) 3. Which are the different groups of people you train? Are there any special courses for specific target groups?	▶ Tables for group work ▶ FC paper and pens for each group ▶ HO 3

Time	Activity	Materials
30 mins	**Full group:** Hear from the groups. Discussion: How might this impact on addressing the drivers of lack of contact, lack of opportunities, grievances and sense of injustice?	
30 mins	**Break** – prepare the masking tape axes for the personal conflict style model	
Session 4		
10 mins	**Exploring conflict** Presentation: Forms of conflict Present working definition Present diagram of goals and behaviour	Session 4 PowerPoint Slide 2 Slide 3
10 mins	**Group work:** 4 small groups, each considers **one square** Identify some examples of harmony, latent conflict, surface conflict and open conflict in your own context according to which one was allocated to your group. Can be family, community, workplace conflict examples.	
10 mins	Hear some examples of each square: Which was most difficult to identify – why? How does this relate to the key drivers of conflict?	
10 mins	**Exploring violence** Presentation continued	Slides 4, 5, 6
10 mins	**Full group:** Comments on the violence iceberg?	
25 mins	**Personal conflict styles** Construct the model on the floor using masking tape for the axes. Put each conflict style down in position as you explain it. Ask people to consider which of the styles might be closest to their instinctive response to conflict situations - what might be their natural style? Invite them to go and stand in the square in which they think they fall. Invite one or two comments from people in different quadrants. Offer different scenarios: ask, would they change their choice?	Printout of Session 4 Display Personal conflict styles Create different conflict scenarios
15 mins	Comments on the exercise – distribute the handouts as an aide to memory.	HO 4
Closure		

▶ Day 1 - Session 1 - Handout 1: Proposed objectives and broad outline of the days

Proposed objectives

By the end of these 4 days, the participants will have increased their skills, knowledge and confidence in facilitating core skills in social cohesion so that they are able to include social cohesion elements into their curricula in skills development.

Participants will do this by:

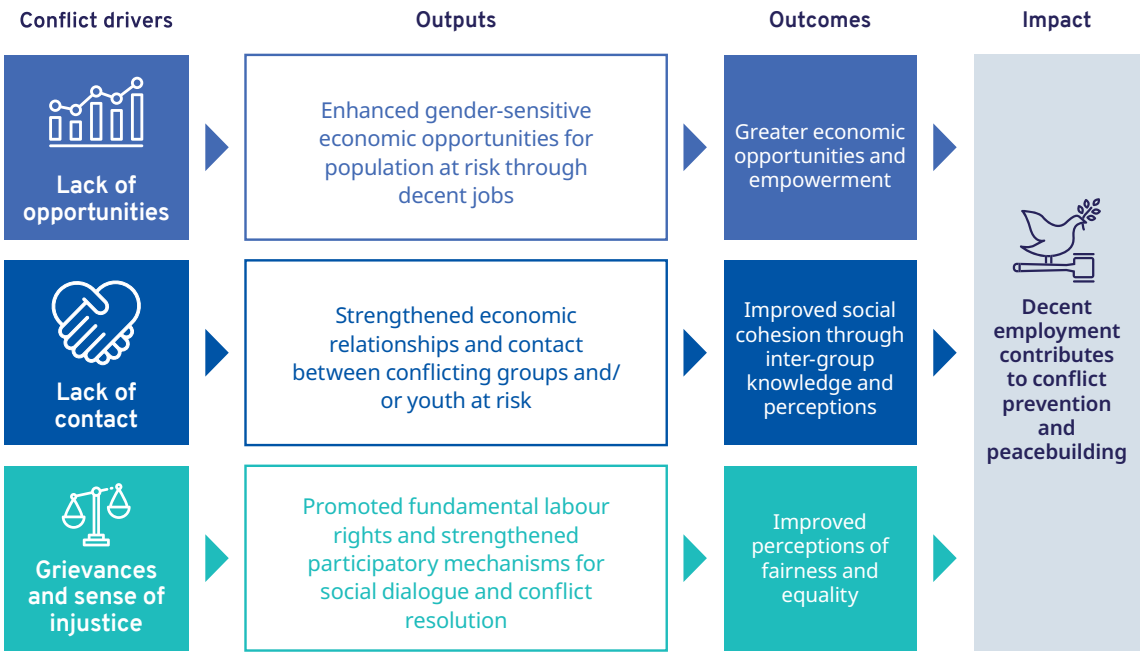
- ☑ Developing shared understanding of social cohesion and the skills that promote this.
- ☑ Understanding issues in the local context that affect the design and provision of TVET training, and assessing the challenges faced by different vulnerable groups.
- ☑ Experiencing practical exercises which support social contact between refugees, host communities and other groups while actively contributing to improved communication and conflict management skills of the participants
- ☑ Developing cross-curricular strategies to establish an inclusive learning environment and embed skills for social cohesion in practical tasks and work processes.
- ☑ Exploring how to measure the effectiveness of the training and reflecting on their own learning, perceptions and behaviour (exploring how to assess the effectiveness of the training for the participants and the trainer).
- ☑ Learning about the importance of supplementary outreach, guidance, and post-training support measures, and exploring how to access existing services and providing feedback on how such services could be improved.
- ☑ Reviewing the workshop and looking ahead.

Outline of the four days

Day 1	Creating the learning group and wider context
Session 1	▶ Welcome and Orientation.
Session 2	▶ Creating an inclusive learning environment.
Session 3	▶ How do TVET programmes need to be different to contribute to social cohesion, peace & resilience?
Session 4	▶ Understanding Conflict and Violence.
Day 2	**Understanding social cohesion in fragile contexts working with youth and adults, and the role of the trainer**
Session 5	▶ Exploring Social Cohesion (1)
Session 6	▶ Exploring Social Cohesion (2)
Session 7	▶ The learning cycle.
Session 8	▶ The role of the trainer: Learning objectives and core competencies for social cohesion.
Day 3	**Exploring resources: What we bring and what else is out there to promote inclusion?**
Session 9	▶ Skills self-assessment: Drawing on our strengths.
Session 10	▶ Social Cohesion: Interactive exercise.
Session 11	▶ Support services to ensure participation of all: Outreach, guidance post-training support.
Session 12	▶ Self-reflection questionnaire for TVET trainers: Promoting Social Cohesion in Fragile Contexts through TVET ▶ Continuing learning: understanding the benefit of Communities of Practice
Day 4	**Assessing social cohesion and preparing for change**
Session 13	▶ Assessing Social Cohesion: How will we know that social cohesion is improving?
Session 14	▶ Mainstream social cohesion into TVET Curricula
Session 15	▶ Action Planning to include social cohesion into TVET Curricula and next steps
Session 16	▶ Reviewing the workshop and evaluation

▶ Day 1 - Session 3 - Handout 2

ILO Theory of Change on how employment and decent work (including TVET) can contribute to social cohesion and peace



▶ Day 1 - Session 3 - Small group task Handout 3

Situational Analysis

1. Is training legally accessible to refugees/non-nationals/members of certain groups?
2. Where does the training usually take place? (At the workplace, in a training centre, outdoors, in a factory?)
3. What are the different groups of people that you train?
4. Are there any special courses for specific target groups?

▶ Day 1 - Session 4 - Teaching aid

Personal conflict styles display

The following five pages are A4 size large print descriptions of the 5 personal conflict styles that can be used to construct the personal conflict styles model on the floor.

There are also 2 pages with headings for the vertical axis (Goals) and the horizontal axis (Relationships) as set out in the model as well as large print “high level of concern” and “low level of concern” to assist in creating the model.

Masking tape can be used for the two axes.

Controlling

> Do it my way.

Strategies:

- control, compete, force, coerce, fight

Impatient with dialogue and information gathering

Prefers others to:

- avoid or accommodate

Problem-solving

> Let’s try to resolve this together.

Strategies:

- information gathering, dialogue, looking for alternatives, seeking “win win” solution

Prefers others to:

- problem-solve or compromise

Compromising

> I'll give a little, if you do the same.

Strategies:

- reduce expectations, bargain, give and take, "split the difference"

Cautious but open

Prefers others to:

- compromise or accommodate

Avoiding

Conflict?
What conflict?

Strategies:
- flee, avoid, deny, ignore, withdraw, delay

Refuses to dialogue or to gather information

Prefers others to:
- avoid

Accommodating

> Whatever you say would be fine with me.

Strategies:

- agree, appease, smooth over differences, give in

Interested in other's information and approval

Prefers others to:

- control

Goal

Relationship

High concern

Low concern

High concern

▶ Day 1 - Session 4 - Handout 4

Personal conflict styles

A summary of the main approaches

We have set out below one possible model for thinking about conflict styles. Other models exist. As with any model one needs to ask questions such as: Are these the "right" categories? Are they culture-bound? Are they useful?

Controlling

Seeing conflicts and problems as contests to be won or lost – and it is important to be the winner. This approach is often the result of an unconscious wish to protect oneself from the pain of being wrong. It is sometimes necessary if there is imminent danger, but often gives rise to more conflict later as the hurt of the loser is translated into aggression.

Compromising

Everyone gains something and loses something. It is a common way of dealing with conflict but tends to lead to rather short-term "solutions". It may leave everyone feeling they have lost something important, and it closes off the option that a better solution (for example, increasing the amount of resources available) may be possible.

Problem-solving

Otherwise known as the "win-win" approach, in which conflicts are viewed as "problems to solve between us". In many situations all those involved in a conflict situation can win significant gains. It puts an equal priority on the relationship with the other parties and on a mutually satisfying outcome. While it is most effective way to get fair and lasting solutions in many situations "but not all, by all means) it is far from an easy option.

Accommodating

Peace at any cost is the reason behind this approach. You emphasise areas of agreement and smooth over, or ignore, disagreements. If you do not say what you are thinking others cannot know, and therefore they are powerless to deal with the conflict. This approach can be useful if conflict would put too much pressure on a relationship, and sometimes things do get better because you remain good friends.

Avoiding

Withdrawing, either physically or emotionally, from a conflict gives you no say in what happens, but it may be wise to do so when the matter is not your business. A danger is that it can allow a problem to grow unchecked, and if used unscrupulously avoidance can punish others. People often use this approach to make others change their mind. But, like other forms of coercion, this has its costs.

Personal conflict styles

High level of concern

Controlling

"Do it my way.

Strategies:
- control, compete, force, coerce, fight

Impatient with dialogue and information gathering

Prefers others to:
- avoid or accommodate

Problem-solving

"Let's try to resolve this together.

Strategies:
- information gathering, dialogue, looking for alternatives, seeking "win win" solution

Prefers others to:
- problem-solve or compromise

Compromising

"I'll give a little, if you do the same.

Strategies:
- reduce expectations, bargain, give and take, "split the difference"

Cautious but open

Prefers others to:
- compromise or accommodate

Goal

Avoiding

"Conflict? What conflict?

Strategies:
- flee, avoid, deny, ignore, withdraw, delay

Refuses to dialogue or to gather information

Prefers others to:
- avoid

Accommodating

"Whatever you say would be fine with me.

Strategies:
- agree, appease, smooth over differences, give in

Interested in other's information and approval

Prefers others to:
- control

Relationship

Low level of concern

High level of concern

▶ Day 2

Understanding social cohesion in fragile contexts working with youth and adults, and the role of the trainer

Session 5 ▶ Exploring Social Cohesion: Activities ***Same but different*** and ***Debate vs Dialogue***

Session 6 ▶ Exploring Social Cohesion: Communication skills, active listening

Session 7 ▶ Working with youth and adults:
▶ The learning cycle

Session 8 ▶ The role of the trainer: Learning objectives and core competencies for social cohesion

Time	Activity	Materials
Session 5		
15 mins	**Greeting and orientation to the day** Welcome Reflections: Comments, insights, questions on the course so far Introduction to today	
30 mins	**Exploring Social Cohesion** - Exercises, application, adaptation Activity 1: ***Same but different*** In introducing the activity, check if anyone is uncomfortable closing their eyes for a short while. If there is someone who would not like to close their eyes, invite them to be an observer (remember to ask them what they observed when you debrief the exercise).	▶ Printout of Activity 1: Same but different for facilitator ▶ A4 paper for each participant ▶ FC to capture learnings
15 mins	Quiet reflection: Please jot down key points from your experience: What did you learn from the exercise? When might it be useful for you to use such an exercise? What adaptations might you make?	Prepared FC with questions or prepared worksheet as a handout
30 mins	Activity 2: ***Debate vs Dialogue*** Instructions for the activity can be found in the printout.	▶ Printout of Session 5 - Activity 2 ***Debate vs Dialogue*** for trainer/facilitator ▶ FC to capture learnings
30 mins	**Break**	

Time	Activity	Materials
Session 6		
15 mins	**Quiet reflection:** Please jot down key points from your experience: What did you learn from the exercise? When might it be useful for you to use such an exercise? What adaptations might you make?	Prepared FC with questions or prepared worksheet as a handout
15 mins	**Exploring dialogue and debate as two ways of communicating** Introduce the slides in Session 6 PowerPoint Discussion drawing on experience of the exercise before the break	Session 6 PowerPoint slides 2 and 3
45 mins	**Communication skills: Back-to-back unseen drawing exercise** Ask participants to arrange the chairs in two rows back-to-back. If there is an odd number of participants, ask one person to observe. Invite the participants to sit in the two rows facing away from each other – their backs should be close. If there are sensitivities about who sits close to whom, invite participants to choose a partner and sit back to back. The people in one row of chairs need to have a pen or pencil each. Hand out blank pieces of paper to those on one side (who have the pens or pencils). Give the participants in the other row the drawings in HO 5. Hand them out face down and ask participants not to turn them over until you say. Explain that one row has drawings and the other has blank paper. Those with the drawings will give instructions to their partners to help them to draw the picture. Do not show them the picture. Once one of the pairs has completed the drawing, stop the exercise and give everyone a chance to look at the pictures and the drawings. Recreate the circle and debrief the exercise to highlight what helps and hinders listening, and what sorts of questions got the responses needed.	▶ Blank A4 paper for half the participants ▶ HO 5
	Or	
45 mins	*Listening in threes: one speaker, two listeners – one listens for facts, the other for feelings* *3 rounds of 15 minutes plus 15 minutes to hear comments on the exercise.*	*For this option:* ▶ *Printout of Session 6 Listening Exercise description for facilitators* ▶ *HO 5a*
60 mins	**Lunch**	

Time	Activity	Materials
Session 7		
15 mins	**Working with youth and adults: How adults learn** Presentation: Working with youth adults in fragile contexts Discussion	▶ Session 7 and 8 PowerPoint ▶ Slide 2
15 mins	**Different learning preferences** Exercise: different learning preferences. At each round pause a few moments and hear one or two comments from people at different ends. Large groups/small groups Discussion/Reading Learning by doing/lectures	▶ Printout of Session 7 Display Learning styles spectrum ▶ Printout of Session 7 Learning Styles Exercise description for facilitators
15 mins	What does this exercise highlight for us as trainers when we are working with youth and adults? Note the comments the participants make. Ask if they have noticed different styles being used in the training, they are doing with you?	Prepared FC: heading "Working with youth and adults"
10 mins 20 mins	**The learning cycle:** In addition to taking how people learn into consideration, it might also be helpful to think about the steps that could be used to enable participants to draw on what they are learning. This is done in vocational skills training, and also needs to be done in developing emotional and social skills. Introduce Kolb's learning cycle. Ask for comments and reflections – How does this connect with the vocational skills training? Where is your strength? Is there a part where you might need to put more energy?	Slide 3
30 mins	**Break**	

Time	Activity	Materials
Session 8		
20 mins	**Creating a conducive learning environment - implications for the trainer** Presentation: Slide 4 – explain and highlight that these three functions need attention, and this has implications for the skills that a trainer needs to enhance. Create four small groups. **Group 1 task:** Focus on the function of Encounter: What can the trainer do to create an inclusive learning environment? **Group 2 task:** Focus on the function of Commitment: What can the trainer do to sustain the commitment of the participants? **Group Task 3:** Focus on the function of Accompaniment: What can the trainer do to foster accompaniment? **Group Task 4:** Focus on the internal aspects of being a trainer in social cohesion: What core skills does the trainer need?	Slide 4 4 tables Prepared FC for each group with the relevant task written on it, or a task sheet for each group plus a flipchart and pens
20 mins	Hear from the groups and summarise in turn. Check that the person reporting adequately reflected the report of the group, invite the other groups to ask questions for clarification or suggest additions. Note suggested additions. Presentation: PowerPoint Slide 5 – Link to what emerged from the participants' reports.	FC paper Slide 5
25 mins	**Creating a conducive learning environment** **Methodology** Presentation: slides "How to create a learning environment"; "Teaching methodologies" and "Kolb's Experiential Learning Cycle". Ask participants to relate their experience in this workshop to the model on Slide 8. Where do you think your strength is? Where would you put energy?	Slides 6, 7, 8
15 mins	**Internalising learning** Presentation: "Kolb's experiential learning cycle" Highlight that, when doing activities and exercises that focus on enhancing skills for social cohesion, the way we debrief that learning can make a lot of difference for the application of new insights and skills. Discussion: relate to the activities the group has been doing.	Slide 8 Distribute HO 6
10 mins	Comments on the day Closure	

Notes:

- There are two additional slides (8 and 9) in the PowerPoint presentation for session 8 and corresponding handout *Pedagogy of the Oppressed* on page 49. You may choose to use these with the group if you consider this helpful for the participants and time allows. They are included as additional resources.
- You may want to consider giving participants the **Session 9 HO 7 Skills and competencies self-assessment** to read overnight so that they are familiar with the contents when you start using it in the morning. Please ask participants not to fill it in, simply to read it and identify questions for clarification.

▶ Day 2 - Session 5 - Activity 1

Same but different – Understanding multiple perspectives

Materials:

One piece of paper for each participant

Time:

30 minutes

Objective:

To increase understanding of the importance of viewing a situation from multiple perspectives and to consider how understanding multiple perspectives relates to managing conflicts.

Steps:

1. Distribute one sheet of blank paper to each participant. Ask participants to choose a place to stand in the room and close their eyes.
2. Tell the participants that this exercise is done in silence. Invite the participants to follow your instructions:
   - Fold the paper in half.
   - Fold the paper in half again.
   - Tear off the bottom right corner.
   - Turn the paper upside down.
   - Tear off the bottom right corner.
3. Ask participants to open their eyes and hold the paper over their head so everyone can see it.
4. Bring all participants to the plenary and start a discussion following the questions below:
   - What do you notice? If someone observed, ask them to say what they observed.
   - How did you feel when you saw what your paper looked like in comparison to the papers of everyone else? Did you think the others had done the exercise incorrectly when you saw their papers?
   - How could there be so many interpretations when everyone was given the same instructions? Was there one right way to do this exercise?
   - Let's consider that the paper represents your opinion or perspective, what does the exercise tell you about perspectives?
   - Why might it be useful to look at something in a different way or from a different perspective? What can we learn from looking at things differently?

Notes:

Please note that being told to close the eyes might trigger traumatic experiences for some participants. If this is the case, please be clear that they do not have to participate in the activity but can observe instead.

Hints and tips:

It's important to structure the debrief well so that it can be guided in the right direction. The questions provided should help you do this. This will avoid the discussion centring on the nature of the instructions.

Works best:

This activity is a good starting point for developing skills in conflict resolution. Since it is a short and easy exercise that requires little preparation, it can be used in different settings (workplace or training room).

▶ Day 2 - Session 5 - Activity 2

Debate vs. Dialogue – Communicating in situations of conflict

Materials:

None

Time:

30 minutes

Objective:

- To understand the difference between a debate and a dialogue;
- To reflect on the effect of our own behaviour in conflict situations;
- To understand the role of communication in conflict management.

Steps:

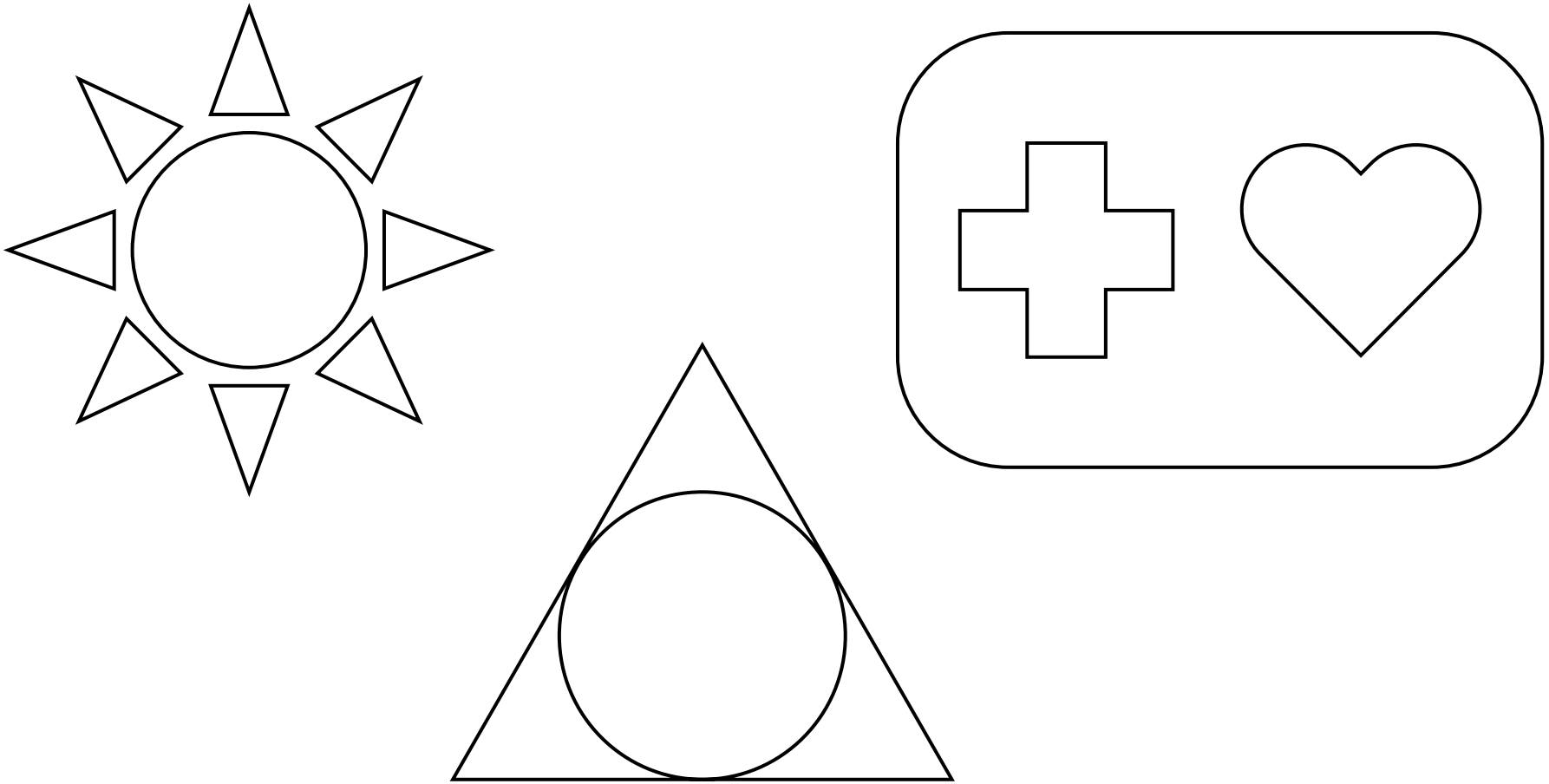
1. Ask the participants to work in pairs.
2. Ask partners to stand facing each other, and each person to say the name of one object they can think of (for example, a table, a tool, a working material, cat, flower, etc.).
3. Now, ask participants to debate with each other and argue that their item is better than the other person's item.
4. Give them about three minutes to debate. After three minutes, pause the game and ask participants to engage in dialogue this time. This means asking each other questions about their items, listening to the answers and coming to an agreement between them. Allow them about five minutes for this.
5. At the end of the exercise, start a discussion with the whole group. Questions you can ask to start the discussion might include:
   - How did you feel about each situation (debate vs. dialogue)?
   - How did you react to each situation?
   - How would you behave in real conflict situations?
   - How did things change when you switched from debate to dialogue?
   - Is it difficult to listen when somebody disagrees with you? Why? How did you come to an agreement?
6. Wrap-up by explaining that debate is an attempt to prove that your position is better than the other person's position. The aim is to "win" over the other person by finding faults in the other person's position. A dialogue instead is about understanding and cooperation. The aim of the dialogue is to reach mutual understanding while valuing the strengths of the other person's position.

Works best:

This exercise works in training room and workplace settings. However, since each pair should be able to engage freely in either debate or dialogue, the pairs should be homogenous in terms of status/hierarchy, i.e., a trainee might not feel comfortable debating with their superior or an elder colleague, but prefer to debate with fellow classmates or people of the same age.

▶ Day 2 - Session 6 - Handout 5

Unseen Drawing



▶ Day 2 - Session 6 - Handout 5a

Listening

Listening is a discipline, a skill and an art. As a discipline, it requires one to develop the necessary self-control to be silent and listen, concentrating on the other person with respect and a desire to understand. As a skill, it involves a process which can be developed and improved through training and practice. This process includes hearing, understanding and responding to what others say. As an art, it allows for creativity in how one listens and in what responses one makes to the speaker.

Good listening does require a response from the listener. The response indicates that he or she has actually heard and understood the other person. Some types of response will help the speaker to reflect upon and gain new insights into the situation, the problem, the concern or whatever the speaker has been describing to the listener. Following are some types of response, along with their suggested purposes and some examples of the words that the listener might use in making each type of response:

Type of Response	Suggested Purposes	Possible Words of Response
1. Clarifying	▶ To get at additional facts. ▶ To help the speaker to explore all sides and all aspects of a situation, problem or concern.	▶ 'Can you clarify this?' ▶ 'Is this what you mean?' ▶ 'Is this the problem as you see it now?'
2. Restating	▶ To show that you are listening and wish to understand. ▶ To check the meaning and interpretation of what the other person has said, to ensure that you understand correctly.	▶ 'As I understand it, you are saying that...' ▶ 'You say that you have decided to...and that your reasons for doing this are...'
3. Neutral	▶ To convey that you are interested and are listening. ▶ To encourage the person to continue talking.	▶ 'I see.' ▶ 'I understand.' ▶ 'I see your point.' ▶ 'Yes, continue please.'
4. Reflective	▶ To show that you understand how the speaker feels. ▶ To help the speaker to understand his or her own feelings and evaluate these, as reflected back by the listener.	▶ 'You seem to feel that...' ▶ 'It must have been shocking for you.' ▶ 'So, you felt that you were being treated unfairly.'
5. Summarising	▶ To bring all the discussion into focus in terms of a summary. ▶ To serve as a starting point for discussion of new aspects of the problem or situation.	▶ 'The main concerns that you have mentioned are...' ▶ 'You seem to have identified the key problem to be...'

(The information on this page has been adapted from Training for Transformation: A Handbook for Community Workers, by Anne Hope and Sally Timmel, Mambo Press, Zimbabwe, 1984, Book 2, pages 29-33.)

▶ Day 2 - Session 6 - Description for facilitators

Listening Exercise

Explain that this exercise will offer an opportunity to be heard, to listen and to observe and give the listener feedback on what they did that helped or hindered the speaker to go deeper in telling their story.

Ask everyone to think of an experience – a real-life situation that means something to them that they are willing to share in a small group of three (not too deep or traumatic). It needs to be something real (not made up).

Explain that the listener will use active listening skills to understand the story and encourage the speaker to express themselves fully. There will be an observer who will observe the listener and be prepared to give them feedback on what they said or did that help the speaker. The speaker will also have an opportunity to say what they think helped them.

Stress that there is no need for the speaker to be defensive or challenge the feedback – all they have to do is hear.

Form groups of three:
Ask each group to allocate A, B, C amongst themselves

There will be three rounds, each 15 minutes long – 10 minutes for the speaker to tell their story and the listener to listen and respond; 5 minutes for the observer and the speaker to give feedback. In each round the observer will keep time.

- Round 1: A speaks; B listens; C observes
- Round 2: B speaks; C listens; A observes
- Round 3: C speaks; A listens; B observes

At the end of the three rounds, call the groups back and asks them:

- What was it like to be heard?
- What was it like to listen?
- What was it like to observe?

One or two responses is enough. Most of the learning is in the responses to the following questions

- Ask: what helped listening? – list the responses
- Ask: what hindered listening? – list the responses

List the responses on the flipchart paper.

▶ Day 2 - Session 7 - Description for facilitators

Learning Styles Exercise

You will need A4 size printouts of the three learning styles in the folder Session 7 Display Learning styles spectrum; and two willing participants to hold the learning styles in each of the three rounds.

A spectrum line offers participants an opportunity to express their opinions about different topics by placing themselves along an imaginary line between two options, and hearing comments from other participants.

Three learning styles are suggested:

- Large groups/Small groups
- Discussion/Reading
- Learning by doing/Lectures

Ask two participants to stand on opposite sides of the room, making sure that there is open floor space between them. One of them will have the A4 displays Large groups, Discussions and Learning by doing; give the other participant Small groups, Reading, Lectures.

Introduce the exercise, explaining that there will be three rounds:

- Round 1: display Large groups and Small groups
- Round 2: display Discussion and Reading
- Round 3: display Learning by doing and Lectures

For each round ask participants to stand close to the learning style they prefer. Hear comments from one or two participants at either end, and from those who are standing along the line.

After the three rounds the participants are likely to be ready to be able to engage with the next session.

If the topics under discussion are very controversial it can be helpful to offer people an option to change their positions after hearing from others.

▶ Day 2 - Session 7 - Learning Aid

Learning Styles Spectrum display

The following six pages each have a learning style in large print for display purposes.
Please print them on A4 paper in preparation for session 7.

The large group

Small groups

Discussion

Reading books

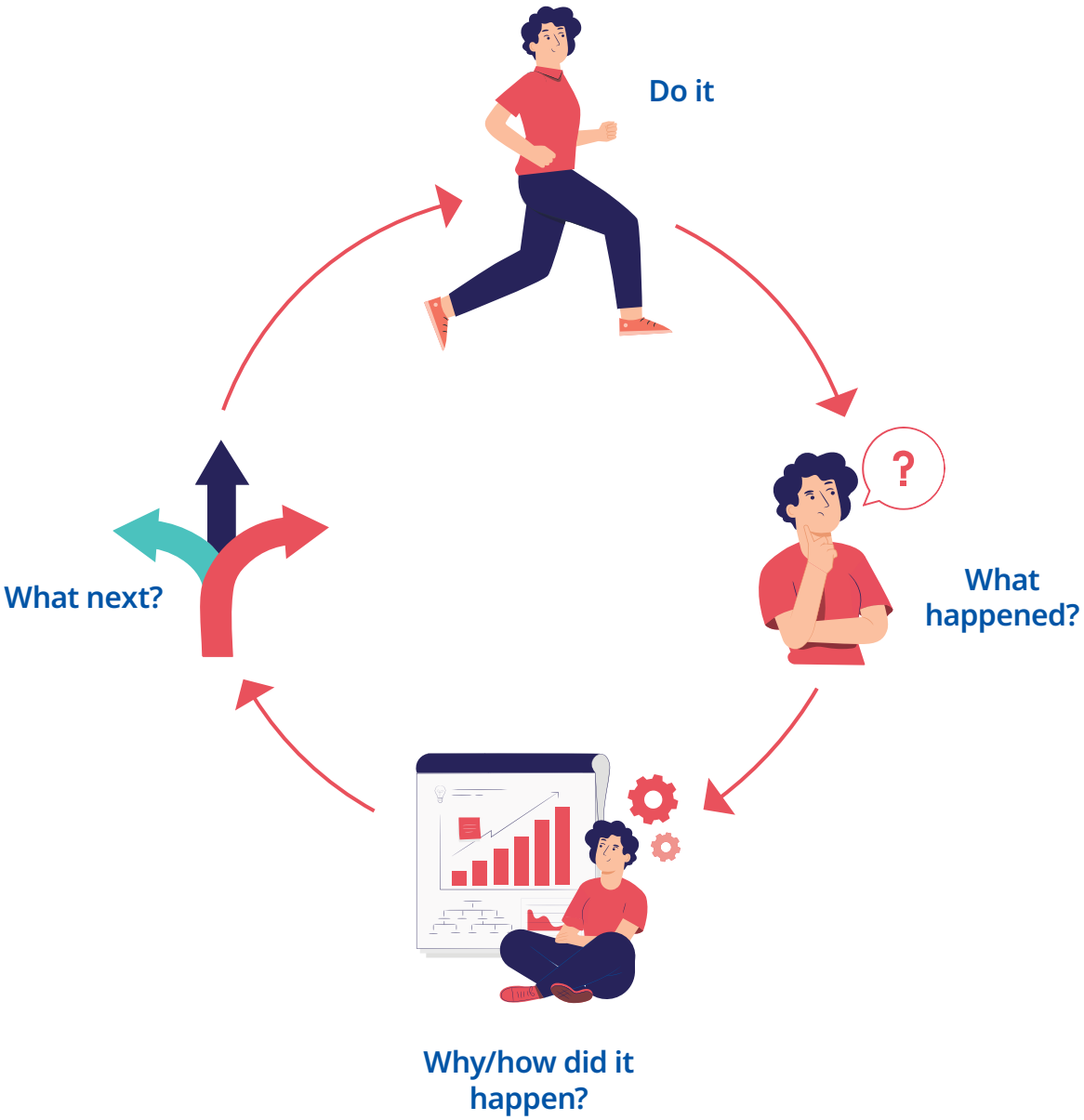
Learning by doing

Lectures

▶ Day 2 - Session 8 - Handout 6

Kolb's experiential learning cycle

The Diagram below may be a helpful reminder of the learning process as described by Kolb[3]



3 Kolb, D. A. (1984). Experiential Learning: Experience as the Source of Learning and Development. Englewood Cliffs, NJ: Prentice Hall.

▶ Day 2 - Session 8

Pedagogy of the oppressed

Written by educator Paulo Freire in 1968. He worked in poor neighbourhoods in Brazil helping adults read and write. He proposes a pedagogy with a new relationship between teacher, student, and society. His book is now considered one of the foundational texts of critical pedagogy.

Key messages

- Traditional education reinforces a situation of oppression.
- The oppressed and powerless in society might be afraid of freedom. Freedom is the indispensable condition for the 'quest for human completion'.
- Education should be a process of liberation and can only be achieved through a mutual process.
- Balancing theory and praxis will lead to informed action and ultimately to freedom.
- Traditional pedagogy is called the "banking model of education" because it treats the student as an empty bank account to be filled with knowledge. This model promotes oppressive attitudes.
- Instead, pedagogy should treat the learner as a co-creator of knowledge. This "authentic" approach allows people to be aware of their incompleteness, and thus is more human.
- Education like this consciously shapes the person and the society (conscientization) and promotes critical thinking.
- Education has a transformative, revolutionary character if used well. Speaking "the true word is to transform the world". Dialogics is proposed to free the colonized/oppressed. This means the use of cooperation, unity, organization and overcoming problems in society to liberate human beings. He contrasts this with antidialogics, which use conquest, manipulation, cultural invasion, and the concept of divide and rule.
- Freire suggests that populist dialogue is a necessity to revolution; that impeding dialogue dehumanizes and supports the status quo.

▶ Day 3

Exploring resources: What we bring and what else is out there to promote inclusion?

Session 9
- Skills self-assessment: Drawing on our strengths

Session 10
- Social Cohesion: Inclusion, activity ***The Box Game***

Session 11
- Support services to ensure participation of all: Outreach, guidance post-training support
- Involving communities and employers in a conflict sensitive manner

Session 12
- Self-reflection questionnaire for TVET trainers: Promoting Social Cohesion in Fragile Contexts through TVET
- Continuing learning: understanding the benefit of Communities of Practice

Time	Activity	Materials
Session 9		
15 mins	**Greeting and orientation to the day** Welcome Reflections: Comments, insights, questions on the course so far Introduction to today	
25 mins	**Skills Self-Assessment** Introduce the concept of self-assessment. Distribute and assess the skills self-assessment handout. Stress that this is not about good/bad; right/wrong but serves to reflect participants' realistic assessment of their strengths in specific skills. This could be a quick gauge to highlight where individuals could focus to strengthen those skills that may fall on the lower rating and encourage them to be confident where the skills rate high. The self-assessment is only for their learning and is not intended to be handed in like an assignment. Hopefully, it will be an aide to their further growth and confidence. They will be offered an opportunity to share one or two results with one other person – someone they may like to refer to as a "buddy".	HO 7
30 mins	Form pairs – each person will have an opportunity to share one of the high-scoring skills and one of their low-scoring skills. Their buddy will listen and also give their response based on their experience of the person in the last 2 days (or maybe even before if they know each other). Encourage one another to set one goal to strengthen one skill.	▶ Buddies If appropriate, invite participants to walk and talk (remember to set a clear timeframe) ▶ HO 7a

20 mins	Full group: Debrief the exercise, hear comments from a few people. How did participants' identified skills fit with the training skills identified in Session 8	
30 mins	**Break**	
Session 10		
10 mins 10 mins	**Focus on Inclusion – The Box Game** **Introduction** Without specifying the objectives, create small groups. Distribute prepared bundles of materials – not to be opened until you say. Read through the instructions and give the go-ahead to start. Allow 10 minutes for the task.	Printout of Session 10 Activity 3 ***The Box Game*** (for the facilitator) Prepared "bundles" (see activity description) Prepared FC Instructions
15 mins	Stop the exercise and ask each small group to display their boxes for the full group. Follow instructions for Debrief 1.	
30 mins	Follow instructions for Debrief 2 – How does this exercise relate to the situation of refugees/internally displaced people/ people from an ethnic or religious minority/women (or any other discriminated group). Introduce the inclusion and integration part of the debrief. Draw as you speak. Comments and discussion	Flipchart and pens
60 mins	**Lunch**	
Session 11		
35 mins	**Support Services to ensure participation of all** **Brief introduction** Fishbowl: Which strategies have you used to…? ▶ Identify learners and employers ▶ Provide guidance and psycho-social support during training/apprenticeship to trainees ▶ Provide guidance and support to employers during apprenticeship ▶ Support trainees' transition into employment ▶ Support trainees in setting up their own businesses	Session 11 PowerPoint Slide 2
20 mins	**Presentation** What makes a young person employable – service available Discussion	Slides 3-7
30 mins	**Managing our Continuing Learning** **Presentation** Communities of Practice Discussion	Slide 8

30 mins	**Break**	
Session 12		
	Promoting Social Cohesion in Fragile Contexts through TVET **Checklist for Creating an Unbiased Curriculum:**	HO 8
5 mins	Introduce the checklist and invite the participants to complete it.	
20 mins	**Task:** Personal work Ask the participants to form pairs	
30 mins	**Task:** In pairs Discuss their responses in the checklist and explore how they would use it in their own practice	
10 mins	**Full group:** Comments on the usefulness of the checklist How will they make use of it?	
25 mins	Comments on the day and closure	

▶ Day 3 - Session 9 - Handout 7

Skills and competencies self-assessment

This self-assessment is designed to assist you in monitoring and planning your continuing learning. It is intended to highlight areas of strength and areas where you may want to seek to improve your skills and competencies. It may also be helpful when considering forming teams to work together, that the team can offer complementary skills and knowledge. This assessment may be helpful for personal reflection and may also be used in communities of practice to stimulate discussion and learning from one another.

5 = High level of skill of competence

4 = Satisfactory level of skill or competence, some room for improvement

3 = is average, needs significant improvement in skill and competence

2 = have some level of skill or competence; need to plan for improvement

1 = rudimentary level; it is time to take systematic steps to strengthen this skill or competence.

Skills and competencies	Scoring					Steps to take
	1	2	3	4	5	
Technical/vocational knowledge						
1. I am able to pass on what I know about my subject to others						
2. I can encourage enthusiasm for the topic						
3. I can answer questions effectively						
Occupational and psychosocial knowledge						
4. I am patient when trainees struggle to understand						
5. I check out why some trainees remains silent most of the time						
6. I can manage unrealistic expectations of trainees						
7. I am able to clarify boundaries about what my role encompasses						

Skills and competencies	Scoring					Steps to take
	1	2	3	4	5	
Pedagogical skills						
8. I respect individual learners' differences (gender/age/cultural background) when giving feedback						
9. I use a range of teaching methodologies to address different learning styles						
10. I use different techniques to include all learners (small groups, airs, etc)						
11. I send positive messages by pointing out strengths together with points to improve						
12. I respect learners' feedback to me on the overall impact of my training on their skills development, employability and well-being						
13. I draw on this feedback to improve my teaching practice						
14. I seek feedback on my teaching practice from fellow TVET trainers						
Expertise in curriculum & lesson planning						
15. I set clear learning objectives for each subject and for each module						
16. I make sure that materials are accessible (language and availability)						
17. I refer to the objectives regularly to mark progress towards meeting them						
18. I allow time for questions and discussion						
Conflict management skills						
19. I listen and respond with empathy especially when conflict arises						
20. I assist learners in listening to one another to understand the point of view of the other						

Skills and competencies	Scoring					Steps to take
	1	2	3	4	5	
21. I focus on the issue not the person when disagreements arise						
22. I encourage people to speak openly						
23. I refrain from judging people						
Nonviolent communication skills						
24. I consistently address all learners equally						
25. I consistently use gender-inclusive terminology						
26. I consciously avoid using specific words to refrain from violent language						
Networking skills and knowledge						
27. I keep contact with communities, local businesses, service providers and other TVET trainers						
28. I keep communities informed of TVET opportunities						

▶ Day 3 - Session 9 - Handout 7a

Reflection on self-assessment

Name:	Date:

Part I

1. Was I taken by surprise by any of my responses?
2. What are my key strengths?
3. Identify two skills you want to focus on to improve them.
4. What steps will you take to increase these skills?

Part II

- ☑ Choose one other person you feel comfortable to speak to.
- ☑ Share with them aspects of the exercise and the reflection that you feel comfortable to share.
- ☑ Invite their comments on their experience of you in the group: do they think you have been accurate in your assessment?
- ☑ Tell them your plans to enhance particular skills.

▶ Day 3 - Session 10 - Activity 3

The Box Game – Understanding inclusion

Materials:

Please note that the amount of materials needed will depend on the size of the box!

- Flipchart
- Coloured markers
- At least one empty cardboard box per group, with a lid or flaps that fold over to close
- At least one pair of scissors per group
- At least one roll of tape per group
- A lot of junk
- A small prize for the winning group, like a bar of chocolate

The junk can include items such as full or empty water bottles, notebooks, tins, packets of biscuits, cups and glasses, plant pots, toiletries, markers, books – basically everything you can collect. It is good to have at least one soft toy per group (something like a stuffed animal or a teddy bear). It is helpful if some of the junk is rigid (like tins) and some is bendable (like notebooks or manila cards).

Time:

60 minutes

Objective:

To increase understanding of the difference between “integration” and “inclusion”.

Steps:

1. Create random small groups of about five participants. Give each small group:
   - An empty box
   - A pair of scissors
   - Tape
   - Cardboard
   - Equal amounts of junk.

   It is very important that all the groups have more junk than could possibly fit into the box – this is essential. It’s preferable to choose small boxes, and collect enough junk in advance. Much more fits into a box than you would think!
2. Give the groups two to three minutes to put all the items in the box and close the lid. Tell the participants that the group that does the best job will win a prize. The participants will most likely protest that the task is impossible. Smile, and repeat the instructions.

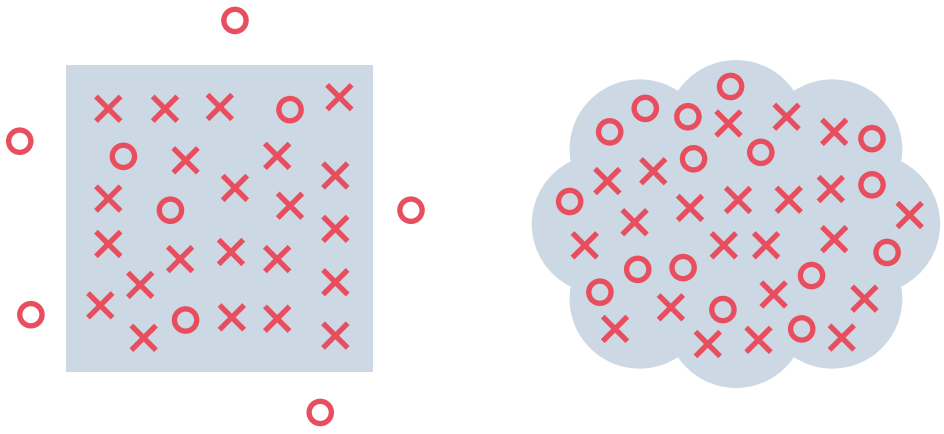
3. Debrief step one: Stop the exercise and ask each small group to display their boxes for the plenary. Usually they are a big mess, often broken, with things taped on the outside. Groups often forget to try to put the tape and the scissors into the box as well. Sometimes, they resort to desperate measures, such as drinking or pouring away the water, breaking things, screwing up or destroying the notebooks, and so on. In some cases, participants have also tried to hide items.

   Have fun asking the participants to explain what they did to try to put the items in the box. Feel free to give your comments, too. Check if the box is still intact. Point out that things taped to the outside of the box are not inside. Try to make a bit of a joke out of the exercise by asking the following questions light-heartedly:

   - Is the box broken now?
   - Are the items squashed and destroyed?
   - How would the outside things feel?
   - How would the squashed things feel?
   - Are they comfortable? Can they function?
   - Would the participants like to be in a box like that?
   - What would happen to them if they were in a box like that?

4. Debrief step two: Once you think the participants have expressed what they want to say about the questions above, ask them how this exercise relates to the experiences of refugees, or internally displaced people, or people from an ethnic or religious minority, or women, or any other group experiencing discrimination.
5. Now go to the flipchart and draw the diagrams as described below. Be sure, as you do it, to refer to the experience and comments of the group in relation to the box exercise.

▶ **Figure. Diagram of an integrated (left) vs. inclusive (right) training centre**



   5.1 First, draw a square box. Explain that this is an ordinary training centre. Fill it with lots of X shapes. These are the trainees from the dominant group, who attend the training centre.

   5.2 Now draw circles outside the box. These are trainees from discriminated groups or minorities, who do not yet attend the training centre.

   5.3 Ask the participants if they think these trainees on the outside will fit well into this pre-existing shape. Will they be able to join in all the activities on a basis of equality with other trainees if the shape of the training centre (lessons, facilities, activities) already exists and has been designed only for trainees from the dominant group?

5.4 Now, on another part of the flipchart, draw all the symbols you used before. Place them randomly. These are all trainees in the community: refugees, ethnic minorities, people from the dominant group, boys, girls, etc.

5.5 Draw a line around them all. To include everyone, it will have to be a curvy line, not an even square as in the first part of the diagram. This line represents a training centre which is designed to include all trainees and to meet everyone's needs. This is an inclusive training centre. What will the trainees' experience be now?

Notes:

In some languages, the words for "integration" and "inclusion" are the same. Even in languages in which there is a difference, people often confuse the two terms.

This exercise illustrates that if we preserve the same structures, systems and ways of doing things that we are using now, we can only integrate. Inclusion requires us to remove the barriers and change the structures, systems and ways of doing things for everyone's advantage.

Works best:

This exercise requires a thorough debrief in two steps and at least ten participants. It is therefore best used in the training room or larger workplaces.

▶ Day 3 - Session 12 - Handout 8

Checklist for non-biased curricula: Contribution of TVET curricula to creating an enabling learning environment

Elements to be considered	Scoring			Action to be taken	By when
	Very little	Somewhat	Strongly		
1. Does the curriculum respond to the formulated learning objectives?					
2. Is the curriculum age-, gender- and culture-appropriate?					
3. Is it up to date and relevant to the context?					
4. Can the curriculum be taught easily within the resources of time and classroom available?					
5. Can it be assessed? (i.e., Can we assess what is expected to be learnt?)					
6. Does the curriculum empower women?					
7. Does it provide opportunity to break stereotypes and shift narratives?					
8. Does it create equal opportunities for all to participate?					
9. Does it involve the socio-economic environment and increase contact with employers/ communities etc.?					
10. Does it cater for increased psychosocial wellbeing?					
11. Does it facilitate the inclusion of learners?					
12. Does it raise awareness about environmental protection and sustainability?					

Elements to be considered	Scoring			Action to be taken	By when
	Very little	Somewhat	Strongly		
13. Does it encourage self-reflection and critical thinking?					
14. Does it support the acquisition of social and emotional skills?					
15. Does it promote social cohesion and peaceful coexistence?					

Once you have answered the questions, pay attention to the ones you answered with "very little". Reflect on the ways you can address this part of the curriculum and note down your thoughts. Share these concerns with your colleagues for example through your Community of Practice. Depending on systems and processes in place in your country, you can propose adjustments either within the existing curricula or through additional learning material to TVET authorities.

▶ Day 4

Assessing social cohesion and preparing for change

Session 13 ▶ Assessing Social Cohesion: How will we know that social cohesion is improving?

Session 14 ▶ Mainstream social cohesion into TVET Curricula

Session 15 ▶ Action Planning to include social cohesion into TVET Curricula and next steps

Session 16 ▶ Reviewing the workshop and evaluation

Time	Activity	Materials
Session 13		
15 mins	**Greeting and orientation to the day** Welcome Reflections: Comments, insights, questions on the course so far Introduction to today	
10 mins 20 mins 5 mins per round 10 mins	**Social cohesion and peaceful coexistence: How will we know that social cohesion is improving?** Remind participants of the work done on Day 2 *(Understanding social cohesion in fragile contexts, working with youth and adults, and the role of the trainer)* and recall ***The Box Exercise*** done yesterday. Explain that today we are going to think about how we will know that we are making a difference to social cohesion and peaceful coexistence through TVET training. Create 3 groups – if you need 4 groups, you need to allow an additional 20 minutes for the exercise. **Group Task: World Café** **Round 1:** 1. Identify three things (attitudes or behaviours) that you would like to change through your training that will contribute to greater social cohesion and peaceful coexistence. 2. For each of these three things please identify how you will know that this has changed. **Round 2** **Round 3** **Round 4** Groups return to their tables and prepare reports	Printout of Session 13 World Café Process for facilitator World Café set up
20 mins	Full group: reports from the groups and discussion	
30 mins	**Break**	

Time	Activity	Materials
Session 14		
15 mins	**Mainstream social cohesion into TVET curricula** **Introduce the session:** Participants will be reviewing two additional resources from *Promoting Social Cohesion and Peaceful Coexistence in Fragile Contexts through TVET.* Create two groups and give each group one of the handouts: 1. Reflection for TVET Trainers: Promoting Social Cohesion in Fragile Contexts through TVET 2. Social Interaction Assessment	HO 9 - **Please note:** Introduce this handout with care. Highlight that its purpose is to meet the needs of all participants and address obstacles to the full learning opportunities of refugees, IDPs, or marginalised groups. HO 10
30 mins	**Group Task:** Please read your handout. Discuss your responses in the group and identify how you will use this handout to enhance your practice. When would you use it?	
40 mins	Hear from the groups and discuss. Check that all participants have both handouts.	
60 mins	**Lunch**	
Session 15		
10 mins 40 mins	**Action Planning to include social cohesion into TVET Curricula and next steps** **Introduction** **Small groups:** Where will you include Social Cohesion activities into your TVET Programme? What sorts of activities do you think would be appropriate? What do you need in order to be able to do this? From whom? How will you know that what you have done works?	
40 mins	Hear reports and discuss	
30 mins	**Break –** remind participants to have their folders and notebooks ready for the review	
Session 16		
10 mins 30 mins	**Reviewing the workshop and evaluation** **Introduction** Create 4 small groups and assign each group one day to review **Task:** Describe objectives and contents of each day Highlight key learning	FC & pens for each group
20 mins	Reports and discussion	
30 mins	Written evaluation and comments	HO 11

▶ Day 4 - Session 13 - Notes for the facilitator

World Café process

Each group gets a specific colour pen. They are asked to keep their colours with them.

Round 1: (Longer than the other rounds) Each group considers the task assigned to them and makes notes on the flipchart – using only part one half (top, left or right) or leaves space between lines so that there is space for others to add or make suggestions.

After the allotted time:

Round 2 (and subsequent rounds until each group has visited each report): don't give too much time because the main thinking has already been done by the original group.

The groups leave their reports on their tables and move to the next able to their left, taking their pen with them.

They are asked to read the report of the original group and:

Using their own colour pen, tick anything they agree with; put brackets round anything they disagree with; and add any new comments.

Round 3 and following: repeat as for round 2.

Last round: once all the groups arrive back at the table where they started, allow time for them to consider what has been supported, questioned and added; and create a report that reflects all the comments on the sheet.

Example of timing could be

- Round 1: 20 minutes
- Subsequent rounds 5-7 minutes
- Last round 10 minutes

▶ Day 4 - Session 14 - Handout 9

Reflection for TVET Trainers: Promoting Social Cohesion in Fragile Contexts through TVET

The following questionnaire can help you reflect on your own learning through the use of the guide. It is focuses on how your own perceptions may have changed and explores which strategies, methodologies and activities have been most helpful?

	Assessment			What do you think are the reasons
	Better	Equal	Worse	
How does the performance of refugees/IDPS compare with that of other trainees?				
How do you rate the social skills of refugee/IDP trainees compared with other trainees?				
How does the performance of women compare with that of other trainees?				
How do you rate the social skills of women trainees compared to other trainees?				

In order to promote social cohesion among the participants, do you think it is better to organise training by...
(Please select the one you think is best)

- ...Keeping refugee/IDP and host community trainees separate, and keeping men and women separate
- ...Keeping refugee/IDP and host community trainees separate, but mixing men and women
- ...Mixing refugee/IDP and host community trainees, but keeping men and women separate
- ...Mixing refugee/IDP and host community trainees, and mixing men and women

What skills do you think are particularly important for trainees in order to promote social cohesion and peaceful coexistence within their context?

Which teaching methodologies do you consider helpful to promote social cohesion and peaceful coexistence?
Please list 5 ways you will promote an inclusive learning environment for all: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____

What I am learning about myself:

How have my perceptions changed about the groups with whom I work?
What will I do differently as a result of these changes in my perceptions?

▶ Day 4 - Session 14 - Handout 10

Assessing the interaction amongst different groups and individuals

[This assessment could be adapted and filled in by participants as part of an application process before the training to assist the trainer in preparing the course. It could then be revisited after the training to assess changes in social relations through the learning process.]

Do you personally interact with people from other communities (religious/ethnic/national group)?

Location	How/where do you interact?	Frequency of meeting			
		Less than once a month	Several times a month	Several times a week	Daily
Social events					
Cultural events					
Religious events					
Trading activity					
Livelihood association					
Borrowing or lending money					
At work					
Trading activity					
Education					
Other:					

Preferences:	Very uncomfortable	Rather uncomfortable	Comfortable	Very comfortable
Would you feel comfortable working with a member of Community Y [insert name of other (not participant's own) religious/ethnic/national group]?				
Would you feel comfortable working with a member of the opposite sex?				

▶ Day 4 - Session 16 - Handout 11

Participant's Feedback Form

Country
Venue: date

On a scale of 1-4:

1	= not met at all	2	= partly met	3	= largely met	4	= fully met

Please rate the following:

	Rating			
	1	2	3	4
1. The extent to which the workshop objectives were met: **Comments:**				
2. What will I do differently as a result of these changes in my perceptions? **Comments:**				
3. What was your most important learning from the workshop? **Comments:**				
4. What will you do differently as a result of this workshop?				
5. Comments to the facilitator:				
6. Comments to ILO:				
7. Any other comments:				

International Labour Organization | PROSPECTS

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