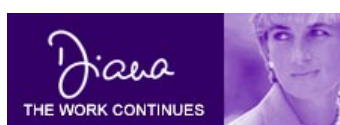# Integrating Literacy and Peacebuilding:
A guide for trainers and facilitators

Sam Gbaydee Doe
Juliet McCaffery
Katy Newell Jones

Education for *Development*, UK
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Part 1:

THEORY & PRACTICE

Part 1 of the manual is designed for trainers who will be training facilitators for literacy and peacebuilding.   It is divided into five sections.

Section 1 explains the theory and background to participative literacy practice. Discussions drawing on New Literacy Studies and the REFLECT methodology proved particularly useful in developing our approach.   The REFLECT methodology is explained and examples of exercises that can be used are provided.

Section 2 provides a range of participative and activity-based exercises that can be used on training courses in order to develop
- appropriate attitudes towards participants
- knowledge of literacy and numeracy
- facilitation skills.

In Section 3 the units focus on developing good communication skills.

Section 4 suggests a range of activities, based on Participatory Rural Appraisal (PRA) designed to analyse the community.

Section 5 introduces the concepts of monitoring and evaluation with activities for facilitators to begin to evaluate
- literacy and peacebuilding activities
- participants' progress / achievements
- the wider impact of literacy and peacebuilding activities.

> # SECTION ONE:
> ## Integrating peacebuilding, literacy and numeracy

Theoretical background and practical application

> *"People realise themselves in social transformation and economic productivity not through better knowledge but through more confidence. When people confront a situation where they need specific knowledge, they acquire it."* [1]

> *"People learn to read in order to read something*
> *People learn to write in order to write something*
> *People learn to calculate in order to calculate something"* [2]

> *By extension, "people learn to speak in order to say something*
> *People learn problem-solving skills in order to solve a problem*
> *People learn about themselves and others in order to appreciate humanity"* [3]

Reading and writing always takes place in a context and for a purpose. In this manual the context is communities reeling under violent conflicts, poverty and repression and the purpose is to build peace and affirm human dignity. The assumption is that reading, writing, calculating, learning skills for problem solving, listening, and self expression will enhance human dignity and build peace.

Until recently the image of adult literacy classes was a row of desks (if these could be afforded) with up to 40 learners in the 'class', the majority of whom were women. The teacher stood at the front, often with a stick to point at the blackboard. The lesson would be taken from a national literacy 'primer' written and developed, at best, by in-country academics or often by out-of-country literacy and language 'experts'. The quality of these varied considerably but the content would be what the 'experts' deemed the learners should know in order not only to read and write but also to be 'enlightened' and good citizens. Those unable to read and write were frequently characterised as illiterate, uneducated and without knowledge. It would be difficult to insert this model of literacy into peacebuilding, which is primarily concerned with understanding, empowerment, and building relationships.

Fortunately, other models of literacy have developed and these stem from philosophies and methodologies compatible with those of conflict resolution and peacebuilding. Among the ideas that influenced these new literacy models were those of Paolo Freire, the great Brazilian educator and the concept of 'popular education' developed in Central and South America; Brian Street's 'New Literacy Studies'; Robert Chambers' Participatory Rural Appraisal (PRA) and ActionAid's REFLECT model of teaching literacy.

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[1] REFLECT manual
[2] David Barton, 2000, *Writing in the Community*
[3] Sam Doe, rephrasing Barton's quotation

The community model of literacy, derived from 'New Literacy Studies' (Street et. al.) stresses that people in different cultures and communities have many ways of communicating in speech and writing. Communities have particular ways of using and uses for literacy and these should be recognised and built on in the literacy circle. Reading, writing and calculating skills learned in the literacy circle must be those that the participants will actually use in the community. It is important to identify the literacy and numeracy 'events', like reading or writing a receipt that people undertake, and the skills they require to do these effectively. Equally, in a community where violent conflict, mutual mistrust, and dislocation preoccupy the minds of community members, participants will be motivated to learn skills that will allow them to respond to these daily challenges.

The manual focuses on theories and methodologies of Paulo Freire and REFLECT. The authors have observed that both Freire's psycho-social model of literacy and the REFLECT approach developed by ActionAid are particularly appropriate for integrating literacy and peacebuilding. The two models are oriented to the psycho-social dimension of literacy and education which resonates with peacebuilding.

I What is Freire's psycho-social method of literacy?

The most important influence on adult literacy in the last century was Paulo Freire. He criticised adult literacy primers as they treated adults as passive objects not as active subjects in their own learning. He wrote:

> *"There is an implicit concept of man in the primer's method and content, ……It is the teacher who chooses the words and proposes them to the learners………the students are to be 'filled' with the words the teachers have chosen. It is the profile of a man whose consciousness must be filled or fed into to know."* (Freire 1985)

> *"As understood in this concept, man is a passive being, the object of the process of learning to read and write and not its subject."* (Freire 1972)

He recognised the knowledge held by the peasants and the fact that professionals, including literacy educators could and should learn a lot from those they teach.

> *"We all have a lot to learn from peasants, and if we refuse to do so we can't teach them anything."* (Freire 1985)

However Freire felt that most non-literate people were unable to assert themselves. As a result of oppression they were immersed in a 'culture of silence'. In both peacebuilding and literacy we talk about breaking the silence. Several learner-written publications are entitled "Unheard Voices" [4].

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[4] A recent such publication is "Unheard Voices" writings by ex offenders, published by NACRO, Brighton 2002.

Freire's concepts were highly political. He regarded teaching people to read as the highly political activity it is:

> *"Illiteracy is one of the concrete expressions of an unjust social reality. It is a political…. it is a process of search and creation…(which must) develop students consciousness of their own rights."* (Freire 1985)

'Conscientisation', one of the concepts most frequently used means to perceive the reality of oppression not as a closed world from which there is no exit, but as a limiting situation, which can be transformed. It is from this that we get the idea of literacy as a socially transforming process. This is a very long way from students chanting 'abcdef…'

In order to assist students see the reality of their oppression, these realities were 'codified' into images, pictures of photographs or drawings which capture the essential issue or problem. In peacebuilding these may be 'anger', 'conflict', 'peace' (Part II Section 4, Units 18, 19 & 20). The image of an angry face enables students to reflect on the causes of anger, the results and how the causes could be reduced or removed. In a context of violent repression, a picture of a soldier or a child militia can be a useful learning tool.

The process of analysing the image is called 'decodification' and this involves 'dialogue'. Freire saw dialogue as the coming together of the teacher and the learner. Dialogue is fundamental to the Freirean model of literacy. It is a discussion that goes below the surface to uncover the realities of the situation. A word or a short sentence is attached to the image. This is the word that the students learn. These are carefully chosen, preferably after an extensive survey of the realities of concern to the potential students of the literacy circle. When the realities are poverty, corruption and misuse of power even the more tolerant governments find this type of literacy threatening.

Example of how to use a code in a literacy and peacebuilding circle

ANGER

This lesson can arise from discussions around our emotions when faced with conflict.

Step 1: The facilitator may ask participants to draw their own code for anger or display a picture of an angry person.

When the facilitator chooses to display an angry face, the facilitator does not say, "This is an angry face". Instead the facilitator asks the participants about the face. Participants then brainstorm ideas about the face and various emotions may be

named. Anger may be the common one. If the picture is clear participants will easily be able to name the emotion or feeling depicted.

Step 2: The next level is to begin the dialogue about anger: What does the word anger mean? What causes each participant to get angry? What are some of the effects of anger on individuals, relationships and community? How can we manage anger so that it does not get destructive?

Step 3: The facilitator takes the word 'anger', the word that generated the discussion, and uses it to help the participants improve their reading and writing skills.

Step 4: Literacy participants go into groups of three to share personal stories of their experiences with anger. Advanced learners write the stories and produce storybooks. (See Part 2 Section 4 Unit 19 for a detailed lesson on anger.)

II   What is REFLECT?

ActionAid combined the theoretical frameworks developed by Paolo Freire with the techniques of Participatory Rural Appraisal (PRA) developed by Robert Chambers to produce REFLECT[5]. REFLECT is a methodology that enables non-literate people to acquire literacy and numeracy skills in the context of community development and empowerment.

Robert Chambers developed the PRA in order to improve communication between researchers, development workers and poor people so that the voices of the 'last' and the 'lowers'— the poor, the illiterate and marginalised — can be heard. Through constructing maps, diagrams, matrices, calendars, and timelines, participants better understand concepts and realities. PRA is now commonly used in the context of research and community development not only to acquire information but as a decision making tool whereby community members jointly analyse their problems and generate solutions.

In a REFLECT programme there is no textbook and no literacy primer. Each literacy circle develops its own learning materials through the construction of maps, matrices, calendars and diagrams that represent local reality. These materials systematise the existing knowledge of participants; and promote detailed analysis of local issues.

The 'graphics' are similar to those we use in finding out about our communities. They can include maps of communities, of households, of land use and land tenancy, calendars of workloads undertaken by men and women, illnesses or income, matrices to analyse local crop production, credit sources, marketing opportunities, local organisations and power structures.

Everyone in the circle is involved in constructing a 'graphic' on the ground, using whatever material is available locally: leaves, sticks, stones as symbols representing objects. This is important in literacy as the object is first represented by a symbol, then by a drawing and finally by a written word.

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[5] The REFLECT Mother Manual: regenerated Freirean literacy through empowering community techniques, ActionAid, 1996.

These tools can be applied in conflict resolution and peacebuilding. Analysis of the context where conflict is taking place is critical for any form of intervention. Building community relations which is a vital aspect of peacebuilding requires a full understanding of the structures, institutions, practices and networks in the local context. Maps of conflict prone areas, seasonal calendars depicting major peace or conflict-generating anniversaries and events or gender workloads to show level of gender inequality are necessary tools for peacebuilding. Some of these are listed below.

Examples of REFLECT Tools

	Topic	**Type of graphic**
1	Survey to identify potential conflict	Map Graph Chart
2	Depicting the time of year conflicts most often take place in a community	Timeline
3	Identifying the land in the village for ex-combatants who may wish to settle	Map
4	Describing what happened in the community before, during and after a violent conflict	Timeline with pictures showing events
5	Showing the impact of war on farming, fishing and trading in a community	Three time lines
6	Daily routine of men and women	Time chart
7	Economic activities of men and women	Matrices
8	Houses burnt and need rebuilding	Map
9	Table showing the materials required and the cost	Graphics
10	The skills existing in the village which can help reconstruction	Matrices
11	Organisations and their relationships to each other	Venn diagram
12	Survey of peace building and reconstruction activities	Map
13	Land tenancy showing who owns the land	Map
14	Survey of family who lost members in violent conflicts	Map
15	Household survey of the number of children in and out of school	Map
16	Natural resources of the area, -rivers, forest, water sources	Map
17	Income generating opportunities	Various ways
18	Income and expenditure tree	Picture
19	Visioning (what you would like the village to look like in 5 years)	Map
20	Priorities for the vision	Ranking
21	Table showing which food constitutes a healthy diet and which grows locally	Chart
22	Depicting the year's work and when there is time for other activities	Calendar

Steps in the REFLECT process of community mapping

1. Explain to the literacy participants that they are going to draw a map of their village together showing where the water resources are (or other issue of importance)
2. Use sticks or string to show roads and rivers, stones or leaves to show houses, large stones or objects to show mosques and churches, etc
3. Identify and discuss the issues arising from the map (Do not limit this activity - expressing ideas and opinions is very important)
4. Draw (or ask participants) to draw pictures to place next to the objects like houses, roads, the river, the well, or schools
5. Have cards already made, on which there are some of the key words (not more than 10). Put these next to the objects and the drawings
6. Draw, or ask two or three participants to draw the graphic on a large piece of card or flip chart paper.
7. Participants copy the map into their exercise books

Community map showing sources of water
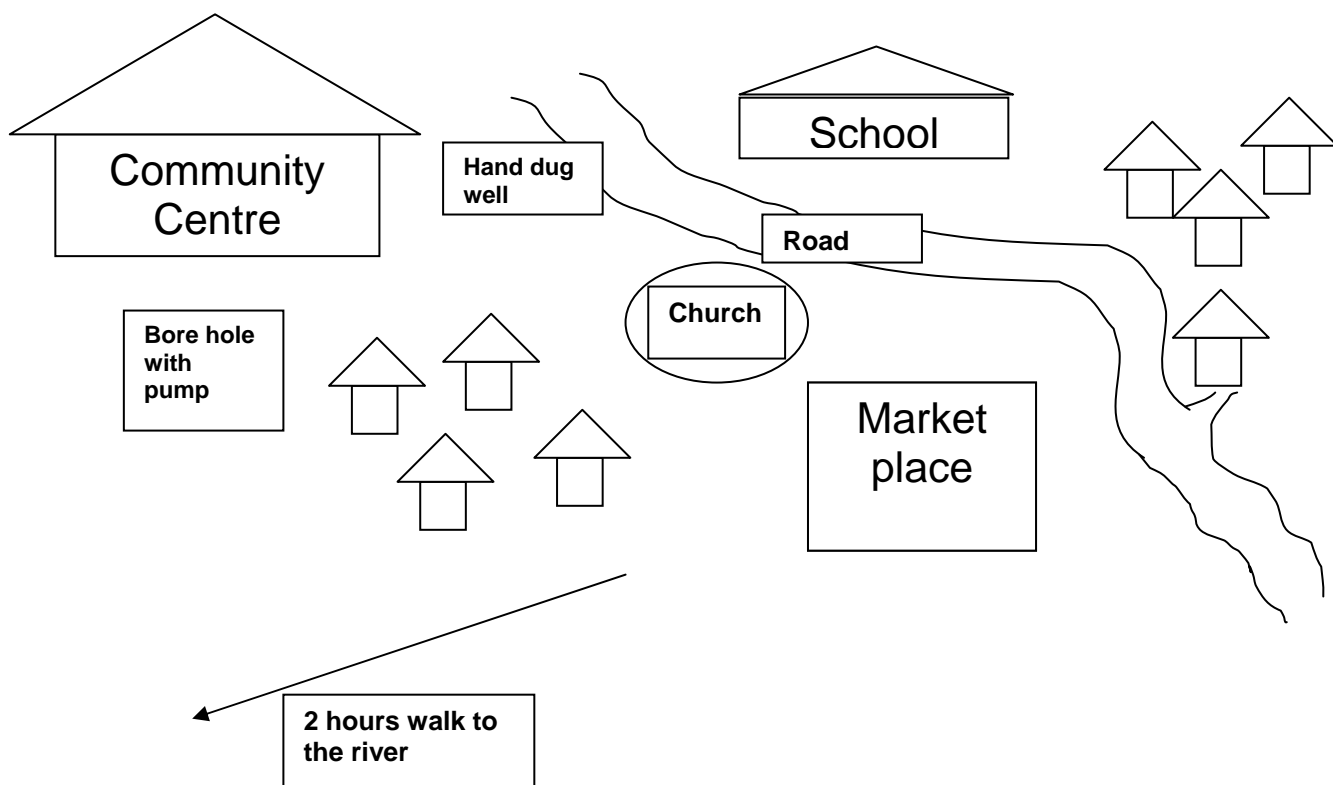
Developing literacy skills

- Have ready the cards with the drawings and the cards with the words
- Ask participants to place the drawings on the flip chart map
- Ask if anyone can place any of the word cards next to the drawings
- Ask people to match the cards and the drawings
- Provide activities at different levels to assist people to improve their skills

Differentiated learning activities

Some participants will be at the stage of learning the letters and a few words; others in the circle may have some literacy and numeracy skills. The facilitator's task is to provide learning activities at the appropriate level for all the participants. Some ideas for both literacy and numeracy are given in the following tables.

Literacy

Level	Learning objectives	Activities
Beginners	Learn to recognise and write a letter Be able to identify the letter in different words Learn to read one word	Choose a letter that begins one or more of the words on the chart 'river' 'road' Write the letter R Participants take turns writing the letter on the board. Participants practise writing both the capital and the small letter in their note books Facilitator assists participants to think of other words beginning with the same letter Facilitator writes the key word on the board and participants repeat it. Those who can, write the word in their books.
The facilitator should keep a note of all the letters learnt and should help the literacy participants review and practice both the letters and the words.		
Some reading	Learn to read the words on the chart. Learn to spell the words in the chart. Write sentences using those works (only those who can).	Facilitator writes a list of the words (not more than 10) from the chart on the blackboard. These might be 'road', 'river', 'bore hole', 'well', 'house', 'church', 'school', 'mosque'. Ask participants to read the words, together in turn, to come up identify different words. Ask participants to copy the words on the board, into their notebooks. See if they can spell the words without copying them Those who can, write a sentence using the different words.
The facilitator should keep a copy of all the words learnt and should help literacy participants review and practice these.		

Numeracy

Level	Learning objective	Activities
Beginners	Counting relating written numbers to the correct number of objects	Ask a participant to count the number of houses in the community. Write the number on the blackboard in numbers and letters Ask a participant to count how many schools, mosques, bore holes there are. Write the words and the numbers on the black board Houses 10 ten Schools 1 one Mosque 1 one Church 1 one Bore holes 2 two

Some numeracy	Learn to add and subtract the numbers	How many constructions are there all together? If you don't count the religious buildings how many are there?
		
		15 - 2 = 13
		
		If you don't include the bore holes or the schools, how many places have you marked? Show how to write the sums on the board
		
		      15
		     -2
		    <u>-1</u>
		    <u>12</u>
		
		Participants write the words, numbers and sums in their notebooks

Problem solving

As REFLECT involves analysis and problem solving, participants will also look for solutions. The literacy participants may be able to put some of the solutions into practice. They will need to refer others to the community, the elders and the Chief or the state officials. Part of the learning process is the process of locating and seeking solutions.

Motivation

REFLECT should be both interesting and fun. The above lessons are examples. They show some of the exercises to improve literacy and numeracy skills that can be developed in peacebuilding. Sometimes they focus on literacy, sometimes on numeracy and sometimes on both, depending on the topic.

III   Summary of the theories

The common thread in these models is the move away from a centralised curriculum considered morally and practically suitable for the poor to a curriculum determined by the participants themselves according to the purposes they perceive for reading, writing and numeracy and in accordance with their realities as well as practices and traditions of their community.

Participative models of literacy start from a close look at the community, the political and economic conditions, and the literacy and numeracy events. They build on the participants' knowledge and experience and are similar to many of the processes of conflict resolution, peace building and reconstruction.

Literacy and numeracy programmes can contribute to conflict resolution and peacebuilding in a variety of ways. The process of reconstruction requires training men and women in specific skills whether as part of the physical rebuilding of the community or to improve opportunities for employment and self-employment. A functional literacy programme based on the literacy and numeracy related to the skills required, can be an integral part of the process of reconstruction.

Others who have missed out on education for a variety of reasons including the destruction of their schools, the murder of teachers, the general conflict situation and the need to flee, may wish to make up for missed education and improve their skills through a local and learner oriented literacy and numeracy programme closely related to their needs. Discussion and vocabulary relating to the conflict can be introduced as appropriate.

Here we are proposing 'Literacy and Peacebuilding Circles'. Some of the commonalities in the theory and practice of peacebuilding and the social models of literacy are:

- Validating and respecting participants' experiences and perceptions
- Using a range of communicative practices to hear participants' voices
- Encouraging 'Breaking the silence' and 'Finding the space'
- Analysing the social, cultural, economic and political situation of the operational context
- Discussing and analysing the realities, problems and issues
- Viewing participants as, and encouraging them to be 'agents of change'
- Developing learners' ability to critically analyse information and written materials
- Developing the practical skills participants require to rebuild and play a constructive role in their communities
- Using active and experiential approaches to training
- Demanding a high degree of skills, flexibility and compassion from facilitators including the ability to manage conflict, facilitate healing, respect and validate participants' knowledge and experience
- Acknowledging and making space to address the particular needs of women

The techniques of conflict resolution and peacebuilding may be taught in a shorter time than most people can acquire literacy skills. However, utilising these techniques takes longer. It may require considerable support for a longer programme to follow-up literacy participants as they internalise the new learning.

SECTION TWO:
Literacy and numeracy - methods of learning and teaching

Introduction

This section is designed to help facilitators gain the skills, knowledge and attitude they need to be successful literacy facilitators. The exercises in this section have been found useful in training literacy facilitators. The goal of the literacy and peacebuilding circle is to learn to live together peacefully and to rebuild just and participatory communities. Though REFLECT and Freire's psycho-social methods are the most useful methods in an integrated literacy and peacebuilding programme, a wise facilitator may draw from additional resources. This section explains the complex process of reading, writing, calculating and building peace. It will suggest exercises for teaching these skills and games for practising them. It is always worth remembering that:

> *People learn to read in order to read something.*
> *They learn to write in order to write something.*
> *They learn to calculate in order to calculate something.*
> *They learn to speak in order to say something.*
> *They learn about themselves and others to appreciate humanity.*

In the literacy and peacebuilding circle the facilitator will be encouraging participants to read, write, calculate, listen and speak their minds within the context of peacebuilding. This will include the process of conflict resolution, healing and reconciliation. It will also be about the reading, writing and calculating required in the community to cope with everyday life.

The content is around peacebuilding. The resources for improving reading skills are within the learning circle: personal stories, folk tales, proverbs and everyday materials. This section will show how to use local materials in literacy and peacebuilding circle.

Goal/purpose: To broaden facilitators' understanding of the methodologies and the mechanics of literacy, numeracy, and peacebuilding.

Objectives:

- To reinforce the importance of dialogue and debate.
- To provide an overview of different literacy methodologies.
- To ensure facilitators understand the skills participants require to learn to read.
- To show how facilitators can generate reading materials from the community.

Contents:

Unit 1: Reading and writing in everyday life

Unit 2: Reading and writing – complex processes

Unit 3: Essential skills and processes in learning to read and write

Unit 4: Activities to build literacy skills

Unit 5: Numeracy in everyday life

Unit 6: Activities to develop numeracy skills

Unit 7: A framework for learning

Unit 8: Integrating literacy and peacebuilding

Unit 9: Lesson planning

Unit 10: Action – reflection – action cycle

Unit 11: Recording experience/storytelling

Unit 12: Different uses for participant generated material

Unit 13: Making small books

Unit 14: Games and exercises

Unit 1:	Reading and writing in everyday life

Purpose: To demonstrate the daily reading and writing tasks commonly undertaken.

Objective: Identify the reading and writing undertaken daily by the facilitators.

Time: 45 minutes

Activities:

1. Facilitators individually write down the reading and writing tasks they carried out in the last 24 hours.

2. Facilitators read these out.

3. Trainer writes the list on the flip chart or blackboard.

Trainer's notes:

The list will normally include religious materials, sometimes reading or writing a letter, reading a newspaper or book. Facilitators should also be encouraged to think of all the occasions when they come across words, including labels and instructions on packages, logos and shop signs.

Unit 2:	Reading and writing - complex processes

Purpose: Understand the complexity of the reading process (decoding), the spelling and writing process (encoding).

Objective: Facilitators experience the difficulties of learning to read and write.

Time: 45 minutes

Activities:

Activity 1: Decoding - making sense of symbols

1. Trainer has four sheets of paper or card with a phrase on it to give to each group in different languages with different scripts.
2. Facilitators divide into 4 groups and try to work out what their sheet says.
3. They should remember how they try to do this
4. In the plenary group, facilitators share their attempts at trying to read.
5. Trainer explains that they have been trying to break a code and they have to learn the key.

Activity 2: Encoding - transferring sounds into symbols

1. Trainer calls out 10 'words' as in a spelling exercise. Some are nonsense words, some are in known languages, others in unknown languages.
2. Facilitators try and write these down.
3. In the plenary group, facilitators discuss the process.

Trainer's notes:

In order to read you have to learn to 'decode' the symbols on the page to make sense of what they mean. In order to write you need to be able to 'encode' the sounds, that is to know which symbols will represent which sounds and put these down on paper.

1. Decoding (reading): Facilitators should be able to:
- Identify that a group of symbols makes a word
- Work out the direction – left to right as in Latin script or right to left as in Arabic
- Identify similar symbols and look for familiar patterns

2. Encoding (spelling): Participants will have:
- Found it is easier to spell words they recognise
- Tried to listen for the sound of familiar letters
- Listened for how the words 'break up' and how many syllables there are in the word.

Unit 3:	Essential skills and processes in learning to read and write

Purpose: Facilitators are able to teach the steps involved in reading and writing effectively.

Objective: Facilitators understand the skills to be mastered in order to read and write and the sequence in which the skills can best be acquired.

Time: 20 minutes

Activities:

1. Trainer writes random letters and random syllables on the blackboard.

2. Trainer reminds participants of how they attempted to decode.

3. Trainer and facilitators work out what people have to do to decode.

4. Trainer gives out and explains handout.

Trainer's notes:

Most people don't realise the complexity of the processes. The exercise helps people work out what they are doing when trying to read.

Handout 1 explains what people have to be able to do.

Mirror writing can also be used.

HANDOUT 1   **Part 1 - Section 2 - Unit 3**

Basic knowledge for literacy

Reading and writing require an understanding of the relationship between the sound and the symbol, the ability to encode, that is to turn sounds into symbols to decode, and that is to turn symbols into meaningful sounds. It is a very complex process.

People beginning to read need to know that:

1. Individual words are units of meaning.

2. A combination of words has meaning.

3. Words are composed of individual letters.

4. Where to start - at the top left, Western script, top right Arabic script top left etc.

5. Letters have different sounds and to know what these are, normally we learn the consonants first and then the vowel sounds.

6. Certain letters make different sounds when combined for example, in English sh, ch, ee etc.

7. Changing the letters makes different words, cat, bat, or can, ban, fan etc.

8. Words are divided into syllables Free+town, un+der+stand+ing.

9. Syllables can be combined in different ways to make different words.

10. Not all words are phonetic and many in English cannot be 'sounded out' - as 'come', 'through', or different letters can have the same sound, but a different meaning – 'peace' 'piece'.

To become reasonably fluent in reading and writing people need to:

1. Be able to read all the commonly used words.

2. Have learnt to read harder and less common words and know what they mean.

3. Understand grammar and punctuation, the structure of a sentence.

4. Know how to use commas and full stops.

5. Widen their vocabulary.

6. Have frequent practice.

Unit 4:	Activities to build literacy skills

Purpose: To enable facilitators to teach literacy and numeracy skills.

Objective: To give facilitators ideas for practical exercises to learn and reinforce literacy and numeracy skills.

Time: 45 minutes

Activities:

1. Facilitators should be given the list of activities.

2. Trainer explains that these exercises can be used in any of the topics in peacebuilding.

3. The exercises are discussed.

Trainer's notes:

The list of activities on Handout 2 is for reference to ensure participants have plenty of ideas.

HANDOUT 2   **Part 1 - Section 2 - Unit 4**

Literacy learning activities[1]

Below are some ideas for literacy and numeracy skill building activities.

Literacy

Objectives	Activities
1. Teach word recognition 2. Teach word pronunciation 3. Give writing practice with words	Identify a specific set of words in study text (e.g. names of men, women, boys or girls, names of crops, types of equipment or materials, peace words etc.). **Preparation:** • Write words on 2 sets of flash cards (you can make flash cards from used packets of Omo, tea, milk, etc. and old calendars). • Prepare pictures of identified words (if you cannot draw, ask a learner or colleague to help you. You can also cut pictures from old calendars, magazines, newspapers, etc.). • Ask participants to pick out the key words from the study text in the peacebuilding context, write them on the blackboard. • Teach the composition of syllables in each word to enhance recognition (un+der+stand+ing, for+give). • Practice pronunciation. • Participants copy into their books. Practice writing. • Bring out a set of flash cards and do a matching exercise: ask participants to match flash cards with words on blackboard. • Put up your prepared pictures and have participants name them. • A second matching exercise: ask participants to use one set of flash cards to label the pictures. • Writing and drawing practice: participants copy pictures and words into their books. • A third matching exercise: ask participants to match second set of flash cards with the pictures and names up on the wall / blackboard. • Write up on the blackboard portions from the study text containing the key words taught "we will rebuild the school". • A fourth matching exercise: ask participants to match flash cards with identical words on the blackboard. • Put the flash cards in a box for future use.

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[1] From *A Guide for Literacy Instructors* (Learner Oriented Community Adult Literacy) Juliet McCaffery, Felix Obanubi and Kayode Sanni. (2000) Community Education Programme, Nigeria. DFID, The British Council. p.37.

4. Teach sentence recognition 5. Teach sentence construction	• Once a reasonable number of words from the study text have been taught pick out some short sentences. • Write the sentences on the blackboard and read through them with participants. • Break the sentences into words and write the words on word cards. • Start a sentence "peace is….. " Ask participants to complete it. Ask each group to make as many sentences as possible from word cards: • Cut up paper into small word cards. • Divide the participants into groups. • Divide the word cards among the groups. • Organise a competition: the group with the highest number of words wins. • Writing: members of each group copy their sentences into their books.
6. Communicating meaning 7. Reading passages 8. Improving strong readers and helping weak ones	**Reading in pairs:** • Identify weak and strong readers in the class. • Divide them into pairs: a strong reader with a weak reader. • Ask the strong reader to read pointing at the words and using pictures in the story if any. • Ask the strong reader to read again without pointing at the words. • Ask the weak reader to attempt reading aided by the strong reader.
Discussion	• Use the maps, matrices, stones etc. for generating discussions on peacebuilding.
Follow-up	• Help participants develop new ideas for peacebuilding, reconstruction and solving community problems. • Encourage participants to draw their own pictures, design their own peace posters, etc. and stick them up on the wall.

Unit 5:	Numeracy in everyday life

Purpose: To consider the importance of numeracy.

Objectives:

- To consider the nature of numeracy.
- To understand the processes of learning to be numerate.
- To be able to root numeracy learning in the lives and experiences of the participants.

Time: 1 hour

Activities:

1. Facilitators divide into small groups.

2. Facilitators individually think what numerical activities they have undertaken in the last 24 hours, share these and write them down.

3. They discuss these in plenary group.

4. They return to small groups and place their activities in the chart below (Handout 3).

5. Results are shared in plenary session. Discuss how often numeracy activities are written down and how often they are done in people's heads.

6. Trainer collates and provides a handout of results.

Trainer's notes:

When asked to consider how they use numbers in their daily lives, facilitators often find it difficult to think of many examples. They should be encouraged to include activities which involve:
  ➢ calculating time
  ➢ calculating distance
  ➢ calculating money
  ➢ using a tool, measuring tape, ruler etc.
  ➢ estimating weight
  ➢ weighing
  ➢ estimating volume
  ➢ measuring volume

HANDOUT 3   **Part 1 – Section 2 - Unit 5**

Numeracy in everyday life

Activities	Numeracy required	Mental (tick)	Written (tick)
	Addition		
	Subtraction		
Buying 3 kilos of tomatoes	Multiplication	√	
Sharing food among a large family	Division	√	
Producing an estimating for building materials for an NGO office	Measurement		√
Selling vegetables in the market	Weight	√	
Buying and selling cooking oil	Volume	√	
	Fractions		
	Decimals		

HANDOUT 4   **Part 1 – Section 2 - Unit 5**

Numeracy skills

Most of the time most of us estimate the following

Time

Amount

Distance

Length

Weight

Volume

Height

However sometimes, as with money, volume, or measure we want to be accurate.

In order to calculate with accuracy we need to:

• recognise the numbers and know what they symbolise

• be able to match the numbers in figures and in words

• understand the concept of hundreds, tens and units

• be able to add, subtract, multiply and divide

• know how to tell the time using both the 12 hour and 24 hour clock

• understand the units of measure, what they mean and how to use them

• understand how to measure volume

• understand the calendar year and the date

• understand and measure temperature.

Unit 6:	Activities to develop numeracy skills

Purpose: To assist facilitators with numeracy.

Objectives:

- To provide practical suggestions for developing numeracy skills.
- Demonstrate that by using the language of numeracy, facilitators will have a more accurate way of expressing quantities, volumes and measurements.

Time: 45 minutes

Activities:

1. In groups of four, facilitators select an everyday activity which involves numeracy, for example producing an estimate of building materials. The group produces a diagram of the activity (see Handouts 5 and 6 for examples).

2. The groups then list all the different small activities which a facilitator could do with their literacy circle associated with this activity which use numeracy skills (see Handout 7 for examples).

Trainer's notes:

It is important that the examples used relate numeracy to situations with which people in local communities will be familiar.

The trainer should draw on the experience and knowledge the facilitators already have, the way they record quantities, volume and measurement, or area. They will have their own way of expressing these and the trainer can then build on these.

HANDOUT 5   **Part 1 – Section 2 - Unit 6**

Numeracy activities in practice

Diagrams of vegetable plots in Mattu-on-the-Rail, near Bo, Sierra Leone, which can be used to develop numeracy skills including addition, multiplication, time (planting and harvesting) and measurement (size of plot, distance between rows).
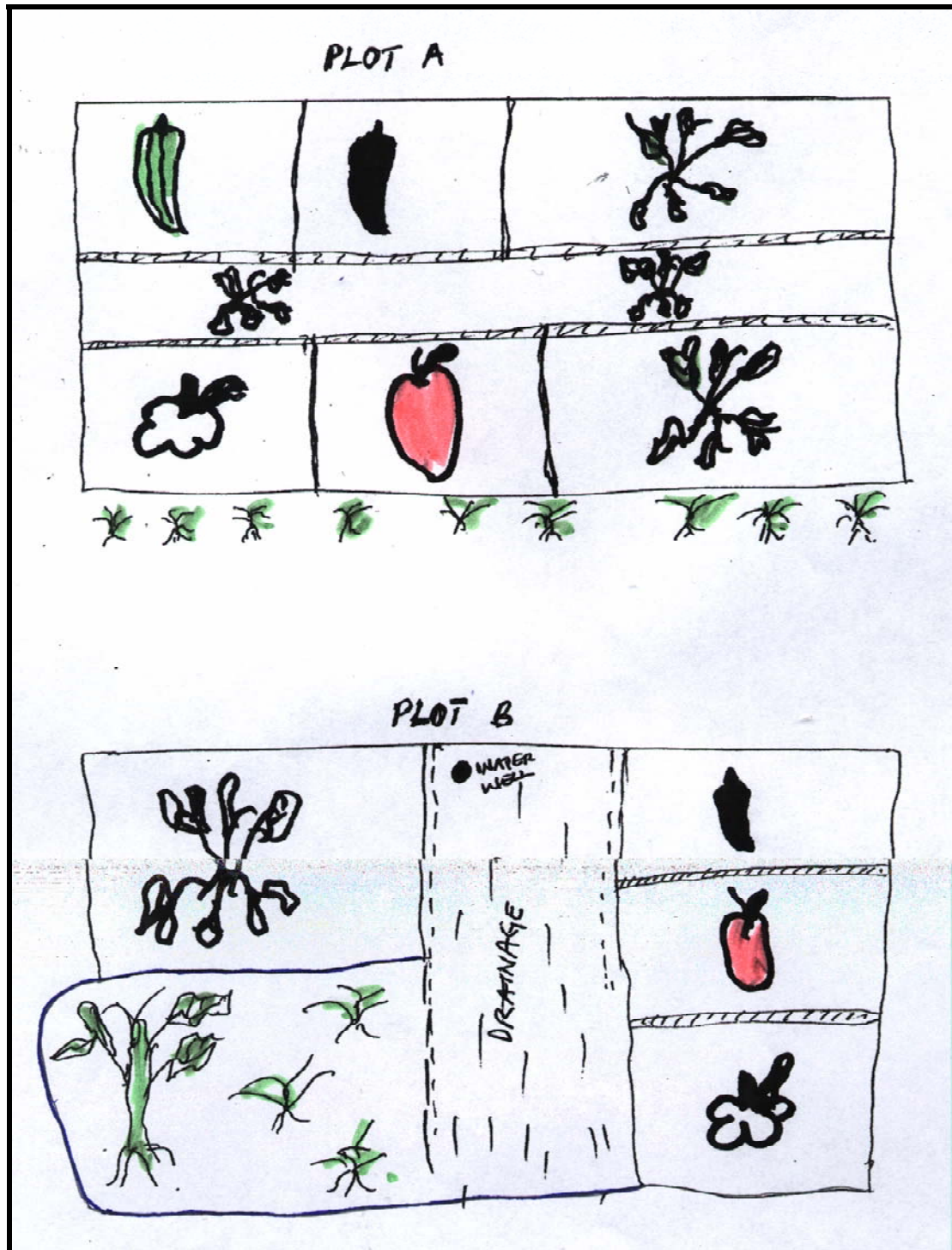
HANDOUT 6   **Part 1 – Section 2 - Unit 6**

Numeracy activities in practice

Diagram of building materials for reconstruction from numeracy workshops in Sierra Leone. Symbols represent the different building materials required including stones, bricks, poles, zinc sheets (for roofing).   The diagram shows the different quantities needed for different sized buildings.
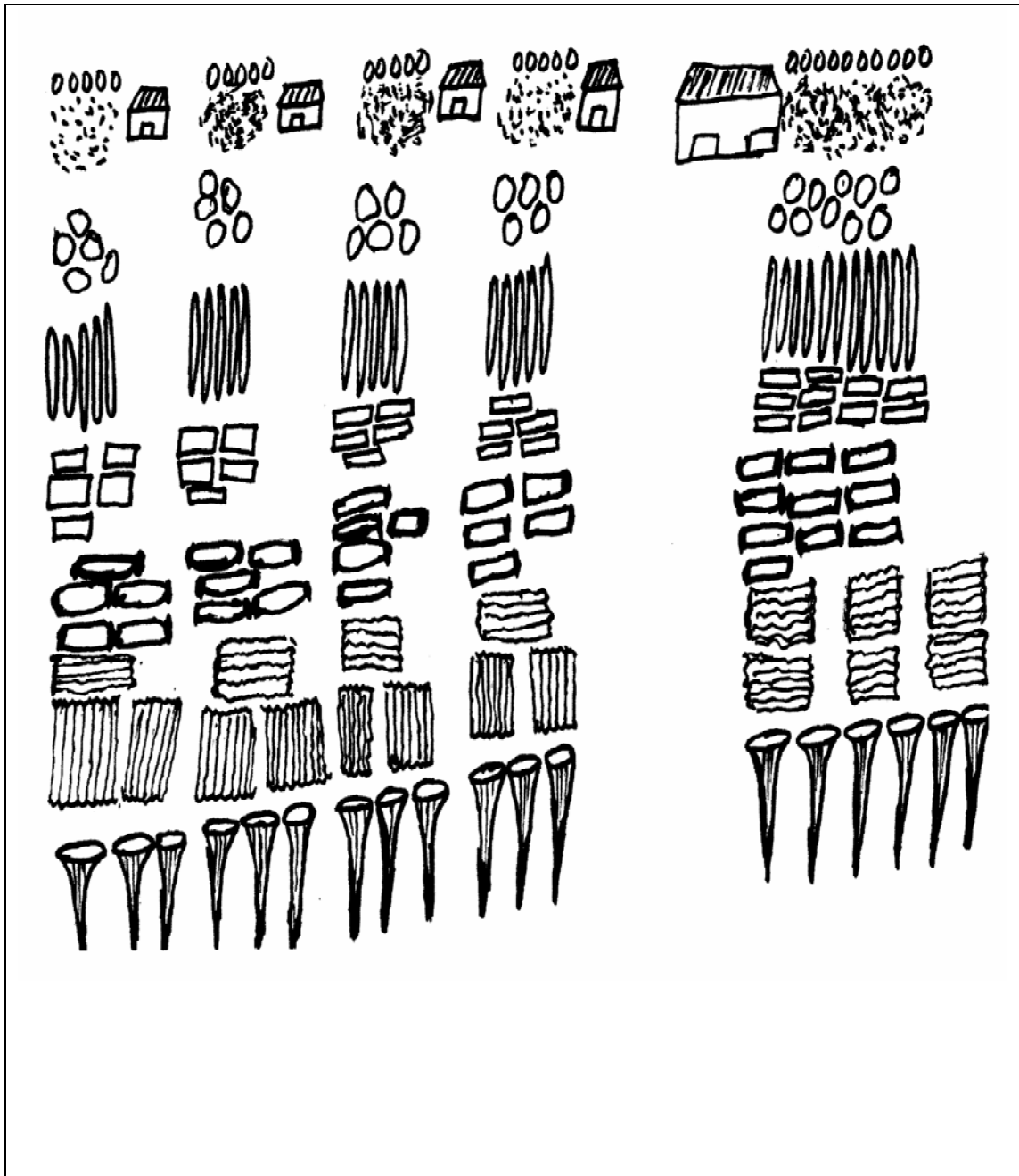
HANDOUT 7   **Part 1 – Section 2 - Unit 6**

Understanding the concept of numbers as a language

Number concept and objectives:	Example activities:
Number recognition To relate numbers to real objects	• Count the number of beds planted with a particular plant, the number of children not in school, the number of houses that need repairing etc. • Show the number symbol and the word • Count the months of the year, the days of the week, the hours between dawn and dusk, the hours it takes to walk from A to B. • Relate the numbers to symbols on the paper, drawings of houses, sticks, or bundles of sticks, or drawings of the heaps of cement needed to build a house.
Addition To use everyday objects and events to practice addition.	• The number of houses one side of the road plus the number on the other side in the village. • The number of sons a man has plus the number of daughters makes the number of children. • The number of men in the room plus the number of women. The beds of groundnuts (6) plus the beds of rice (3) plus the beds of pepper (3). 6 + 3 + 3 = 12 beds altogether.
Subtraction To use everyday objects and events to practice subtraction.	• Count the number of people in the room. If we ask 6 people to leave the room, how many are left? • A man had five children. One daughter died. How many children does he have now? • If one bed of groundnuts does not grow how many beds will you harvest?
Multiplication To use everyday objects and events to practice multiplication.	• Show that for one house you need 6 zinc sheets. For five houses you will need how many? • Draw the symbols and show that multiplying is in fact adding two or more things together i.e. 4 piles of bricks each with 10 bricks
Division To use everyday objects and events to practice division.	• Give practical examples, a lorry load of bricks is delivered to build 6 houses. How many bricks will each man be given to build his house? • How will you divide up the produce from the agricultural work?
Measurement To use everyday objects and events to practice measurement.	• Draw on the existing units of measurement. How do you know what size to make the dress, or how to space out the plants, or what size sheet of zinc to use for the roof? Record these measurements in the 'numeracy' language. ▪ Measuring an area is done by multiplying the two sides
Volume To use everyday objects and events to practice calculating volume.	▪ Palm oil is sold by volume. How does this relate to fluid ounces? ▪ Two cups of flour is the same as how many ounces? How many cups or ounces of flour to make 4 pancakes?

Unit 7:   A framework for learning

Purpose: To assist literacy facilitators make literacy and numeracy and peacebuilding circles relevant to the participants.

Objective: To provide a broad framework for facilitators to follow to ensure they are meeting the literacy, numeracy, and peacebuilding needs of the participants.

Time: 1½ hours

Activities:

Trainer divides facilitators into groups of about four to answer the following questions.

- How will you find out what participants in your circle want to learn?
- How will you know what reading material is available in the area?
- How will you know how numbers are used in the local community?
- What reading materials will you use in your circle?
- How will you know what to teach?
- How will you keep the participants interested?
- When is the best time to hold the circle?

Trainer's notes:

These are quite difficult questions. Much of the content will be peacebuilding, but the literacy participants will also want to be able to read and write what they need to read and write. The previous unit gives examples of different literacy and numeracy exercises. These should be adapted to the different subject matter. The framework below is a guide to ensure facilitators ASK the participants what it is they want to learn to read and write. The survey of activities will inform facilitators if reading and writing is needed in their work and the time when it is most convenient to hold the circle. The surveys help facilitators identify what reading materials are available in the area and what reading and writing activities actually take place.

HANDOUT 8   **Part 1 – Section 2 - Unit 7**

A methodological framework

This 9-step framework is merely a guide. It aims to help facilitators work with participants to translate the ideals of a community approach into actual practice. It can be used with any approach but it used particularly with community oriented adult literacy to ensure participants are able to transfer the skills learnt in the literacy to daily life.

9-step framework

1. Participants identify their aims.

2. Participants prioritise their aims.

3. Conduct survey of literacy and numeracy events in the community and collect 'real' materials.

4. Participants discuss and identify their economic and daily routine activities.

5. Match aims, activities and 'real' material.

6. Identify the learning points in the 'real' material.

7. Specify the teaching task for each component - literacy or numeracy.

8. Develop clear objectives for each learning session.

9. Develop and deliver participatory learning sessions.

1. **Participants identify their learning aims**. Participants state clearly why they wish to acquire reading, writing and numeracy skills and specific uses to which they intend to put the skills once acquired. The list of aims forms the negotiated curriculum.

2. **Participants prioritise their aims**. To organise the aims into manageable units of the negotiated curriculum, agree priorities with the participants. Rearrange the aims accordingly. The aims can be re-listed according to theme, complexity, urgency, etc. The list of prioritised aims dictates the sequence of subsequent learning activities.

3. **Conduct survey of literacy / numeracy events**. The literacy/numeracy of the circle is the literacy/numeracy of the community. Undertake a survey of the immediate community to identify specific literacy/numeracy tasks people need to perform, materials they would need to decode (read) or encode (write) during literacy/numeracy events, etc. Real materials to be used in the literacy circle can be collected during the survey.

4. **Participants discuss and identify their economic and daily routine activities**. To ensure relevance of the learning content to participants' real lives, a variety of techniques is used to identify the activities that participants depend upon for income and social participation, such as the PRA daily routine and economic activities charts. The literacy/numeracy tasks and real materials required in the course of each activity discussed, are identified.

5. **Match prioritised aims (2) with related events and activities (3 & 4) and categorise real materials collected according to how relevant to each aim**. Choice of practical learning activities to be carried out subsequently will be informed by this rich collection of aims, activities and materials.

6. **Identify specific learning points in the real materials collected**. The plan begins to translate into learning practice. Learning points in a receipt (an example of a real material), for instance, would include reading and writing names and dates, computing quantities, forming signatures, etc.

7. **Specify the teaching task required for each component.** The facilitator does a plan of work indicating sessions for introducing each learning point. Names and signatures would be taught in a literacy class, for instance, while calculating quantities would be the subject of a numeracy class.

8. **Develop clear objectives for each session**. This focuses the sessions and enables the facilitator to relate actual learning activities to participants' established aims.

9. **Develop and deliver practical and participatory learning sessions**. This is the result of all the careful planning: the actual teaching/learning session based on subjects meaningful and of importance to participants, using real materials that participants will be required to read and/or write in their everyday lives, and geared towards the development of specific target skills.

Unit 8:	**Integrating literacy and peacebuilding**

Purpose: To broaden facilitators' knowledge of different approaches in literacy and numeracy programmes.

Objective: To consider how the different models of literacy practice can be used in peacebuilding processes.

Time: 45 minutes

Activities:

1. Trainer introduces each model and its key features using an overhead or the chart below without the last two columns completed.

2. Facilitators consider:
   (i) The potential of each model for dialogue and empowerment
   (ii) How the model can be used in peacebuilding and reconstruction.

3. Facilitators and trainer discuss and complete columns 4 and 5 (Handout 9).

Trainer's notes:

When using Handout 9, introduce each model (column 1) and review facilitators' knowledge of the key elements of the model (column 2), including how the topics are determined (column 3). In considering each topic ask the participants what the potential for discussion is (column 4) and decide whether that model can be used with peacebuilding (column 5). Columns 4 & 5 should be completed in ways similar to the handout.

Different methods of learning literacy and numeracy can contribute to peacebuilding programmes in different ways. Men and women may need specific skills to improve their opportunities for employment, self-employment and income generation, for example in carpentry, in sewing, in growing and marketing their agricultural produce. A model of functional literacy may be useful for this.

Some people wish to make up for the schooling they missed during the conflict. In this case a programme of learner oriented community and adult literacy could be used, in which the participants decide what literacy and numeracy they want to learn. Others may want assistance in helping their group learn the literacy or numeracy it needs to function better. These are important for peacebuilding and can be provided by the programme but may not integrate into a literacy and peacebuilding circle.

HANDOUT 9   **Part 1 – Section 2 - Unit 8**

Integrating conflict resolution and peacebuilding into models of literacy

Model of literacy	Focus	How subjects /topics are determined	Potential for discussion	Introducing conflict resolution and peacebuilding
Traditional literacy using a primer	Nationally, and sometimes (regionally) produced primers	Topics in the primer - decided by the Ministry of Education or other body	Discuss the topics in the primer, less opportunity to introduce other topics	Very difficult unless peacebuilding in the primer or in specially developed primer
Psycho-social method (Freirean)	Raising awareness and political and social conscientisation, 'reading the world'	Issues determined by the facilitator or the state. Use of codes and generative words determined by the facilitator or the curriculum	Discussion on conflict and peace through codes and generative words	Good opportunities for analysing conflict realities, traumas and reconciliation
Functional literacy	Learning the literacy needed to function in society - usually work / skill related	Determined by the skills training or the function for which literacy will be used, income generation, tailoring etc	Generally focus is on skills and basic literacy. Less participative.	Difficult, but assists gaining the literacy and numeracy required for employment and income generation
REFLECT (PRA)	Combines the theory and practice of PRA with that of Paulo Freire - developmental and empowering. Analyses community problems and seeks solutions	PRA analysis of community and issues using maps matrices, charts etc	Focuses on issues in the community and Involved much discussion	Good opportunities for integrating conflict analysis, peacebuilding and reconstruction
New Literacy Studies (NLS)	Identifies and develops existing communicative practices and the purpose of the communication	Focuses on the literacy of the context and the uses to which it is put	Discussion depends on the activity the community decides to undertake	Communication practices and activities around peace and rebuilding
Local learner oriented community adult literacy	Focuses on the literacy required in the local community Draws on Freire and NLS literacy events and practices	Social model of literacy. Curriculum negotiated with the participants based on their purposes and priorities and issues raised by participants	Participative but focuses more on skills required by participants than on issues.	Good for people who want to focus on acquiring the skills they need for the context in which they will use them
Literacy for Livelihoods (LfL)	Integrates literacy with the increasing livelihood and the poverty reduction agenda	Yet to be practised under this heading - probably work/livelihood related	To be seen	Possible opportunities

Unit 9:   Lesson planning

Purpose: How to plan a lesson on conflict resolution and peacebuilding.

Objective: Facilitators to learn how to plan a session for their literacy and peacebuilding circles.

Activities:

1. Introduce the concept of planning sessions using the headings **objectives, activity, preparation** and **materials.**

2. Select the topic for the planning activity. The one used in the example below is identifying and understanding local conflict. The participants want to acquire literacy skills appropriate to their level of literacy.

3. In small groups facilitators devise a series of activities using the headings in the example below.

	Objective	Activity	Preparation	Materials
1	To understand the context of conflict. Learn specific numeracy /literacy skills.	PRA mapping of conflict situations observed in area.	Decide where to draw the map decide on the formal - map, table, graph etc.	Have available some materials to use as symbols, paper for drawings and card for words.
2	Understand and acknowledge emotions. Learn specific literacy /numeracy skills.	Code / picture	Draw the code	Poster depicting the code
3	Access wider communication networks. Learn specific numeracy /literacy skills.	News item, local event	Find, photocopy or reproduce	Newspaper and copies
4	Validate local experience. Explore and discuss topic. Learn specific numeracy /literacy skills.	Learner or facilitator generated story	Photocopy or print enough copies Or write on a large poster sheet, flip chart or blackboard	Large paper or copies
5	Understand situation Example: forgiveness	Role play	Plan play before hand, or prepare roles to give to participants	Prepared roles

4. **Developing differentiated learning activities.** The trainer introduces the concept of differentiated learning activities (i.e. learning of specific skills through activities at different levels according to the level of the participants). The table below provides an example.

	Level	Literacy /numeracy to acquire	Learning activity	Materials
1	Beginners	Select one letter to learn and practice i.e. Cc conflict Relating numbers to objects	Practice the sound. Write the letter and the word on the board and in the exercise book Count the number of houses on the map, vegetable plots on the ground etc. Write the number	Exercise books, pens /pencils blackboard
2	Not quite beginners	Select up to 6 words forming a group - either a particular letter or sound, or group of word if possible all relating to conflict situations. Local conflict might include naming family members Simple addition and subtraction.	Practice reading and writing these on the board and in the exercise books How many people in the family? How many men and boys? How many women and girls? Subtract one from the other	As above
3	Have some schooling and some literacy	Select more words or harder words either for spelling or a particular sound relating to some form of conflict. Local /family conflict might include harder words like neighbour, daughter with the silent gh and difficult au and ou sounds Depending on the topic introduce simple multiplication.	Practice reading and spelling these. Put the words into short sentences and write in exercise books How many window frames for one house? How many for 4 houses? Learn 4 times table	As above
4	More advanced	Select difficult conflict words: collaboration, competition, consequence. Practice writing paragraphs	Learn how to break the word into syllables to spell more difficult words. Write a short paragraph or report on some aspect of conflict. Read a newspaper report of a conflict and answer questions on it. Introduce division. How will you divide up land? Eight plots between 4 people.	As above Newspaper

5. In small groups, facilitators take one of the activities from their plans and outline how they would differentiate the activity for different literacy levels.

Advice for facilitators planning sessions for literacy and peacebuilding circles
1. At the beginning of each session briefly review the skills learnt in the last session.
2. Be very clear about the specific skills to be learnt. Don't have too many learning objectives in each lesson.
3. Discussing situations and analysing situations are important literacy skills as well as peacebuilding skills. Don't cut short this part of the session.
4. It is helpful if you have examples of numeracy exercises to give practice in addition, subtraction, multiplication and division, but always relate these to something practical and useful to the participants you are doing, other wise people often see no point in doing it.

Unit 10:	Action - reflection - action cycle

Purpose: To stress the importance of dialogue and action as part of the literacy process.

Objectives: Understand the cycle of action - reflection - action in the context of literacy and peacebuilding.

Time: 30 minutes – 1 hour

Activities:

1. Take any of the activities developed in the peacebuilding process, for example a map of the community as facilitators visualise it in 10 years.

2. Discuss the activity encouraging all to take part, deciding on tasks and decide what action to take.

3. Develop a plan of action.

4. Decide what literacy and numeracy activities will be required.

Trainer's notes:

The application of learning to discuss, understand and solve social problems is the point where literacy and peacebuilding intersect.

The activities you develop through using REFLECT, the maps, the matrices, the calendars, the timelines and the Freirean codes denoting emotions are the means through which you generate action for change, reflection on that action leading to further change in a continuous circle. Literacy and numeracy fuel the turning of the circle at all points.

This process of discussion should be included in all sessions.

Unit 11:   Recording experience / storytelling

Purpose: To draw on the experiences and resources of the community and individuals.

Objectives: • To record facilitators' stories.
   • To validate and recognise their experiences.

Time: 1½ hours

Activities:

1. Divide the group into pairs.

2. One person tells a story or relates an experience to their partner.

3. The partner writes it down <u>exactly</u> as told, using the same words and dialect.

4. The partner reads it back as told.

5.   The story teller makes any additions or corrections to the story.

6.   The stories are confidential but can be read out if appropriate; the storyteller chooses to read it out or asks the writer to read it out.

7.   The story teller must always be asked and must always give permission for the story to be read out.

Trainer's notes:

This is a quick and easy exercise and can produce valuable and interesting locally relevant reading materials. However, confidentiality must be kept at all times and sensitivity when inviting participants to read out their stories. Facilitators may not wish to read out their stories.

It is likely that many participants, whether facilitators undergoing training or participants in the literacy circle, will first choose a 'safe' topic, such as a folk tale or a funny story, only wishing to tell their sad or traumatic stories when they feel safe and trust the group. The use of traumatic stories should not be hurried. Avoid using traumatic stories until you study Section 4.

Unit 12:   Different uses for participant generated material

Pieces of writing written or told by literacy participants can be used in many different ways in the peacebuilding circle.

1. Some writing can be put on card and displayed in the room

My Escape

When the rebels came to my village I was lucky. My friend had warned me and together we went and hid in the bush
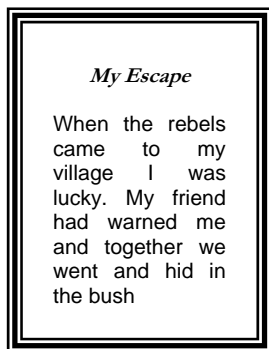
2. Large posters can be made with different messages

PEACE
IS
GOOD
FOR
YOU

3. Several pieces of writings and drawing can be made into a wall newspaper and displayed where everyone can read it.

| My Life in the war | Building peace | Coming home | My farm |
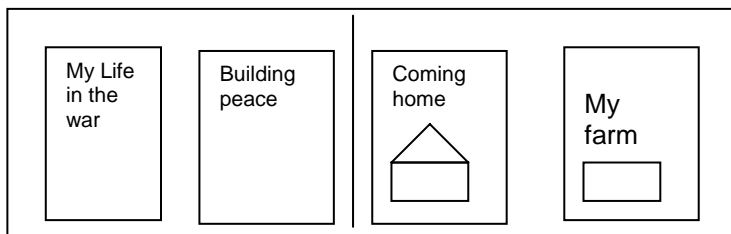
A wall newspaper can be displayed in the community

4. A magazine

The Stories

We Told

5. A story can be made into a play

Gala Performance Of

Starting My Life Again

Thursday. 6.00 pm
Feb 14 2002

at
Mattu-on-the-Rail
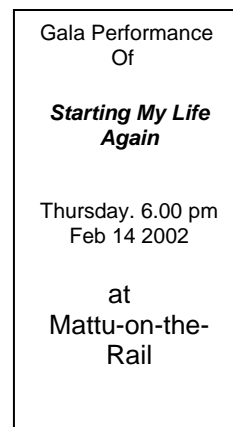
Unit 13:   Making small books

This activity can also be used by facilitators in their literacy circles.

Purpose: To demonstrate to facilitators the creativity and preparation involved in producing your own stories and experiences.

Objectives:

- To make small books.
- To enable facilitators to appreciate the process of book production.
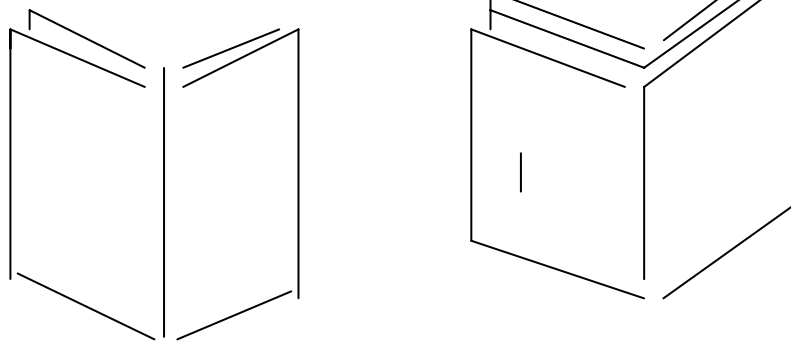- To contribute to the range of material available for reading.

Activities:

1. Write a story or tell a story as described above.
2. Take pieces of A4 paper and fold them in half.

   1 piece of folded A4 paper gives 4 pages
   2 pieces of folded A4 paper gives 8 pages

3. Divide the story into pages, if possible one paragraph per page.

4. Leave spaces for pictures.

5. Make sure there are good margins, about 3cms all around the writing and the pictures. Don't squash up writing or pictures. Leave plenty of space on the page.

6. Put in the page numbers.

7. First make a draft to see what the book will look like.

8. When everything is correct - the writing, the page numbers and the pictures - make a final copy. Make sure your writing is very good, clear and easy for beginners to read.

9. Make a cover for your book. Put the title and the author on the front cover. Put where and when the book was produced at the bottom of the back cover.

10. If the literacy programme has enough money, books can be printed. In this case also put where the book can be obtained on the back cover.

Trainer's notes:

What makes a good book?

If books are to be produced for others to read whether photocopied or printed they must be considered very carefully to make sure the writing is clear, the spelling is correct and the subject is of interest.

Ask your facilitators to list what makes a good book. Facilitators have come up with the following qualities:

1. An interesting story.
2. An interesting title.
3. A good cover.
4. Language the circle participants can understand.
5. Clear writing.
6. Good pictures to illustrate the story.
7. Good margins and spacing on the page.

Making books in the literacy circle

If you have a literacy circle where the participants are at different levels, the more advanced participants can write down the stories told by the beginners.

If all the participants are beginners, they can all tell their stories and the facilitator can write them down.

A group story can be written on the board by the facilitator

Unit 14:   Games and exercises

Purpose: To show that learning can be fun.

Objectives: • To introduce literacy and numeracy games that are fun and aid learning.
                 • To make revision fun.

Time: 30 minutes

Activities:

Collecting flash cards

1. Make flashcards of about 20 recently learnt words.
2. Hold the flashcards up. The participant who calls out first gets the card.
3. The participant with the most cards wins.

Word bingo

1. Make 10 bingo cards with 12 words on each for six people (a group can play). Some must be the same words and some must be different.
2. Have a pack of flashcards of these words. Call out the word. The first person to recognise the word on his or her card and raise their hand gets the card.
3. The first person to have flash cards for all the words on their card wins.

Trainer's notes:

The games can be played in the literacy circle at any level, and with any vocabulary such as a peace vocabulary (see below for an example) or vegetables or the names of people in the class. For absolute beginners, letters or written numbers can be held up or made into bingo cards. A more complex bingo game can be played using calculations.

Calculation bingo

This can be played with addition, subtraction, multiplication or division or a mixture of all four.
1. Decide on about 20 calculations, which the participants will be able to do, but will need to think a little about.
2. Hold up the card with the calculation.

3. The first person to recognise the right answer on his card wins and gets the card.
4. The person with the most cards wins.

Trainer's note:

Select your level carefully. Examples of different levels are:

Level	Addition	Subtraction	Multiplication	Division
Easy	3 + 3 =	8 – 4 =	3 x 3 =	9 ÷ 3 =
Not so easy	11 + 8 =	18 – 7 =	9 x 8 =	24 ÷ 6 =
Harder	27 + 14 =	22 – 15 =	12 x 20 =	42 ÷ 14 =
Hard	153 + 265 =	674 – 256 =	28 x 16 =	124 ÷ 6 =

Number game

This is very good for livening up the group.
1. Choose a number, for example 7.
2. Go round the room calling out 1, 2 3, 4, 5 etc. Each person claps their hands and calls out the next number when it is their turn except when the number contains a 7 or is a multiplication of 7 (i.e. 17, 21).
3. If the person claps their hands at the wrong time they are out.
4. The last one in wins.

Trainer's note:

Games are usually very much enjoyed. They not only provide a break but are important learning tools. The facilitators should be encouraged to make up their own games and may find this great fun. For example asking participants to arrange themselves in order of the month they were born in, or the distance they have travelled from their home to the literacy circle.

Learning the alphabet

1. Make a peace alphabet with a peace word for each letter of the alphabet
    Aa = apology
    Bb = build
    Cc = calm
    Dd = discuss
    Ee = enjoy
2. Make cards of each word.
3. Make letters of the alphabet.
4. Hand out the letters to all participants.
5. Hold up the words. The participant who has the first letter of the word and calls it out correctly gets the card.

SECTION THREE:
Developing good facilitation skills

Introduction

Adults who can't read and write are often afraid of failing. A good relationship between the facilitator and the participants is essential for adult learning. This must involve respect, safety, open communication, listening and humility. It must involve sharing, dialogue and discussion. Adults have extensive life experience, knowledge and skills to bring into the learning circle.   Facilitators must have the confidence to draw on their own resources and those of the literacy participants and the community. This section provides some useful exercises for effective facilitation.

Purpose: To enhance facilitators' interpersonal and facilitating skills.

Objectives:

- ▪ To enable facilitators to appreciate the difficulties of learning to read, write and understand.
- ▪ To understand how adults learn.
- ▪ To clarify how literacy and numeracy will benefit the participants.
- ▪ To deepen facilitators' listening and communication skills.
- ▪ To identify the reading, writing and calculating that takes place in the community.

Contents:

Unit 15: Benefits of literacy and numeracy
Unit 16: The literacy and peacebuilding circle
Unit 17: Different methods of literacy learning and
        teaching
Unit 18: Parent - Adult - Child
Unit 19: Listening exercise
Unit 20: Co-operative squares
Unit 21: Drawing a house
Unit 22: How adults learn
Unit 23: Making myself heard

Trainer's notes:

How many of the exercises you use and which ones will depend on the group of facilitators you are training. Those with more formal education or teaching backgrounds will need many of the exercises to help them think in a different and more open way than before. Facilitators who have been involved in community development or peacebuilding will probably be familiar with many of the exercises. The exercises are taken from a variety of sources.

Unit 15:	Benefits of literacy and numeracy

Purpose: Assist facilitators to consider rather than assume what literacy participants may gain from improving their reading, writing and calculating skills.

Objective: To identify the specific benefits participants will gain from coming to the literacy and peacebuilding circle.

Time: 45 minutes

Activities:

1. Facilitators divide into three small groups
   - a group of facilitators from the same community
   - a group of men
   - a group of women.

2. Facilitators discuss what they will gain by coming to a peacebuilding and literacy circle and list these on their flip chart.

3. Facilitators report the benefits back to the whole group and the trainer lists these. Where there is a benefit applicable only to women, this should be marked with a **W**. In the same way if a benefit is applicable only to men it should be marked with an **M.**

4. The lists from the participants are compiled by the trainer and given to them as a handout of the benefits of attending the literacy and peacebuilding circle.

Trainer's notes:

On one training course 22 benefits were drawn up. As well as including 'Calculate simple operations, change and count money', and 'Read their own letters' they also included 'Become more confident and not afraid of situations' and other personal and social gains such as 'Speak openly to each other'. To the individuals concerned these social gains are as important as acquiring the technical skills of reading and writing.

Unit 16:   The literacy and peacebuilding circle

Purpose: To facilitate the development of attitudes necessary for facilitating peacebuilding and literacy.

Objectives:

- Trainer to know the facilitators' current concept of literacy teaching in order to facilitate attitude change.
- Facilitators to understand the limitations of the traditional formal model of literacy teaching.

Time: 1½ hours

Activities:

1. Facilitators divide into small groups, of no more than four, each with a flip chart paper and markers.
2. Facilitators draw a picture of what they think a literacy class is like
3. They show and explain their picture to the group.
4. Trainers ask the group questions designed to show the relationship between teacher and participants, the implicit teaching methodology, and the likely level of interaction between those learning and between them and the facilitator.

Trainer's notes:

Most groups will draw a traditional picture showing rows of learners sitting at rows of tables or sitting in rows on the floor. The teacher will normally be at the front standing by a blackboard with ABC on it. Frequently the teacher will be drawn much larger than the participants. The trainer should ask questions to draw out the few positive aspects of the image and the more frequent negative aspects.

Questions appropriate to the picture might include?
- What is the facilitator doing?
- What are the participants doing?
- Do the participants have books?
- Why does the facilitator have a pointer or stick?
- Do you think the participants talk to each other?
- Why is the facilitator drawn as larger than the participants?
- What else is in the room?
- Who do you think decides what the participants will learn?
- What lessons on conflict and peacebuilding can this situation offer?

Unit 17:	Different methods of literacy learning and teaching

Purpose: To demonstrate visually different models of literacy.

Objectives: To provide facilitators with different visual images of literacy teaching.

Time: 1 hour

Activities:

1. Facilitators divide into small groups. Each group has two pictures.
2. They look at the pictures and discuss them, using the questions below.
3. They draw their own picture of how they would like their class to be.

Trainer's notes:

You will need large diagrams, sketches or photographs of situations in which literacy is taking place showing a variety of activities. The essential elements, for example working outside, or in a compound or in groups, should be clearly seen.

Questions may include the following or there may be other questions you wish to ask.

1. Where is the class being held?

2. How is the space arranged?

3. How many participants can you see?

4. What is the facilitator or teacher doing?

5. What are the participants doing?

6. What learning materials are being used?

7. Who do you think decides what the participants will learn?

The facilitators should be able to draw a comparison between the examples showing different situations and different kinds of interaction and a traditional literacy class

If the images are of very formal situations the trainer should ask the facilitators to do the exercise again at the end of the training course. The trainer can assess whether attitudes have changed.

Unit 18:	Parent-Adult-Child (PAC)

Purpose: To consider the relationship between facilitator and literacy circle participants.

Objectives:
- To explore behaviour types and reactions to them.
- To see how this action and reaction can affect people's behaviour.
- To see how facilitators' actions will bring reactions from participants.
- To promote behaviour in facilitators that will encourage learning.

Time: 2 hours

Activities:

Two dramas:

Drama I
Two people portraying Parent to Child behaviour. The first person is at home looking for some misplaced money. The second person comes along and, on finding out the cause of the first person's search, begins to scold. The result: the first person is infuriated by the scolding, knocks things about, gives up the search and storms off.

Drama II
Two people portraying Adult to Adult behaviour. The first person is looking for a misplaced letter. The second person comes along, learns the cause of the search and assists in the search. The letter is found.

- Discussion of the dramas in the large group.
- Identification of the three types of behaviour portrayed in the two dramas: Parent, Adult and Child.
- Participants discuss in groups ways of achieving the interpersonal ideal of Adult - Adult behaviour.

Trainer's notes:

Normally facilitators are very willing to act out the dramas. The trainer should explain their roles and the purpose of each drama carefully.

Behaviours: Parent – overbearing and treating person like a child.
Adult – treat each other as equals and with respect.
Child – behaves like a child and accepts what is said.

NOTE: Parent behaviour can sometimes be kindly and doing everything for the child. Discuss how this might not encourage the learners to be active learners but instead rely too heavily on the facilitator.

Unit 19:   Listening exercise

Purpose: To create awareness about the effects of poor listening and establish the value of good listening as an important ingredient for communication and relationship within groups.

Objective: To demonstrate the importance of listening carefully.

Time: 2 - 3 hours

Activities:

Drama I
Two women talking at the same time and not listening to each other.

Drama II
Two women have a conversation. The listener suddenly hears a point of personal interest, picks it up and takes over the conversation. The first speaker is left stranded and discouraged.

Drama III
The listener is involved in other activities and not listening as the speaker talks to her.

- Discussion of the dramas in buzz groups.
- Discussion of the dramas in the large group.
- In small groups, facilitators discuss and report ways of improving listening and communication during the workshop.
- Discussion of barriers to listening and real life applications in the large group.
- Facilitators draw up ground rules for listening during the workshop.

Trainer's note:

Facilitator uses the pictures in Handout 10 to focus the discussion.

HANDOUT 10   **Part 1 – Section 3 – Unit 19**

Barriers to listening

BARRIERS TO LISTENING

On – Off Listening

Glassy-eyed Listening

Too-Deep-For-Me Listening

Red Flag Listening

Open Ears, Closed Mind Listening

Yes, Yes...No Idea Listening
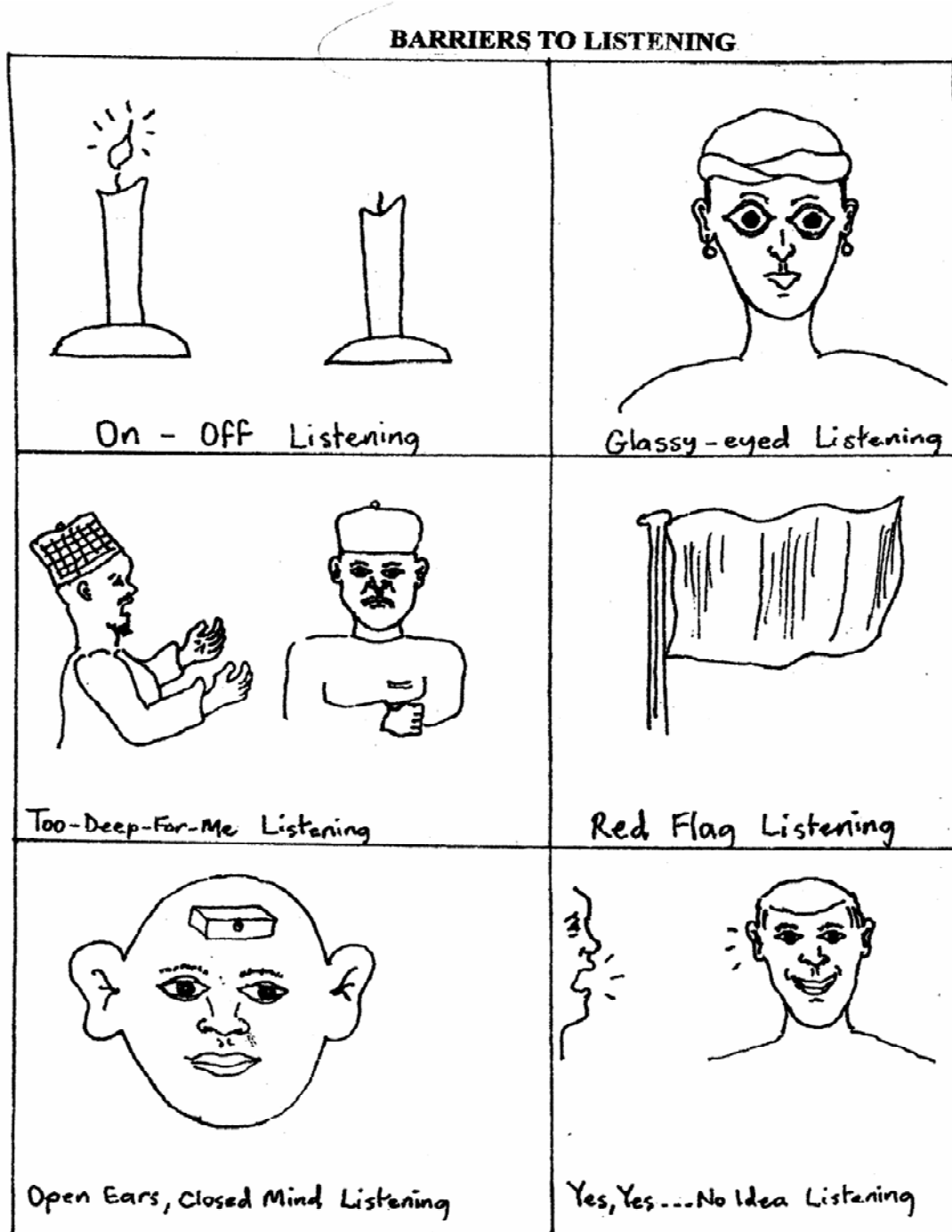
[1]

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[1] Adapted from *A Guide for Training Literacy Instructors.(2000)* Community Education Programme, Nigeria, by Juliet McCaffery, Felix Obanubi and Kayode Sanni

Unit 20:	**Co-operative squares**

Purpose: To demonstrate that co-operation is necessary to achieve the task.

Objectives:

- To help facilitators analyse elements of co-operation in order to examine their own behaviour when working within a group.
- To stress how people need each other to achieve success.

Time: 1½ hours

Activities:

1. Facilitators form groups of five.
2. Each group receives envelopes containing pieces of cardboard, which will fit together into squares. The task of each group is to form five squares of equal size.
3. Strict rules are enforced at first, e.g. there is to be total silence and no group may borrow pieces from others.
4. For groups which may struggle, the rules are later relaxed.
5. The experience is discussed in the large group with groups relating what helped them and what hindered them.
6. In small groups, facilitators discuss learning on co-operation.
7. Reports are given in the large group.

HANDOUT 11   **Part 1 - Section 3 - Unit 20**

Co-operative squares[2]

Instructions for the Game

Divide facilitators into groups of five.

For each group of five do the following:
- o   Cut up a set of 5 squares as below.
- o   Mix the pieces together and put a selection of pieces into each of 5 envelopes.
- o   Give one envelope to each person in the group.
- o   Each person has to end up with a square in front of him or her.
- o   People are not allowed to speak.
- o   Groups may not exchange pieces, but individuals within group can co-operate.
- o   See which group can make their 5 squares first.
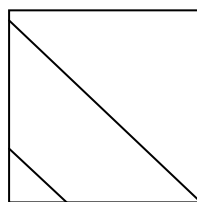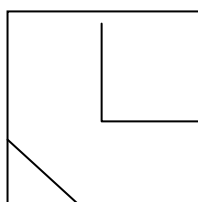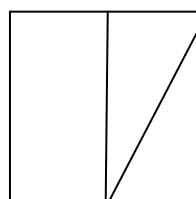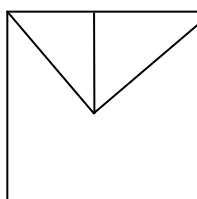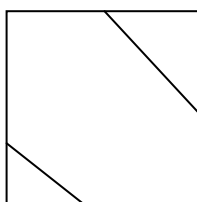
Most times participants are more concerned to make their own squares than ensure the whole group makes all their squares. Co-operation is required to succeed.

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[2] From *Participatory Learning and Action: Trainers Guide* (1995) IIED, London

Unit 21:   Drawing a house

Purpose: To demonstrate that working together demands compromise and co-operation.

Objective: To provide an experience where co-operation is essential.

Time: 45 minutes - 1 hour

Activities:

1. Facilitators pair up.
2. Each pair holds one pen between them and tries to draw a house.
3. Facilitators look at each other's drawings.
4. The large group reflects on the experience and discusses further the importance of cooperation.

Trainer's notes:

It is extremely difficult to achieve the task without some co-operation. Developing a team whose task is to facilitate literacy circles is a team activity which needs all members of the tam working together. Following conflict where there has been violence in communities people may be unfamiliar with working in teams and this might need more discussion and work than in other communities to develop trust.

Unit 22:   How adults learn

Purpose: To explore the ways in which adults learn and to demonstrate the conditions necessary for effective learning.

Objectives:
- To identify situations in which adults learn.
- To identify the factors that make for positive learning.

Time: 1½ hours

Activities:

1. Facilitators each think of a skill they learned inside or outside the classroom which they find useful.
2. They go into groups of four.
3. Members of each group mime their skill and let the rest of the group try to guess what it is.
4. Members share with each other information on particular skills they had mimed indicating why they learned it, who helped them learn it, how they learned it, and things that made learning easy or difficult.
5. Groups' secretaries report back to the large group.
6. Discussion of the principles of adult learning.

Trainer's notes:

Most facilitators will recall learning something useful, something they wanted to learn. Most will say they were helped to learn by the support and encouragement the person who was teaching them gave them.

The trainer encourages the facilitators to think of the implications of their own experiences for their role as facilitator in a literacy circle.

Key issues which often come out of this activity

- include the importance of motivation as a result of really wanting to learn
- the relationship with the key person or people who supported them
- that as adults people learn in different ways
- the relevance of what they were learning to their own lives
- the need to be treated as an adult even when they were a 'beginner' with their new subject
- that learning has difficult phases.

Unit 23:	Making myself heard

Purpose: To enable literacy facilitators to assist literacy participants, particularly women to develop the courage to ask for what is legitimately their right without being intimidated.

Objectives:

- ▪ To enable facilitators to observe the dynamics of asking.
- ▪ To provide practice in asking and speaking up in a safe environment.

Time: 1½ hours

Activities:

1. Divide into two groups.
2. Share a difficult situation when you wanted something and found it difficult to ask.
3. Present the situation in a drama.
4. Present the drama to all the participants.
5. Participants discuss how the person asking could have acted differently.
6. The drama is acted again with the person asking for what they wanted whilst respecting other people i.e. in an assertive manner.
7. The outcomes are discussed.

Trainer's notes:

This exercise can be very effective in enabling women to express themselves. It is important to draw a distinction between assertive behaviour, which is what this activity is trying to develop and aggressive behaviour. This may need some examples from the trainer in order that the distinction is clear.

SECTION FOUR:
Getting to know the community

Introduction

This section is intended to help the trainers / facilitators appreciate the value of knowing the community where adult literacy and peacebuilding is to be applied. It will also help literacy participants learn and appreciate the uniqueness and potential of their own community. These exercises are specifically for facilitators to assist them to understand

- the literacy practices and literacy events in the community
- the availability of reading materials
- the level of education and income of community members
- the interest in attending literacy and peacebuilding.

The more you know and understand about the community, the more you will be able to help people acquire literacy skills and to rebuild their community.

This unit introduces Participatory Rural Appraisal (PRA), an approach to working in partnership with communities.

Purpose: To learn and appreciate the community setting where adult literacy and peacebuilding are conducted.

Objectives:

- To develop practical skills in the use of PRA to describe communities.
- To have a comprehensive understanding and appreciation of target communities for adult literacy and peacebuilding.
- To map existing community structures that will promote and sustain adult literacy and peacebuilding programs.
- To map the issues of conflict, peace and literacy in communities.
- To demonstrate the availability of wealth of knowledge and resources for literacy, numeracy and peacebuilding in communities.
- To be able to use some of these techniques with the literacy participants to enable them to understand their communities better.
- If the training is held elsewhere facilitators can be asked to undertake the exercises before coming to the training.

Contents:

Unit 24: Identifying the skills in the community

Unit 25: Communication in the community

Unit 26: Transect walk: to survey local literacy and numeracy

practices and events in the community

Unit 27: Identifying the reading materials in the community

Unit 28: Semi-structured interviews

Unit 24:	Identifying the skills in the community

Purpose: To develop the confidence of the facilitator of seeing community members as skilful people.

Objective: To enable facilitators to recognise and value the skills of community members.

Time: 45 minutes

Activities:

1. Facilitators divide into three small groups, if possible in community groups and answer the following questions:

   - What can people in your community do? (answers will include growing food, weeding, building house, making clothes, etc)
   - How many of these people can read, write and calculate?

2. Facilitators list these skills on their flipcharts and report back to the whole group.

3. The trainer makes a list of all the skills people in the community have.

Trainer's note:

Facilitators should reinforce the fact that people have many skills though they do not know how to read and write.

Unit 25: Communication in the community

Purpose: To demonstrate to facilitators that there are many ways of communicating.

Objective:

1. To identify the ways the people in the community communicate.
2. To show that reading and writing is only one method of communication.

Time: 20 minutes

Activities:

1. Divide facilitators into three groups.
2. Ask facilitators how people get information and how they communicate with each other.
3. Facilitators list all the methods of communication. State which do not involve reading and writing, which require some reading and writing and which require good reading and writing skills.
4. Groups come together and share these and talk about how effective they are.

Trainer's notes:

An example of the different ways is given in the handouts produced by facilitators from South Sudan and from Bo in Sierra Leone. The lists are very different. They serve to remind facilitators, particularly those from an urban environment that many rural communities have no access to modern communication technologies. Give participants the opportunity to talk about how effective they are and if literacy is any advantage.

'Communicative practices' is a term used for the range of ways in which people communicate with each other. They include speaking, singing, drama, reading, writing, story-telling, religious stories and many more.

HANDOUT 12   **Part 1 – Section 4 - Unit 25**

Communicative practices in a rural community
Mundri County, South Sudan

▪ Talking ▪ Public announcements in the church to the congregation ▪ People with loud speakers making announcements ▪ Informal gatherings in the community halls and women's groups ▪ Drums – when somebody dies or announces time for church ▪ Proverbs ▪ Story telling ▪ Singing songs with health messages or warnings of HIV ▪ Signs	▪ Blowing horns to announce a hunting trip ▪ Runners with messages that are first given to the chief ▪ Announcements and information through school teachers ▪ Meetings recorded in song and the singer passes it on ▪ Dogs barking ▪ Elders tell the culture and history as a song or story ▪ Miming ▪ Drama over health, water etc ▪ Pictures ▪ Birds

Facilitators from Bo, an urban community, also included

▪ Radio ▪ Videos ▪ Telephones ▪ Road signs ▪ Posters ▪ TV ▪ Fax	▪ Film ▪ Newspapers ▪ Magazines ▪ Letters ▪ E-mail ▪ Internet ▪ Telegram

Thus many local forms of communication do not require reading skills, but many of these forms of communication are limited to the immediate community.

Forms of communication that reach mass audiences often require reading skills.

To communicate beyond the immediate recipient or recipients you generally require writing skills and/or access to a means of producing multiple copies.

Control of the means of communication is a source of power. There are strong links between communication and power, between whose voices are heard and who has power. Those who do not have power often do not have a voice. They are not heard. We can speak of a culture of silence.

Therefore:

> A central concern is to enhance people's capacity to have their voices heard - by whatever communications necessary and to critically analyse the communication they receive.

Helping people to communicate effectively in different ways to different audiences is one of the key purposes of literacy in the post conflict context of peace building.

Unit 26:	Transect walk to survey local literacy and numeracy practices and events in the community

Purpose: To enable facilitators to identify when and where literacy and numeracy is actually used in the community.

Objective: To identify the literacy and numeracy tasks in the community for which the learners require literacy   and numeracy and which they will need to learn in the circle.

Time: Minimum of 1½ hours

Activities:

1. Divide facilitators into groups of 4 or 5 people. Half the groups will go in different directions and look out for literacy events. The other half will go out in different directions and look for numeracy events.
2. Groups note down what they see. For example prices in the market, price of petrol, a menu in a café, advertisements.
3. They should note what language the writing is in, whether it is in capital letters or in small letters.
4. Groups return to the circle at the time agreed and share their findings.
5. Trainer records these on the blackboard or flip chart (A format is suggested in the handout).
6. Trainer discusses with facilitators what this means for what the participants will learn in the circle.

 Trainer's notes:

These are literacy and numeracy events that participants will wish to engage in as a result of coming to the circle. They therefore form the core of the literacy / numeracy curriculum. This activity is therefore a fundamental one with new communities in order to make sure that the activities used in literacy circles are relevant to the new groups.

HANDOUT 13   **Part 1 – Section 4 - Unit 26**

Survey of numeracy events in Bo town, Sierra Leone

	Numeracy Event	Material used	Learning required
1	Selling of rice	Cups, bags, money	Adding, subtracting money, weights and measures
2	Selling of oil	Pints, tins, containers, money	Adding, subtracting money, volumes, pints and litres
3	Selling of salt	Cups, tins and three pence pan	Volumes and prices, relationship of price to volume
4	Fuel stations	Gallons, money, litres	Writing of receipts, reading the fuel gage, numbers and prices
5	Tailoring	Measuring tapes, exercise book, pencil	Measures, centimetres, inches
6	Cookery shops	Plates, spoons, cups	Simple arithmetic, volume, quantities, measures
7	Carpentry workshop	Vice, hammer, plane, clamp	Measurements

Survey of literacy events in Bo town, Sierra Leone

	Event	Material used	Learning required
1	Printing shop	Stencils and sign boards	Read the words on the stencil and sign boards
2	Mechanics workshop	Instruction manuals	Read the instructions in the manuals
3	Traders	Scales, receipts	Reading of labels and numeracy on the items, calculating stock and money
4	Hair dressing salon	Labels, literature, instructions	Reading labels and instructions, measuring chemicals
5	Private summer school	Books, exercise books, text books, chalk, blackboard, counters	All literacy and numeracy
6	Koranic teaching	Koran, wala, kala (local pen) duba (ink made from herbs) exercise book, pencils	Learning the Koran and Arabic literacy
7	Reading newspaper	Newspaper	Good reading skills
8	Reading a novel	Novel	Good reading skills

Unit 27:   Identifying reading materials in the community

Purpose: To demonstrate to facilitators that, in almost all communities, there is a range of reading material.

Objectives:

1. To demonstrate that that there is a range of material in the community that literacy facilitators can draw on for use in their circles.
2. That this material and the materials the circles themselves create is excellent reading material for literacy circles.

Time: 45 minutes

Activities:

Divide the facilitators into three groups.

Group 1 Survey of booksellers and bookshops in the area
The group goes out and looks at all the places selling reading material and notes down what is sold and who is likely to buy it.

Group 2 Survey of official papers
This group collects all kinds of reading materials and brings them into the group – identity cards, driving licences, newspapers etc. Note the language these are in.

Group 3 Survey of signs and notices
This group notes the other material available, such as in schools, church or mosque, posters, etc. Note the language these are in.

Trainer's notes:

The amount of reading material found will vary, but there will be more than people usually imagine. This will include books used in school and in church and also everyday materials. As Handout 14 shows participants are likely to find that books and magazines that are sold are either for children or people with good reading skills. There is often a reasonable amount of materials for the 'new reader'.

When all the sources of material are collected the trainer can categorise them as in the diagram in Handout 15. In some communities some of the boxes, such as adult literacy primers, may be empty, but there will be plenty of other reading material.

HANDOUT 14   **Part 1 – Section 4 - Unit 27**

Reading materials available in Bo town, Sierra Leone

Bookshop/Seller	What do they sell?	Who buys it?	What is the reading level of the materials?
Gbongbomia Stationery bookshop Bangalie bookshop Bayoh Enterprise A & B Bookshop Rashid Sesay Book Shop Slena Office Post Office	1) Text books Exercise books Assorted stationery Computer accessories, photocopies	Schools Parents Business men/women School children Students NGOs	Children's books were quite easy to read. Some adult books were not too difficult to read, but difficult to understand

Street Sellers
Foday Kamara
Moses Orewah
Amadu Foday
Sulaiman Kebbie
Mohammed Koroma
    Bojon Street
Mohammed Sheriff
    Fenton Road
	2) School reading text books (science, art, commercial etc)
	Story books
	Current affairs a magazines - West Africa, Focus on Africa, News Week, Local newspapers etc
	Ledges and notebooks		

HANDOUT 15   **Part 1 – Section 4 - Unit 27**

Literacy and numeracy materials in the community[1]

Books from the local schools and other educational establishments

Adult literacy primers

Materials produced by the literacy circle- small books, circle or community magazines

Materials produced especially for teaching or for the circles

Literacy and numeracy materials

Community-based materials which can be used in the literacy and numeracy circles.

- Real everyday materials:
- Newspapers. Advertising. Packaging, bills, receipts, licenses
- Identify cards

- "Development" Resources
- Leaflets and booklets on farming, health etc
- Publicity posters for health campaigns etc

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[1] From Paul Fordahm, Deryn Holland, Juliet Millican (1995): Adult Literacy: A handbook for Development workers. An Oxfam/VSO Publication

Unit 28:	Semi-structured interviews

Purpose: To gain a better understanding of community members in relation to their need for literacy and numeracy skills.

Objective:

To interview a number of men and women, as a cross section of the community to gain knowledge of their education, their social background and level of income.

Time: 1½ hours

Activities:
1. Divide into four groups. Two groups will each interview five women; two groups will each interview five men.
2. They will ask each person about their:
   - Occupation
   - Gender (don't need to ask!)
   - Age (need not be absolutely exact)
   - Level of education
   - Level of income
   - Whether married or not
   - Whether any children and the number
   - Social activities and hobbies
   - What they read, write and have to calculate
   - The languages they speak and the languages they can read and write
   - Whether they would like to join a literacy circle
   - If so what is their reason for joining
3. On returning to the training session, facilitators share this information with each other and discuss the implications of what they have learnt.
4. The facilitator writes up the information in the form of a chart

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Trainer's notes:

Guidance on how to conduct semi-structured interviews is given in Handout 16. The level of education will give some guidance on the level to expect in your literacy circle. It can also reveal the number of unsupported women with children and frequently their extreme poverty. It can also tell you what people might want to learn and why and therefore help you to plan your literacy circles

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HANDOUT 16   **Part 1 – Section 4 - Unit 28**

Conducting semi-structured interviews

Semi-structured interviews are conducted with individuals to collect data. By talking to someone you are gaining information. It's a conversation not a questionnaire.

However you need to have some guide questions and it helps to have these written down. This will mean that you ask about the same areas with each person you interview and do not miss out important aspects.

Guidelines

1. Start the interview with traditional greetings and explain what you are doing.
2. Start with easy or tactful questions so you don't put the person off.
3. Conduct the interview informally mixing questions with discussion.
4. Tackle sensitive questions carefully.
5. Be aware of unspoken expressions.
6. Avoid leading questions.
7. Avoid questions that can only give a "yes" or "no ".
8. Don't take longer than 30 – 40 minutes.
9. Make notes while conducting the meeting but try and keep face to face contact.
10. Record your findings as soon as possible after the meeting answer.
11. Ask a range of people not just wealthy influential men.

Avoid

1. Not listening carefully.
2. Repeating questions.
3. Helping the person give the answer.
4. Not caring for personal feelings.
5. Asking vague questions.
6. Not making sure the answer sounds correct.
7. Believing everything that is said.
8. Asking leading questions.
9. Continuing the meeting too long.
10. Exaggerating the results.
11. Ignoring evidence that does not fit with what you expect.

HANDOUT 17   **Part 1 – Section 4 - Unit 28**

Results of semi-structured interviews in Bo town - August 2001

a) MEN

	Occupation	M /F	Age	Level of education	Level of income	Social status	No of children M	F	Social activities / hobbies	Literacy/ numeracy activities	Languages written / spoken	Would join literacy circle?	Reason for joining.
	Group A												
1.	Palm wine tapper	m	38+	Primary 3 & Arabic	Middle	Married	2	1	Visiting friends	Reading the Koran	Limba (s) Krio (s) Arabic (w)	yes	
2.	Cobbler	m	26	Secondary Form 4	Middle	Not married	-	1	Cinema and sports	Reading the Bible Studying	English (w, s) Mende (S) Krio (S)	yes	
3.	Security	m	40	Secondary Form 3	Low	Married	2	3	Sports activities	Studies with his children	English (s) Krio (s) Mende (s)	yes	
4.	Driver	m	30	nil	Middle	Divorced	-	3	Discos Concerts	Counting, checking money	Krio (s) Mende (s)	yes	English to understand the concerts
	Group B												
5.	Tailor	m	27	nil	Low	Married	1	1	Watching football	Writing figures	Mende (s)	no	
6.	Tailor	m	38	Primary	Middle	Married	2	3	Football Volleyball	Counting Stones	Mende (s)	yes	
7	Carpenter	m	33	Primary	Middle	Married	2	3	Music	Writing figures	Mende (s)	no	
8.	Petty trader	m	27	Secondary	Very low	Not married	-	-	Football Lawn tennis	Reading and Writing	Mende (s) Krio (s) English (w)	yes	
9.	Trader	m	33	Primary	Middle	Married	2	1	Films	Writing, Reading	Krio (s) Mende (s)	no	
10	Teacher	m	29	Teacher College	Middle	Married	1	-	Football	Reading Writing	Krio (s) Mende (s) English (w)	Yes (to teach)	To teach a group

Results of semi-structured interviews in Bo town - August 2001

b) WOMEN

	Occupation	M / F	Age	Level of education	Level of Income	Social status	No of children M	No of children F	Social activities / hobbies	Literacy/ numeracy activities	Languages written / spoken	Would join literacy circle?	Reason for joining.
	Group A												
1.	Housewife	F	24	Primary	Good	Married	1	1	Church meetings concerts	Studying with her son	Temne (s) Krio (s)	Yes	
2	Trader	F	40	nil	Low	Widowed	3	2	Osusu meetings	Checking and writing money	Mende (s) Krio (s)	Yes	
3	Teacher	F	23	H.T.C	Middle	Married		1	Drama	Reading Bible Studying	Mende (s) Krio (s) English (s,w)	Yes	Write Mende and Krio
4	House girl	F	19	nil	Low	Not married	-	-	Film watching	Buying for the market	Krio (s) Mende (s)	Yes	Know English
5.	Student	F	17	JSS 3	Very low	Not married	-	-	Drama concerts	Reading novels	Krio (s) Mende (s)	Yes	
6.	Housewife	F	20	nil	Very low	Married	1	1	Visiting friends	Studies numeracy	Mende (s) Krio (s)	Yes	
	Group B												
7.	Cook	F	45	Primary	Very low	Married	2	2	Films	None	Mende (s)	Yes	
8.	Petty trader	F	25	Nil	Very low	Married	1	1	Concerts	Counting stones	Limba (s)	No	
9	Teacher	F	30	Tertiary	Middle	Married	1	1	Reading, music	Reading and writing	English (s,w) Krio (s) Mende (s)	Yes	
10.	Hair dresser	F	32	Primary	Middle	Married	1	2		Reading, writing	Krio (s) Mende(s)	Yes	Read instructions
11.	Trader	F	40	Primary	Middle	Married	3	1	Concerts, music	Reading, Films	Mende (s)	No	

Respondents were not asked their reasons for joining circle, but some volunteered the information. This question should normally be asked.
Several men and women wanted to learn to read and write Mende or Krio (Limba and Temne).

| **SECTION FIVE**: |
| **Monitoring and evaluation** |

Introduction

Monitoring and evaluation is a field of study in itself and many programmes will have an external evaluator with overall responsibility for the evaluation of the programme. However, it is very important for those involved in the activities of the literacy and peacebuilding project to monitor progress and assess whether the participants are achieving what they want to achieve. Monitoring and evaluation should be built into programmes right from the start.

Goal: To enable facilitators to be able to monitor participants' progress and evaluate their sessions.

Objectives:

- To explore the difference between monitoring, evaluation and support.
- To identify a variety of methods for facilitators to assess participants' progress in literacy and peacebuilding.

Trainer's notes:

Evaluation of a literacy and peacebuilding programme in a conflict or post-conflict context is a complex process. This section includes activities for new facilitators to carry out in their circles. Evaluation is explored in more detail with activities for programme managers and field coordinators in the Education for *Development* booklet *Monitoring and evaluation in conflict and post-conflict literacy and peacebuilding circles.*

Contents:

Unit 29: Defining monitoring, evaluation and support.

Unit 30: Evaluating literacy and peacebuilding activities

Unit 31: Assessing the progress of participants in literacy, numeracy and peacebuilding

Unit 32: Evaluating the impact of literacy and peacebuilding activities

Unit 29:	Defining monitoring, evaluation and support

Purpose: To explore the concepts of monitoring, evaluation and support.

Objectives:

- To distinguish between monitoring and evaluation activities.
- To recognise the complexity involved in evaluation and the range of methods used.

Time: 1 – 2 hours

Activities:

1. Definitions of monitoring and evaluation. The trainer writes the words **Monitoring, Evaluation** and **Support** on the board and asks participants in pairs to discuss the meaning of each word and to present one sentence defining each word.

2. Participants present their definitions and discuss the similarities and differences a general agreement is reached with the whole group.

3. The trainer presents the definitions for monitoring, evaluation and support (Handout 18) and encourages discussion. Participants are asked to identify what they like most in the definitions and also whether there are any words or phrases with which they disagree. The group agrees their preferred definition.

Trainer's notes:

At a recent event in South Sudan one participant questioned the inclusion of the word 'judgements' as they took this word to be highly critical. The group were divided on this which led to an interesting discussion which resulted in all present gaining a greater depth of understanding the process of evaluation. The agreement was that judgements did need to be made but they should be made in a positive way so the good things that are happening can be further improved.

HANDOUT 18   **Part 1 – Section 5 - Unit 29**

Monitoring, evaluation and support: definitions and methods

Monitoring is the process of checking that project plans are being followed and agreed targets are being met on time. Monitoring will usually take place throughout a project.

The methods used for monitoring a literacy and peacebuilding circle include:
  o ensuring there are accurate records of the attendance at classes which record gender, disability and other agreed information
  o comparing attendance with the plans
  o ensuring facilitators keep good records on their activities
  o checking the establishment of advisory committees and learning centres.

Evaluation is the process of continuously checking the value of an activity or programme and making judgements about the effectiveness and efficiency. These judgements lead on to making recommendations about how the activity or programme could be improved.

Evaluation is often considered as an 'end of project' activity, but should be taking place throughout the project. Everyone involved in a project should be involved in evaluation activities, including the facilitators, participants and advisory group members.

When facilitators evaluate their literacy and peacebuilding circles they should be considering three aspects which are covered in Units 30, 31 and 32.

Evaluating **activities** (see Unit 30) looks at the quality of the sessions. This will include factors like the relevance of the activities, whether the objectives are clear, and whether the literacy and peacebuilding activities were incorporated etc.

Evaluating **the participants' achievements** (see Unit 31) looks at the progress of the participants and whether they are learning new skills and able to do tasks which they could not previously do.   What kind of learning has resulted from the activities?

Evaluating **the impact** (see Unit 32) looks at the extent to which the learning has resulted in changes in participants' everyday lives.   In other words in what ways have the participants used what they have learnt, and how has it influenced the ways in which they behave in their communities.

Support is when someone, usually with more experience, helps a facilitator to solve problems or simply to improve their ability as a facilitator.   Support is often in the form of giving advice or suggestions and might be provided in a group or individually. Support can also be provided through asking useful questions which help the facilitator to think more deeply about the skills or knowledge, for example, 'How do you think you could solve this problem?', 'What other methods could you use?'.

Unit 30:	Evaluating literacy and peacebuilding activities

Purpose: To improve the effectiveness of literacy and peacebuilding circles and community activities.

Objective: To enable facilitators to obtain feedback on the way in which they are planning and facilitating activities.

Time: 2 hours

Activity:

Asking for feedback from peers and participants
1. In small groups, facilitators discuss what they mean by 'a good activity' in a literacy and peacebuilding circle. Each group should identify the characteristics of activities which they would most like to see if they observed another facilitator (see Handout 19 for examples).
2. Characteristics are listed on the board, clustered under similar headings where possible.
3. Each facilitator has to prioritise the most important ones for them and is allowed 4 'votes' only. The facilitators each make 4 ticks beside the characteristics they value most highly.
4. The 'votes' are counted up and the 6-8 with the most votes are selected and entered into a table with headings 'not present', 'quite limited', 'good' and 'excellent'.
5. Facilitators are encouraged to use this table to
   a) ask for feedback from other team members
   b) ask for feedback from participants
   c) assess their own plans for activities.
6. The discussion after using this activity should concentrate on praising the strengths and also on how to improve any areas marked as 'not present' or 'quite limited'.

Trainer's notes:
This activity can be used for staff development with the programme coordinator or another experienced facilitator carrying out observations of all of the facilitators in turn. Using a framework devised by the facilitators enables them to learn more from the process and to be partners in the process.

Most useful, least useful – a quick evaluation activity
1. At the end of a circle participants are asked
   - What was the most useful activity?
   - What was the least useful activity?
   - What suggestions do you have for improvement?
2. Participants are asked to explain their answers. The facilitator can learn a great deal from listening to how participants felt about an activity. Participants are often able to make valuable suggestions for improvement.

HANDOUT 19   **Part 2 – Section 5 – Unit 30**

Evaluating literacy and peacebuilding activities

The two tables below were devised by a group of facilitators in Kotobi, South Sudan in 2004. Each table includes the 7 characteristics which they considered to be the most important when planning an activity for different groups.

Table A was for planning an activity for a literacy and peacebuilding circle where literacy and peacebuilding were to be fully integrated.

Table A	Not present	Quite limited	Good	Excellent
1. Fun and presented in an interesting way				
2. Clear objectives				
3. Participation				
4. Appropriate level of work				
5. Relevant literacy activities				
6. Peace building /conflict resolution				
7. Links with the participants' lives				

Table B was for planning a peacebuilding community event using drama and songs.

Table B	Not present	Quite limited	Good	Excellent
1. Food and drink for participants				
2. Clear objectives				
3. Participation and fun				
4. Relevant songs and drama with a strong message				
5. Links with participants' lives				
6. Community leaders involved				
7. Time to discuss the lessons learned				

Participants planned their sessions then presented them to the group who evaluated their sessions in relation to the criteria. Discussion focused on the strengths and means of further improving the sessions.

Key criteria for evaluating activities

When the criteria for evaluation are agreed by the facilitators the activity is likely to be more successful in improving the quality of the activities.

However, the following should always be included, although the actual words used might be different:
- clear objectives
- relevant materials / activities
- lively style with plenty of participation
- links made with participants' lives.

Unit 31:	Assessing progress of participants in literacy and peacebuilding

Purpose: To encourage facilitators to be actively involved in monitoring and evaluation of the participants' progress.

Objective: To identify ways facilitators can assess the learning which is taking place in their circles.

Time: 1-1½ hours

Activities:

1. Trainer asks facilitators what are the signs of learning taking place **within** their literacy and peacebuilding circles.
2. The groups share their lists and as a whole group the signs of learning are sorted into **formal** and **informal** signs of learning (see Handout 20 for suggestions).
3. Trainer provides Handout 21, which explains the levels of literacy and peacebuilding circles.
4. Facilitators are divided into three groups.
    - Group 1 imagines they have a group of beginners. They read the descriptions for beginners and stage 1, then devise an activity which would help the participants to develop from beginner to stage 1.
    - Group 2 imagines they have a group at stage 1. They read the descriptions for stage 1 and stage 2, then devise an activity which would help the participants to develop from stage 1 to stage 2.
    - Group 2 imagines they have a group at stage 1. They read the descriptions for stage 2 and stage 3, then devise an activity which would help the participants to develop from stage 2 to stage 3.
5. Each group explains their activity and how they would be able to identify whether or not the participants had made progress from one level to the next.

Trainer's notes:

This unit is focusing mainly on the learning taking place **within** the literacy and peacebuilding circle. It links to the levels which have been devised and used in South Sudan and are described in Handout 21.

In addition to considering the progress in the circles, it is important to always link the learning going on in the circle with the participants' lives and everyday activities. Unit 32 looks at the impact on participants' lives in their communities.

HANDOUT 20   **Part 1 – Section 5 - Unit 33**

Assessing progress in literacy and peacebuilding circles

Identifying 'signs of learning' (achievement)

Below are some examples of formal and informal 'signs of learning'.   Some are for beginners, others for stage 1, 2 and 3 (see Handout 21 for the levels).

Formal

As a result of joining the circle, participants have learnt to
- say the alphabet
- write their name
- add single numbers
- can do complicated multiplication with ease
- improved their vocabulary
- talk about their experiences in the conflict
- construct peace calendars and crop maps
- write short stories with several paragraphs
- read whole sentences.

These are all things which the facilitator can see from the work which participants do whether or not they have acquired new skills and knowledge.

Informal

As a result of joining the circle, participants are now
- talking about their experiences in the conflict more openly
- more confident in speaking to the whole group
- helping each other in small groups
- interacting in the group with less conflict
- discussing issues on which there are strong differences without conflict.

Methods of identifying progress

When people discuss 'assessing progress' they often refer to tests or examinations. However, these are not the most useful methods of assessing progress in community-based situations.

The following are more useful ways of assessing the progress of participants.
1. Give as much time as possible to the participants being active and not passively listening. This will help their learning as well as enable the facilitator to see how far they have progressed.
2. Give participants activities to do in small groups and allow them to work as a group while the facilitator observes.
3. Provide opportunities for them to work quietly on their own while the facilitator moves round the room observing.
4. Encourage participants to discuss the new skills they have acquired.
5. Provide some 'more difficult' questions for those who complete their tasks quickly so they can move on and so the facilitator can assess the level of work required by them.
6. Facilitators should keep records on the participants which include brief notes on their skills and knowledge, and on their progress.

HANDOUT 21   **Part 1 – Section 5 - Unit 33**

Literacy levels and indicators[1]

Beginners   (ILRS Reading 0/0+, Writing 0/0+)
People who have never been to school or who know only a few letters and/or a very few words.
Will learn to form the letters, the alphabet, numbers, copy letters and words, link sounds with letters, write a selection of words which they choose.
Could do mapping, could tell conflict stories or do a peace calendar. Can do many of the activities in which people give their views and discuss them.
Beginners should be encouraged to make links with their everyday life both in the peace-building / conflict resolution and also in the literacy skills they acquire.

Stage 1   (ILRS Reading 0+/1, Writing 0+/1)
People who know the alphabet and can recognise the letters. Know some words which start with each letter and can read and write some common words but unable to read sentences.
By the end of stage 1 they can read and write simple words and begin to construct their own sentences. Can discuss and work in groups. Can add and subtract with one or two numbers.
Could do mapping and many of the activities in the manual and could probably write a few words on their own and sentences with help afterwards.
Stage 1 learners should be encouraged to make links with their everyday life both in the peace-building / conflict resolution and also in the literacy skills they acquire.

Stage 2   (ILRS Reading 1/1+, Writing 1/1+)
People who can read and understand written information found in the community and beginner books. Can write simple sentences on a range of topics using a limited vocabulary. Can usually do addition and subtraction quite well and some simple multiplication and division.
School dropouts often join classes at this level.
Can do mapping, peace calendars and many other activities and can write short sentences on their own after the discussion. Can tell and write simple sort stories on conflict or hopes and fears for peace.
Stage 2 learners should be encouraged to seek out opportunities outside the classroom to use their skills, maybe by keeping records of their business or writing letters to family members etc.

Stage 3   (ILRS Reading 1+/2, Writing 1+/2)
Can read and fluently, including quite difficult text, although may need to read more than once to understand properly. Can write quite confidently, although may struggle over some words, or need help with vocabulary or structure.
School dropouts from quite a high level.
Stage 3 learners should be encouraged as much as possible to do things on their own rather than copying from the blackboard or a book.
Can usually write short stories on their own and engage in discussions about a wide range of issues. Should be encouraged to write about them afterwards in their own words.
Stage 3 learners should also be encouraged to use their skills for the benefit of themselves and their community, maybe by being the secretary of a community group or another activity which uses their reading and writing as well as their peace-building and conflict resolution skills.

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[1] from work with Education for *Development* and SEM in South Sudan and the Interagency Language Round Table Scales (ILRS)

Unit 32:	**Evaluating the impact of literacy and peacebuilding activities**

Purpose: To encourage facilitators to consider the impact of their literacy and peacebuilding circles on the participants' lives and livelihoods.

Objectives:

- To introduce the concept of 'impact'.
- To enable facilitators to begin to identify the impact of their circles.

Time: 1-1½ hours

Activities:

1. Trainer writes the word **Impact** on the flipchart and encourages the facilitators to discuss what this means.
2. Facilitators compare their ideas about impact with the definition on Handout 22. The trainer introduces the possibility of negative impact (see Trainer's notes below).
3. In small groups, facilitators discuss the possible impact of the literacy and peacebuilding circles and community events on those who attend. They should be encouraged to be as specific as possible (see Handout 22 for examples).
4. The small groups share the results of their discussions and discuss ways of identifying and recording the impact of their activities on the participants in literacy and peacebuilding circles and community events.
5. Trainer and facilitators discuss Handout 22, particularly concentrating on the importance of recording the 'changes in practice' and 'social impact'.

Trainer's notes:

Donors are always interested in the impact of any programme or project. It is their way of knowing whether the programme really is making a difference in the community. Evaluating the impact of a literacy or a peacebuilding programme is extremely complex. It is not expected that the facilitators become experts in this but that they begin to identify the ways in which the programme is influencing community life. As they become more skilled in this aspect they will be able to adapt their activities to increase the positive impact.

Some projects have negative impacts as well as positive ones, for example if a peacebuilding activity is handled badly it may result in more anger and conflict, not less.

HANDOUT 22   **Part 2 – Section 5 – Unit 32**

Evaluating the impact of literacy and peacebuilding circles and community events

The **impact** is the overall effect on people's lives and livelihood. It is much more than simply looking at what people **can do**; it is finding out what people **actually do** differently and the ways this has made a difference in people's everyday lives.

The impact cannot always be predicted in advance. It involves looking back after a period of time and asking what have been the changes.

Examples of the impact will include two parts
- **changes in practice** (that is changes in the things people do) which might include
  - writing letters to displaced family members
  - writing a story about their own experiences in the conflict
  - reading notices on public notice boards
  - acting as a mediator in family conflict
  - able to manage own anger more effectively
  - making times to bring people together, not to resolve conflict, but to build relationships
  - recognising 'explosive' situations and avoiding conflict.

- **social impact** as a result of the changes in practice
  - become chair of the women's group
  - gain employment – increased income, stability and social status
  - feel more informed in the community because of being able to read public notices
  - increased confidence to speak in public meetings
  - fewer arguments in the family
  - less conflict with neighbours
  - a community group being more effective because there is less conflict among group members.

Finding and recording the impact
Participants need to discuss the impact of attending literacy and peacebuilding circles or community events. Useful questions to encourage them to identify the impact include
- How are you using what you have learnt here in your daily lives?
- What difference is this making?
- What are you doing new or differently?

If participants are asked to identify one new thing they have done every month, this can be written down, by themselves, other participants or the facilitator. This can gradually build up into a record of their achievements over time.

If the participants are not able to identify the impact of the activities, the facilitator should be asking him/herself
- How can I improve the activities?
- How closely are the activities linked to the participants' lives?
- Is the level appropriate?
- How can I get more feedback from the participants to improve the activities?

Part 2:

ACTIVITES FOR THE LITERACY AND PEACEBUILDING CIRCLE

The exercises and activities in Part 2 are all to be undertaken by the literacy facilitator with the participants in the literacy and peacebuilding circle. The notes, which it is hoped give practical advice, are therefore addressed to the facilitator.

The exercises can also be used very effectively in training as literacy facilitators in conflict areas experience much the same events and emotions as those of the literacy participants. Before they assist others they also have to be assisted to understand and move on from the past. If they can do that during training they will be able to assist those that come to their literacy circle.

The first section again focuses on the community and uses the REFLECT methodology which combines PRA and literacy (see Part 1 Section 1, Theoretical background and practical application). Sections 2, 3, 4 and 5 are activities used in conflict resolution and peacebuilding.

After each activity in each unit there are suggestions for literacy activities. However in some of the units such as those on trauma and grief, literacy and numeracy should take second place to working through the trauma, grief and loss, as this will be the focus of those sessions.

SECTION ONE:
Knowing the community

Introduction

A community is a place where we live with people with whom we share many things in common.   We share the same values, beliefs, traditions, have a common geographical boundary and have a 'we' feeling.   Characteristics of a community include:

- an all-embracing communicative space
- a feeling of belonging
- a potential of self-sufficiency
- a warm space where goodwill prevails.

Purpose:

By integrating literacy and peacebuilding we aim to enable the literacy participants to increase their understanding and appreciation of their community and to be able to contribute to making it a safer and more peaceful place in which to live.

Objective:

The participants in the literacy and peacebuilding circle will have the opportunity to reflect on, and if possible come to terms with, the past and be able to move on to rebuild their communities. They will also learn literacy and numeracy skills to assist them both in their daily lives and in contributing to the rebuilding of their communities.

In discussing and analysing the situation in their community, the participants may have practical solutions which it is hoped the circle will be able to assist in taking forward.

Contents:

Unit 1: Mapping the community

Unit 2: Where do conflicts occur?

Unit 3: Seasonal calendar of peace and conflict

Unit 4: Time line for conflict, peace and development

Unit 5: Transect map for reconciliation and peace in the community

Unit 6: Telling the community story – conflict time line

Unit 1:	Mapping the community

This exercise is an essential part of the training of facilitators, but can also be one of the first exercises undertaken in the literacy and peacebuilding circle. This activity links to the steps in the REFLECT process of community mapping (Part 1, Section 1).

Purpose: To map the community.

Objectives:

- Facilitators and literacy participants share knowledge of their community.
- Facilitators will appreciate the size and structure of their community.
- Identify up to 10 words to learn to read.

Time: 1½ hours

Activities:

- Divide participants into groups of 3 - 6 people.
- Each group maps out their community on the ground using available materials such as stick, stones, bottle tops etc.
- Each group discusses the landmark areas and their importance. They mark in the main features of the community as they see them. It is **their** perception of **their** community.
- Each group should talk the rest of the circle members through their map.

Literacy and numeracy activities:

- Ideas for these are given in detail in the handout.

- This exercise may also generate telling the stories about the community history and culture, such as the importance of a tree, or rock or other landmark. This can be done as described in the unit on story telling or can be done as a group. Participants tell the story and as it is told the facilitator writes it on the board or the flip chart. Some participants can then read it and copy into their notebooks. Other participants can learn one or two words from the story.

Facilitator's notes:

Participants can use open space and the ground to draw their initial maps. You can use rocks, leaves, sticks, etc. to depict the major landmarks. One of the purposes of using objects the first time is so that the map can be easily changed when participants disagree or change their minds or want something added or taken out. It also ensures that the group are not held up writing or thinking of words to write but focus on their community and the aspects which matter to them.

Refer to Handout 23 for the steps.

It is important that everyone joins in. Normally people get into animated discussion.

Maps can provide a comprehensive view of territory, people, culture, and history. Several maps can be made. Not everything has to go into the first map.

Encourage the participants to share with you stories they are aware of about any major landmarks they have identified. In many African communities landmarks are associated with many wonderful stories. They are also used to tell a family history. For example a big cotton tree or a particular hill or rock may tell a folktale or a mythical story.

Innovation and creativity involving the participants will make this process exciting. A lot of valuable material, which can be referred to later, may arise from this exercise.

Examples and lessons are given below in Handout 24.

Each map will be very individual and different and will result in different lessons being learnt.

HANDOUT 23   **Part 2 – Section 1 - Unit 1**

Steps in making a map of the community

1. Explain to the participants that they are going to draw a map of their village together showing where the water resources are (or other issue of importance).
2. Use sticks or string to show roads and rivers, stones or leaves to show houses, large stones or objects to show mosques and churches, etc.
3. Identify and discuss the issues arising from the map. Do not limit this activity - expressing ideas and opinions is very important.
4. Draw (or ask participants to draw) pictures to place next to the objects like houses, roads, the river, the well, or schools.
5. Have cards already made, on which there are some of the key words (not more than 10). Put these next to the objects and the drawings.
6. Draw, or ask two or three participants to draw the graphic on a large piece of card or flip chart paper.
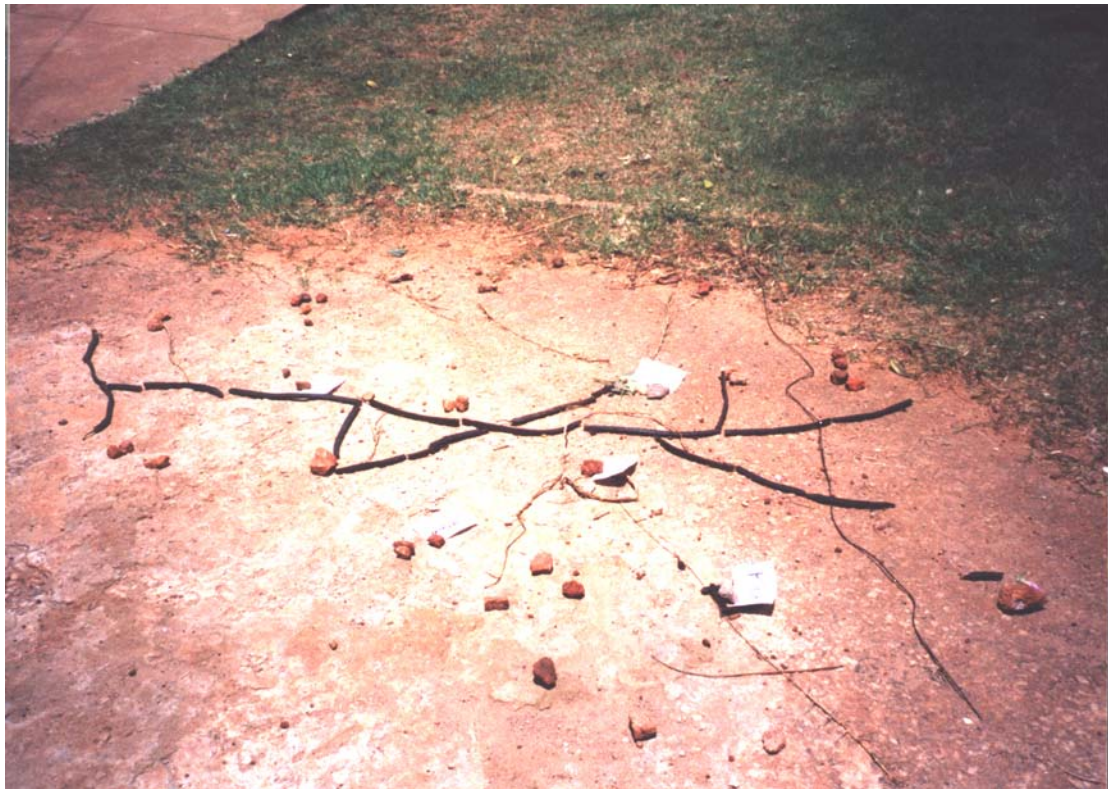7. Participants copy the map into their exercise books.

Diagram made of sticks and stones showing a map of a community (Kotobi, South Sudan) with key words written on the pieces of paper.

HANDOUT 24   **Part 2 – Section 1 - Unit 1**

Literacy and numeracy activities from the map

Initial literacy activities

- Have ready the cards with the drawings and the cards with the words.
- Ask participants to place the drawings on the flip chart map.
- Ask if anyone can place any of the word cards next to the drawings.
- Ask people to match the cards and the drawings.
- Provide activities at different levels to assist people to improve their skills.

Differentiated learning activities

Some participants in the literacy circle will be at the stage of learning the letters and a few words; others in the circle may have some literacy and numeracy skills. The facilitator's task is to provide learning activities at the appropriate level for all the participants. Some ideas are given below:

Literacy

Level	Learning objectives	Activities
Beginners	Learn to recognise and write a letter. Be able to identify the letter in different words. Learn to read one word.	Choose a letter that begins one or more of the words on the chart. 'well', 'water' Write the letter W w. Participants take turns writing the letter on the board. Participants practise writing both the capital and the small letter in their note books. Facilitator assists participants to think of other words beginning with the same letter. Facilitator writes the key word on the board and participants repeat it. Those who can, write the word in their notebooks.
The facilitator should keep a note of all the letters learnt and should help the participants review and practice both the letters and the words		
Some literacy skills	Learn to read the words in the chart. Learn to spell the words in the chart. Write sentences using those words (only those who can).	Facilitator writes a list of the words (not more than 10) from the chart on the blackboard. These might be 'road', 'river', 'bore hole', 'well', 'house', 'church', 'school', 'mosque'. Ask participants to read the words, together in turn, to come up identify different words. Ask participants to copy the words on the board, into their notebooks. See if they can spell the words without copying them Those who can write a sentence using the different words.
The facilitator should keep a copy of all the words learnt and should help participants review and practice these.		

Numeracy

Level	Learning objective	Activities
Beginners	Counting relating written numbers to the correct number of objects.	Ask a participant to count the number of houses in the community. Write the number on the blackboard in numbers and letters. Ask a participant to count how many schools, mosques, bore holes there are. Write the words and the numbers on the black board. Houses 10 ten Schools 1 one Mosque 1 one Church 1 one Bore holes 2 two
Some numeracy skills	Learn to add and subtract the numbers.	How many constructions are there all together? Answer: 15 If you don't count the religious buildings how many are there? Answer: 15 – 2 = 13 If you don't include the bore holes or the schools, how many buildings do you have? Show how to write the sums on the board. Answer 15 -2 -1 12 Participants write the words, numbers and sums in their notebooks.

Unit 2:	Where do conflicts occur?

Purpose: Recognise the locations of conflict in communities.

Objective: Identify the places in the community where there are potential sources of conflict.

Time: 1½ hours

Activities:

1. Divide participants into groups.
2. Each group takes a walk around the community and notes where there are arguments or difficulties between people and groups or structures that are potential sources of conflict.
3. On returning to the centre, participants draw a map of the community outside using natural materials.
4. They discuss these 'flashpoints' and the cause of the conflict.
5. They follow the same points for REFLECT mapping for literacy and numeracy skills if applicable. (See Part I, Section 4, Units 25 & 26). It is useful to repeat the vocabulary from the first map to reinforce the learning.
6. When they have agreed on the map they copy it on to flipchart paper or into their notebooks.
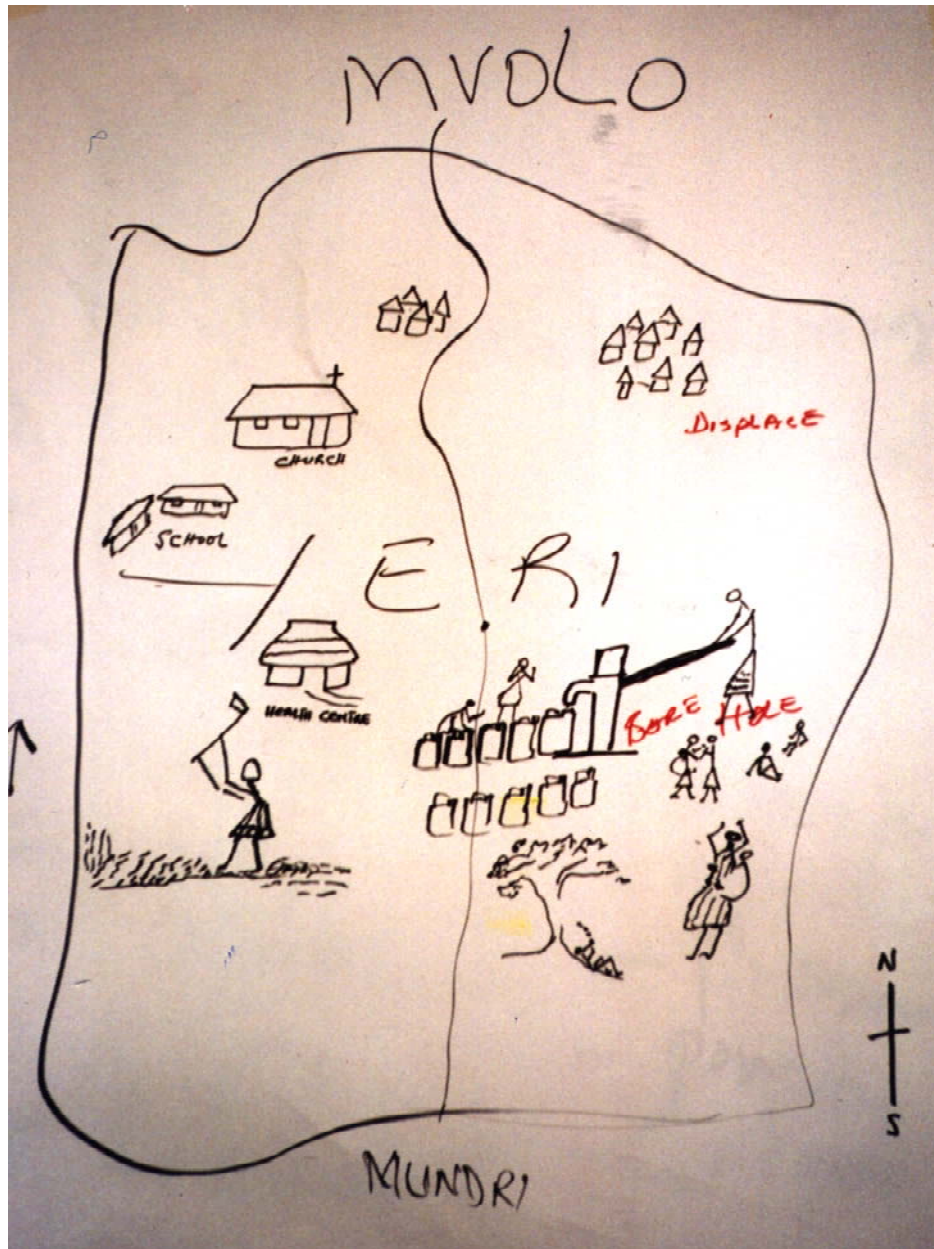

Facilitator's notes:

This map is a key source of discussion. The issues identified will need to be worked through during the peacebuilding process to explore how to reconcile the conflicts.

HANDOUT 25   **Part 2 – Section 1 - Unit 2**

Conflict map of Mundri County, South Sudan, showing conflict areas at the bore hole and where displaced people settle.

Unit 3:	Seasonal calendar of peace and conflict

Purpose: To draw a seasonal calendar that will show all major peace and conflict generating events in the community.

Objectives:

- Participants identify all major social, political and religious anniversaries or ceremonies that generate conflict, reconciliation or peace.
- Participants discuss the events and how they affect peace, conflict and development.
- Participants produce various seasonal calendars.

Time: 1½ hours

Activities:

1. Divide participants into five small groups.
2. Each group develops two lists of events (anniversaries or traditional ceremonies): one that generates peace and the other conflict; the list should include the particular dates the events take place.
3. Each group discusses the lists among themselves, highlighting the particular area(s) where conflict and peace are affected.
4. The groups present to the larger group.
5. The calendars are discussed together and posted on the walls of the room as future reference.
6. Generate discussions around what to do to reduce the conflict generating potential of the events.

Literacy activities:
Write the names of the festivals on the board. Such as harvest, wedding, funeral, etc. Beginners practice a new letter; more advance participants write and learn to read the whole word. Advanced participants can write about a festival. Beginners may have stories to tell about festivals, particularly weddings or funerals.

Numeracy activities:
This is an opportunity to start learning the months of the year and how to learn the date, (for instance January 20th, 2005)

Participants can work out how many festivals there are in the year in their community.

Facilitator's notes:

There are several events or ceremonies in many African communities that promote peace or conflict. For example, harvest festival of one ethnic group, which prevents other ethnic groups in the same community from doing certain daily routines can generate feelings of deprivation. Other anniversaries are about conquest over a neighbouring ethnic group. This brings back old memories and can lead to violence. Other anniversaries or events promote peace. Examples are weddings, namings, and funerals.

Another seasonal event that affects conflict and peace is climatic condition. For example, in the dry season many communities in Africa experience shortage of water as creeks and river beds become dry. This puts pressure on limited water supplies. Scramble for such supplies can lead to conflict. Another event is when young crops are growing. During this time conflicts erupt between cattle owners and farmers if cattle are allowed to go onto farms and eat the young crops.

Communities can generate shared solutions to respond to conflicts during these events. Through the seasonal calendar communities can put in place preparedness measures. Each time you do a calendar, do some work with the participants on reading and writing the months. They can learn how to spell and read the seasons as well.
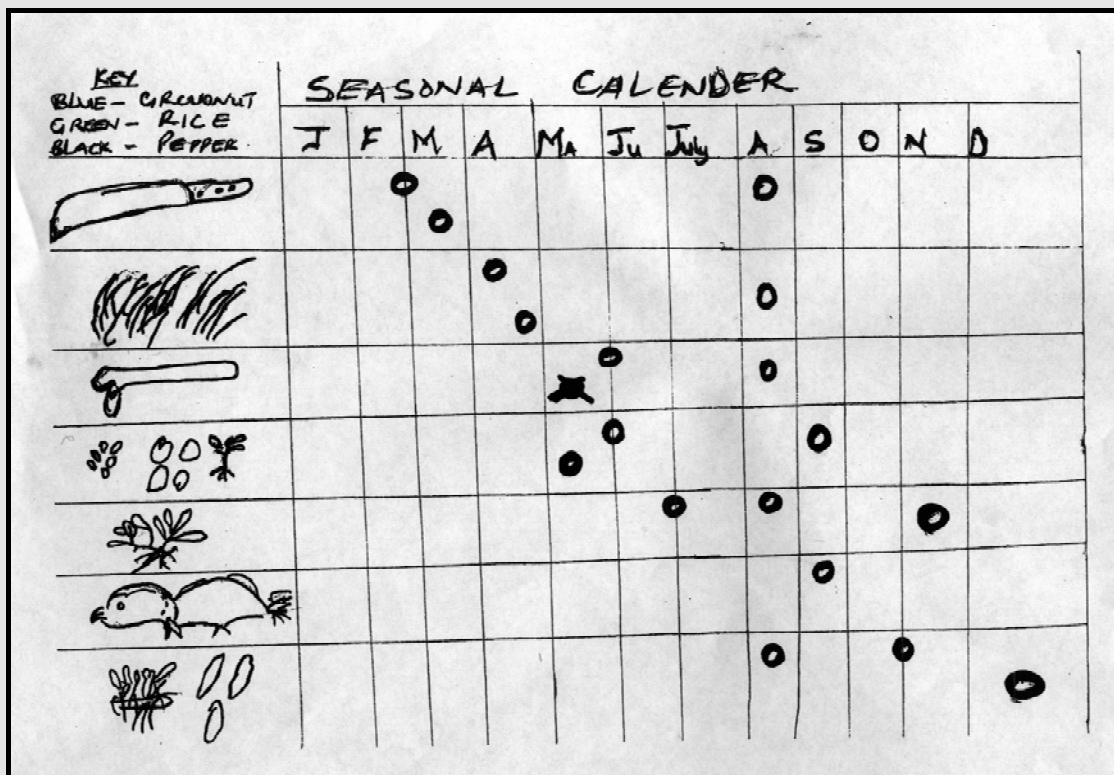
Above is a seasonal timeline showing agricultural activities involved in the cultivation of groundnut, rice and peppers. Activities include ground clearing, sowing seeds, weeding and harvesting.

Unit 4:	Time line for conflict, peace and development

Purpose: To show the chronological order of conflict, peace and development events that the community has experienced.

Objectives:

- To remember major historical events in which the community was in conflict or had made peace with another community.
- To enable the participants to appreciate the sequence and trends of events in their community.
- To generate the various perspectives of major conflict events in the community's history.
- To help participants draw their own personal timeline of major events in their lives.
- To produce a time line.

Time: 30-45 minutes

Activities:

1. Divide participants in smaller groups of at least three.
2. Each group recalls major conflicts, peace and development events that have taken place in their communities. They use sticks, stones or other objects to symbolise these.
3. The group arranges these according to which event came first.
4. Each group may choose to list the events, if they can write or represent them by a drawing.
5. Each group discusses the sequence of the events, their individual interpretations and identifies possible links between events.

Facilitator's notes:

Timeline shows sequence and trends of events. It helps participants to understand the relationship between events. This can also help them project the future.

Other useful insights from a timeline are the various and sometimes conflicting perspectives that people share about a single event. Help the participants to discuss the various perspectives and encourage them to allow and appreciate diverging views.

Emphasise that history contains facts and perspectives. Usually the strongest parts of history that influence the present and the future are the individual perspectives or interpretations. In order to restore peace to post-conflict communities a sustained dialogue about the past among community members is critical.

Let the participants choose the major events on their timeline that they may want to discuss further.

Unit 5:	Transect map for conflict, reconciliation and peace in the community

Purpose: To generate transect maps that highlight landmarks and/or structures for reconciliation and peace.

Objectives:

- To identify the geographical location of structures, institutions and places in the community that affect reconciliation and peace.
- To improve the skills of participants in the use of transect maps.
- To generate discussions on the roles of identified structures in promoting and sustaining peace.

Time: 1 hour 45 minutes

Activities:

1. Divide participants in smaller groups according to the communities they represent or areas of operation.
2. All groups are taken outside.
3. The group draws their transect map in the sand and represents the landmark with stones, sticks, or leaves.
4. They sit around their map and discuss the values of each structure that is represented in their map.
5. Each group talks the other circle members through its map.
6. The maps are drawn on flip charts to be posted in the training hall.

Materials: Flip chart papers, markers, masking tape, sticks, stones, sand or an open field.

Literacy activities:

Learn to read and spell the buildings where peace is progressed.

Those who can, write sentences

In the mosque we …………….
In the church we …………….
At school the children ……………
In the chief's compound we …………….

Numeracy activities:

How many people attend in each place?
How many people work for peace and reconciliation in the community? This will involve addition and multiplication.

Facilitator's notes:

Transect maps are a useful PRA tool that help participants identify and monitor key conflict or peace indicators. Maps are usually a product of a transect walk where participants are put in groups to take a walk in the community. They are asked to observe and interview some of the people they meet as they walk around the community. The unstructured interviews and observation can reveal a wealth of knowledge that participants can bring to the circle.

By doing this map we assume that the group will do an imaginary walk in their community to highlight these structures. When the circle is held in the community, it is useful to let the participants experience the process of developing a transect map from a transect walk.

Transect maps can be used to reinforce vocabulary learned in other activities.

HANDOUT 26   **Part 2 – Section 1 - Unit 5**

Example of transect map from Mundri County, South Sudan, showing where difficulties and arguments have arisen in the community.
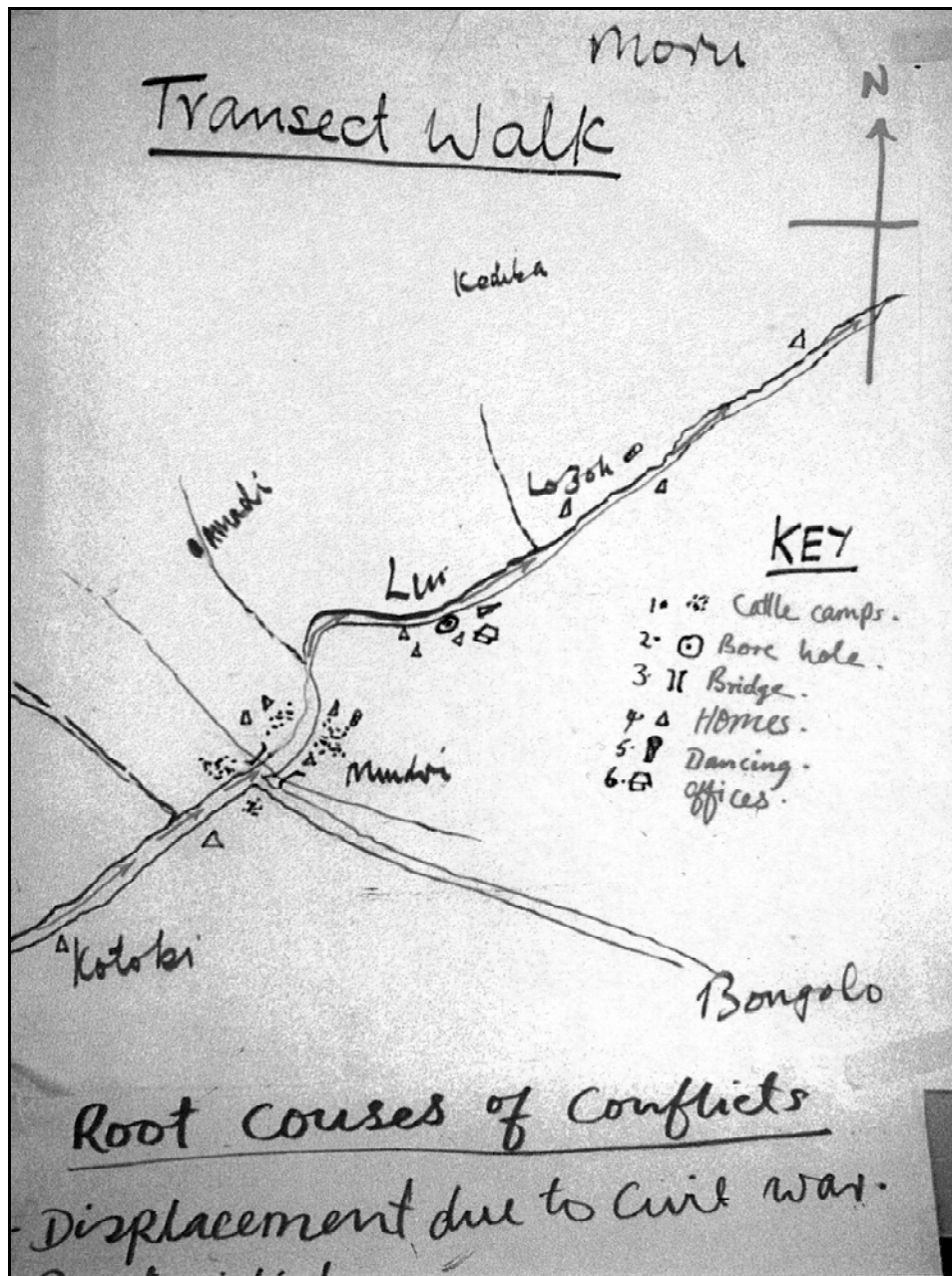
Unit 6:	**Telling the community story - conflict time linen**

Purpose: Acknowledge what has happened to the community.

Objective: Identify the situation before the conflict, during the conflict and after the conflict.

 Time: 1½ hours

Activities:

1. Divide participants into groups of about four. If training facilitators, put them in their community groups.
2. Two groups do a time line of the community showing what happened before, during and after a particular period of conflict.
3. Two groups look at specific things in the community like agriculture or education and again show what happened before during and after a particular period of conflict.
4. Follow the steps for mapping. (see page 81)
5. Discuss what happened and why it happened.

Literacy and numeracy activities

The initial construction of the time line should be done using pictures or symbols, not written words. Words are then added afterwards. This can help circle members learn letters of the alphabet and increase their written vocabulary.

This exercise might generate some experiences of the conflict. See Part 2, Section 5, Unit 26 for more on relationships in post-conflict communities and Part 1, Section 2, Unit 13 for producing small books.

Facilitator's notes:

This activity can be done in different ways as the two examples in Handouts 27 and 28 show. The exercise can also generate a lot of discussion which can form the basis for lots of different activities involving writing, reading and numbers.

HANDOUT 27   **Part 2 – Section 1 – Unit 6**

Community time line, Bo town, Sierra Leone
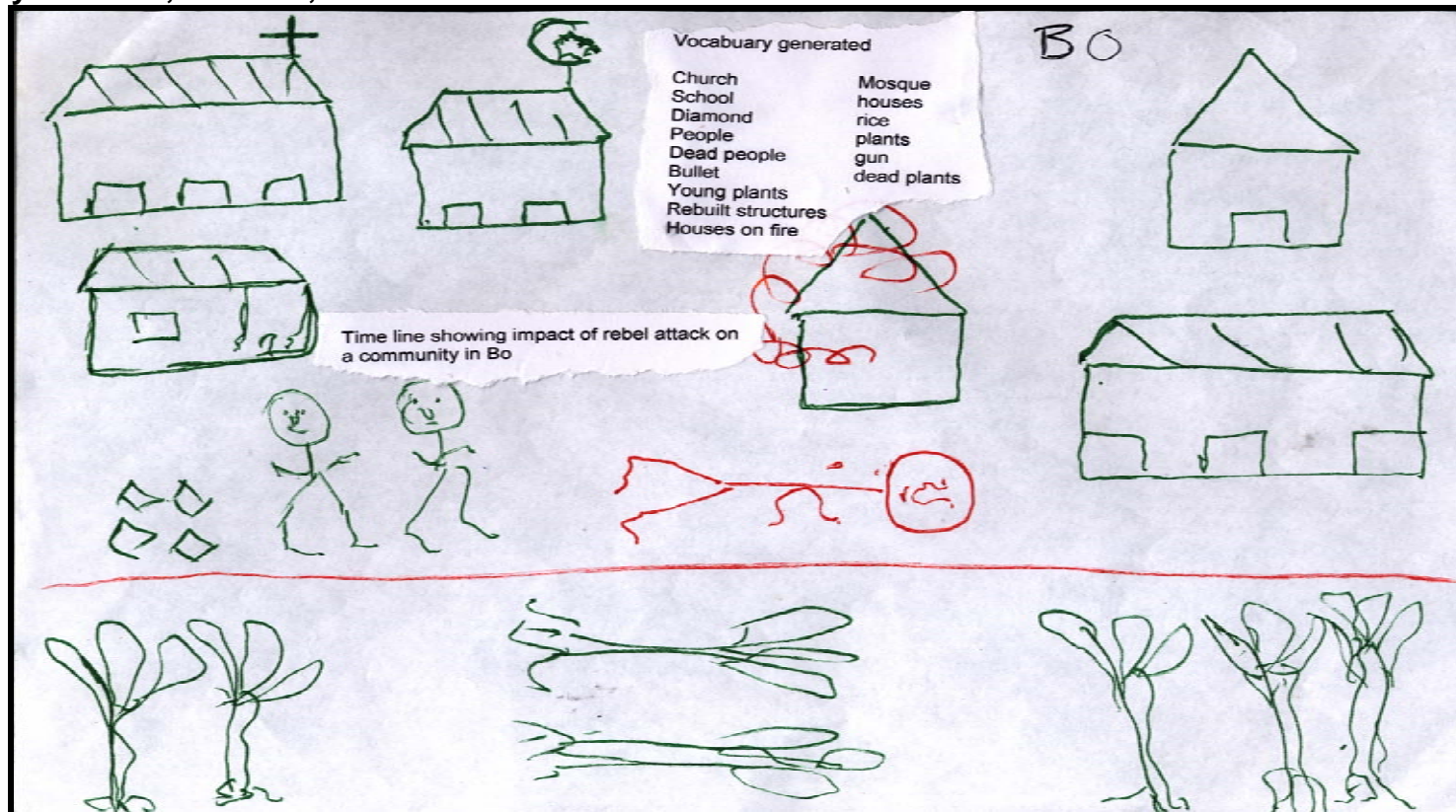
This time line shows on the left, a community in Bo, Sierra Leone, at peace before an attack by rebels. In the centre the rebels have attacked and houses are burning, people dieing and crops being flattened. Finally, on the right, after the conflict the rebuilding begins.

HANDOUT 28   **Part 2 – Section 1 - Unit 6**

Farming, fishing and trading time line, Kambia, Sierra Leone

KAMBIA

Time Line showing impact of rebel attacks on
Farming, fishing and trading in a community

Vocabulary generated
Gun
Stick
Rice
Rain   raining
Cup
Pint
Fish   fishing
Stick
Sun
Farm farming
Dry
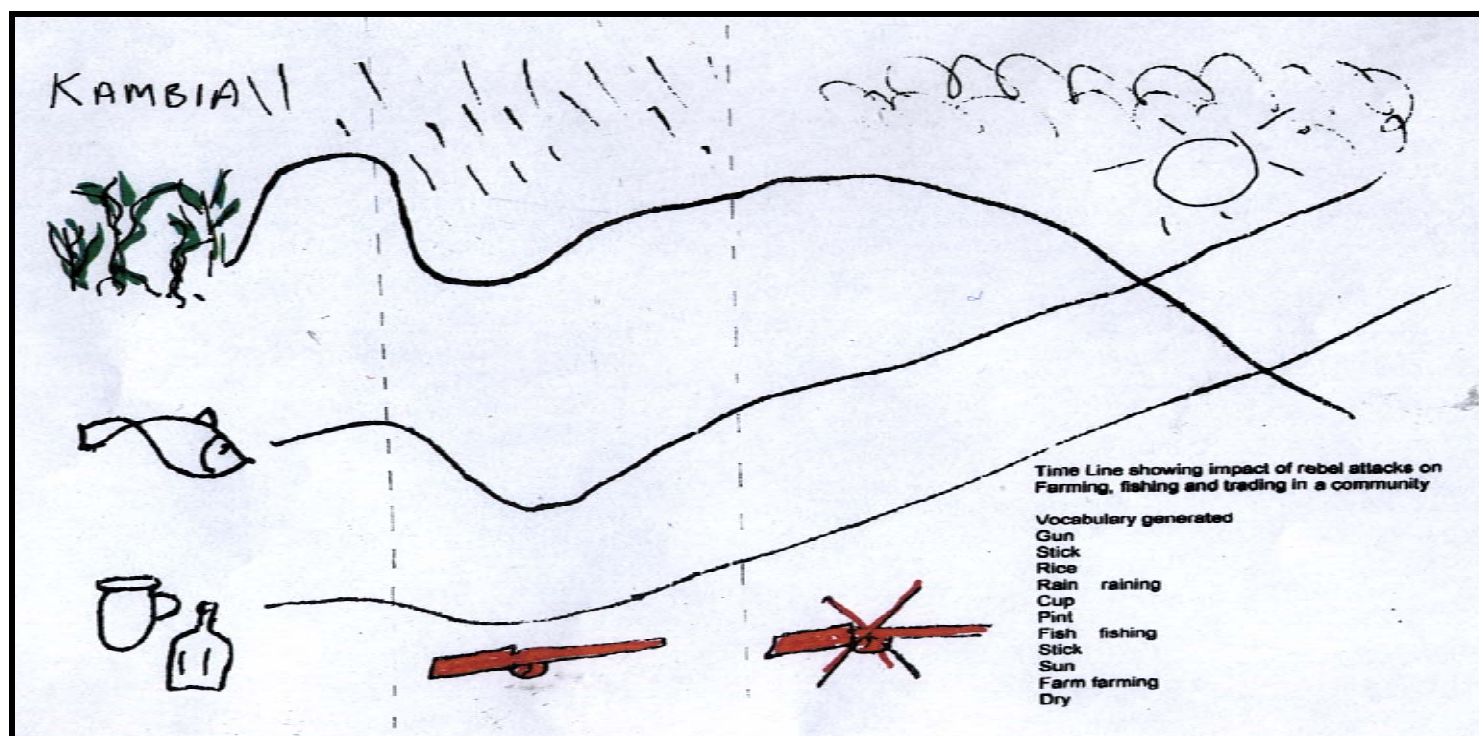
        Before the conflict   During the conflict   As the conflict subsides and peace emerges

This time line uses symbols and a graph to demonstrate how cultivation, fishing and trading were affected during and after the conflict. The seasons are represented by the rain and sun above the timeline. It notes that although these activities all declined during the conflict cultivating crops has continued to decline seriously whereas fishing and trading are above their pre-conflict levels.

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SECTION TWO:
Community trauma and the recovery process

</div>

Introduction

As a result of violent conflicts many communities are emotionally and spiritually wounded. The adult participant in communities affected by conflict may have undergone severe traumatic experiences. These must be recognised and understood so that the participant can benefit from the support that the learning circles can offer. Trauma is healed in relationships in a variety of ways, which may include clinical counselling and community-based activities. This section explores how to use the learning circle to promote recovery from trauma.

Goal:

> To increase participants' knowledge of trauma and its effects, and to promote collective healing.

Objectives:

- To develop a working knowledge of the concept of trauma.
- To enable participants to recognise the physical, emotional, relational, and spiritual impact of trauma on them and their communities.
- To understand individual and collective loss and grief processes.
- To experience the process of recovering from trauma.

Contents:

Unit 7: What is trauma?

Unit 8: Signs of trauma

Unit 9: Telling it to recover

Unit 10: Loss

Unit 11: Grief

Unit 12: The grieving process

Unit 13: Stress management

Unit 7:	What is trauma?

Purpose: To help participants understand the concept of trauma.

Objectives:

- To develop a working definition of trauma.
- To facilitate the sharing of traumatic experiences.
- To identify the types of traumatic events.
- To demonstrate the integration of trauma recovery in literacy circles.

Time: 1½ hours

Activities:

1. Facilitator writes the word **Trauma** on the board and asks participants whether they have heard the word before.
2. Facilitator asks participants to briefly say where they first heard the word and what it means: facilitator notes the meaning.
3. Facilitator draws a picture of a wounded person as a physical demonstration of trauma and asks the participants to discuss what they see in the picture, how the wounded person and others present feel and what may have happened.
4. Participants learn how to read, write, and explain the word trauma.

Facilitator's notes:

Most participants from war-affected communities will have personal or collective traumatic experience. Dealing with trauma requires some knowledge of the effects and the level of readiness on the part of the participants to disclose their traumatic past. Facilitator must ask for the permission of the participants to begin this subject.

Trauma discussion should not be the first topic for the class. You should make sure that participants have become more comfortable in the circle and have built some amount of trusting relationships among themselves before you introduce this topic.

If the traumatic experience happens in the community, it is possible that some of the perpetrators or relatives of the perpetrators may be in the same learning circle. They too must be protected and feel safe.

This initial unit must focus on understanding the word **trauma**. You can use various codes to be generated from the circle to describe the word. Share examples of traumatic stories you are aware of.

Review and discuss Handout 29 with the class.

Literacy activities:

Analysing and expressing emotions, describing events, improving the ability to communicate and developing listening skills are as important to the literacy process as to the healing and recovery process.

1. Participants copy and talk about trauma as described in the activities above.

2. Talk about the drawing. Describe what it shows. Has any one been in a similar situation? How did they feel? How did other people react?

3. Talk about trauma; think of different examples of natural, accidental and intentional as described in Handout 29.

4. Beginners: Identify and practice the initial letters, or identify a letter they have learnt recently in the different words.

5. Advanced: Practice reading some of the words and copy them into their books.

Numeracy activities:

Talking about trauma often involves events which took place a number of years or months previously and often involved people traveling considerable distances.
These events can be used to think about dates and distances.

1. Invite participants to all estimate how long ago the events which they have mentioned took place. Examples might include the destruction of their crops, or when they had to leave their village.

2. Calculate the exact year in which they took place.
   For example
   Crops were destroyed 3 years ago
   Now it is 2004
   Then it must have been 2004 – 3
   It must have been 2001

3. Invite participants to say how far away from their own village they are now and how long it takes to travel back to their village. Calculate the speed of travel.
   For example
   My village is 60 miles away.
   It takes 3 days to travel by foot.
   My speed of travel is 60 ÷ 3 = 20 miles per day.

1. HANDOUT 29   Part 2 – Section 2 - Unit 7

Definition of traumatic events

TRAUMA IS...

- Injury
- Wound
- Pain

Trauma can be PHYSICAL or PSYCHOLOGICAL / EMOTIONAL

PHYSICAL TRAUMA is an injury of the body. For instance, a child who is splitting a coconut and accidentally cuts his finger has experienced physical trauma on the finger.

PSYCHOLOGICAL TRAUMA is an unexpected, unusual and overwhelming force that causes a lasting emotional and spiritual damage. This emotional force comes about because the event is shocking and beyond human imagination.

Psychological trauma can be further described as a force that:

- Causes severe or intense pain
- Leaves the victim with many unanswered questions
- Destroys the victims understanding of the world and the community
- Makes the victim powerless or helpless
- Leaves the victim with intense fear, anger and the desire for revenge

TRAUMATIC EVENTS are happenings that lead to severe pains, powerlessness and can cause fear in any normal human being. They are unexpected events. The community or individual would have never imagined that such an event would happen to them or anybody else.

Traumatic events can be …

- natural (like earthquakes, flood, draught)
- accidental (like car accident, fire)
- intentional (like war, armed robbery, witchcraft, ritualistic killing).

The most traumatic of all three is the intentional or man-made event. This is because it is an event that another human being has planned and committed against another. It generates desires for justice, which is often expressed in revenge.

FACTORS that determine the intensity of trauma include . . .

- Perception - this includes values, beliefs and culture.
- Prior experience of such event.
- The presence of other stressful events.
- The sudden occurrence.

Unit 8:	Signs of trauma

Purpose: To identify the signs and symptoms of trauma in participants who have experienced traumatic events to increase their self-awareness and knowledge of traumatisation.

Objectives:

- To identify and list the signs of trauma in the learning circle.
- To discuss how the signs of trauma can be identified.
- To enable participants to know the words associated with trauma.
- To enable participants learn the name and expression of the signs of trauma.
- To facilitate the telling of stories of traumatic events.

Time: 2 hours

Activities:

1. In groups of three, participants tell each other about a traumatic event they have experienced. Participants are asked to note how they felt and what changes they experienced in their body
   a) as the event was happening
   b) since the event
   c) as they re-tell the experience now to their friends in the circle.

2. The small groups report how they felt about re-telling their experiences to the larger group. Facilitator lists the signs of trauma from the examples.

3. Facilitator goes over the list and asks participants to add to the list.

4. Facilitator puts list into the four major categories of post traumatic stress disorders (physical, psychologically, emotional, and social).

5. Participants depending on their levels learn to read and spell the words of the most common signs.

Facilitator's notes:

Traumatic symptoms are normal. They do not suggest that we are sick. Let participants understand that with time and deliberate work to rebuild their relationships the symptoms may fade.

Telling traumatic stories can be as painful as the original event itself. Prepare the class for this process. Effective listening skills, trusting and caring relationships, and a safe environment will be required for any work with trauma.

This exercise should be done only in groups of three persons. Emphasize that individuals will be trusted with the most precious story in the life of the other person. These stories may be taken from the most vulnerable parts of others. Each participant must demonstrate confidentiality, empathy, openness and interest. These are vital resources for this exercise.

Literacy activities:

The facilitator may want to note down the answers for the record, but too much writing on the board will not be useful and may be overwhelming for the literacy participants.

1. Ask each participant to give you one reaction - preferably just one word. This is their word.
2. Facilitator writes the word on the board.

- Beginners*:* come and identify their word, if they can copy it into their notebooks, practice with other participants how to write and spell it.

- Advanced: copy all the words from the board into their notebooks, and write a sentence if they can using the words.

HANDOUT 30   **Part 2 – Section 2 - Unit 8**

Signs of trauma

Malaria can be detected by different symptoms (or example headache, on and off fever, too much drinking of water or aches in the joint). In the same way trauma can also be detected in its victims by different symptoms. The range of symptoms is placed in a group called *Post Traumatic Stress Disorders (PTSD).* This means a stress disorder after a traumatic event.

Trauma can affect the body, the mind or the way we think, the soul or the way we feel. It also affects our relationships or our social abilities.

Physical symptoms	Psychological symptoms	Emotional symptoms	Social symptoms
• Restlessness • Sleeplessness • Aggressiveness • Stubbornness • Eating disorders • Sexual disorders • Low concentration span • Headache • Stomach-aches • Pains in the joint • Eating a lot • Drinking lot of alcohol • Taking lot of pain and sleeping tablets	• Nightmares or bad dreams • Flashbacks or daydreaming • Reacting to large sounds or loud noise • Poor concentration span • Easily irritated • Forgetfulness • Change of worldview	• Loss of excitement • Lack of interest in any social life • Feeling of loneliness • Deep sadness • Less interest in personal well-being including hygiene • Talking to self all the time • Hallucinations	• Poor interpersonal relations • Suspicion • Mistrust • Hatred • Blaming • Lack of motivation • Dependency • Habit forming • Disaffection (or unable to emotionally connect with others)

Unit 9:	**Telling it to recover**

Purpose: The aim of this unit is to provide the opportunity for literacy participants to tell their traumatic past to an empathic listening friend in order to build an account of the traumatic past and help the person to recover.

Objectives:

- To facilitate the sharing of traumatic stories.
- To create an atmosphere of confidentiality and empathy.
- To write or record traumatic stories of members of the learning circles.
- To provide understanding of the concept of witness.

Time: 3 hours

Activities:

1. Divide the group into pairs.
2. Each person has a turn to tell his/her traumatic story while the other listens empathetically.
3. After hearing the story the listener retells the story to the one who has told it.
4. The story owner makes corrections as the listener retells the story.
5. The listener retells the story again and again until the teller is satisfied that all the highpoints of the story have been recorded.

Facilitator's notes:

- If the group is literate the listener should write the story and read it to the teller; the process of correcting the story takes place and the final story is read.
- The same process is followed for the other person.
- If the group is a beginning group, the participants can tell their stories and the facilitator can write some of the down.
- Facilitator asks if anyone would like to share their stories with the larger group. These are then read or re-told.
- Upon hearing the story the group should have a moment of silence in order to respect or validate the story.
- Facilitator thanks the owner of the story and the listener for sharing their deepest moment with the learning circle.
- The stories may be written into smaller books upon the consent of the tellers.
- Facilitator explains briefly about the concept of witness as it is used in the trauma recovery processes.
- Remember to close the session with icebreakers after thanking the participants for sharing their stories with the group.   Remind the group to uphold confidentiality even as they leave the room.

HANDOUT 31   **Part 2 – Section 2 - Unit 9**

Being a witness

The value of being a witness

Fundamentally in any man-made traumatisation process the victim is violated in such a way that the victim's desire for the crime to be made public is suppressed by the perpetrator.

- The victim wants to cry publicly while the perpetrator wants total silence.

- Sometimes the crimes may be committed publicly in the presence of those the victim perceives to be his/her safety net but the victims is made to believe that the onlookers do not care about his/her situation or that they are unable to do anything about the act of the perpetrator.

- Being a witness to a traumatized person is to stand in the gap. It is to say that "I am here for you…. that it was evil for you to be violated as you were… that we lend you our presence and our ears so that you will tell it to somebody…"

- A witness to a traumatic story affirms humanity - not only of the victim but the perpetrator as well. Although the witness does not judge either of the parties he or she bears witnesses to justice, freedom, and human dignity.

- A witness restores in a victim the feeling that "…somebody now knows what you did to me… it is no secret ... I am liberated…" Facilitator should close this session with icebreakers after thanking the participants for sharing their stories with the group.

Unit 10:	Loss

Purpose: The aim of this unit is to provide participants with the opportunity to identify the most important losses in their lives. Emphasis will be placed on the losses associated with violent conflict situations.

Objectives:

- To identify the most important losses experienced by participants and the stories associated with the losses.
- To ascertain the reasons for choosing the loss as the most important.
- To identify factors that determine the intensity of the impact as a result of the loss.

Time: 1½ hours

Activities:

1. Facilitator writes the word **Loss** in the centre of the flipchart or on a card.
2. Facilitator asks the participants if they have heard the word before.
3. Facilitator asks participants to share their understanding of the word.
4. Facilitator asks them whether they have lost anything or anyone before and asks them to think of the losses they can remember.
5. Facilitator asks participants to identify their three most important losses.
6. Participants share in groups of three the stories behind their most important losses: this should include a) when the loss happened, b) how it happened, c) what gap it has left in the life of the victim?
7. Facilitator invites participants to represent their most important loss with a symbol which they present to the circle; this is placed in the centre of the circle.
8. Facilitator invites participants to the larger group and asks participants to show the symbol of their loss and if they wish to talk about it. Facilitator can write it on the board or mark it on the ground.
9. Another option is for facilitator to present a brief input on the factors that determine the impact of any loss using Handout 32.

Facilitator's notes:

Just like traumatic stories, remembering a precious person or item that is missing from one's life can be emotionally challenging. Facilitator should prepare participants carefully for this exercise.

Literacy activities:

The emphasis here is on articulating difficult emotions, being able to describe what happened and on listening and understanding what the other person is saying.

HANDOUT 32   **Part 2 – Section 2 - Unit 10**

Definition of loss

Loss is …

- Missing a person or a material.

- Feeling of defeat or failure.

- Being deprived of something that was once yours.

- One's valuable or precious item that is missing and may never be recovered.

- Something that is missing forever.

Factors that determine the impact of loss on the victim
▪ Level of closeness to the loss.   ▪ Not being able to live without the loss.   ▪ How much one depended on the lost person or item.   ▪ How much progress one has made in life after the loss.   ▪ How much one loved the item or person.   ▪ How did the death or loss happen? Was it violent or a natural death?   ▪ Not available for the good days (special anniversary one shares with the lost one).   ▪ Feeling that one could have prevented the loss (guilt).   ▪ Presence of items or other persons that remind us of the loss.   ▪ Not knowing how it happened (e.g. missing in action).

Unit 11:	Grief

Purpose: The aim of this unit is to provide participants with the opportunity to understand grief and how their communities respond to it.

Objectives:

- To provide a working definition of grief.
- To see how the particular individual and community responds to grief.
- To identify the signs of grief.

Time: 1½ hours

Activities:

1. Facilitator writes the word **Grief** in the centre of the flipchart or on a card.
2. Facilitator asks if participants are familiar with the word.
3. Facilitator asks participants to share their understanding of the word beginning with providing the local word for grief in their community.
4. Facilitator asks participants whether they have experienced grief before; participants share the experience with another person, noting the effect on them.
5. Facilitator presents a brief input on the factors that determine the impact of any loss.

Facilitator's notes:

Grief can be associated with the mourning process in many societies. Remember to inquire from participants the way their societies or communities express grief.

Discussion around grief can also cause sadness or emotional outbursts that the class will need to deal with. Empathy especially as expressed by the facilitator will go a long way to inspire confidence in the class.

Some are not comfortable with the expression of grief. Note those with discomfort and pay attention to their needs as well.

Literacy activities:

Grief is the focus for this session. It will be difficult to switch from remembering grief to the technicalities of reading and writing. Writing the local words for grief on the board reinforces the words without detracting from the feelings it generates.

The words that participants suggest to say how grief feels: **anger, sad, guilty** can be written on the board. Flash cards can be made and used to reintroduce the discussion again at a different time.

HANDOUT 33   **Part 2 – Section 2 - Unit 11**

Definition of grief

Grief is …

- Emotional pain
- Wound in the heart
- Sorrow
- Sadness
- Feeling left alone

Stages of grief

Below are the stages which are widely recognised as occurring when people grieve. Although they are listed in a particular order starting with denial and ending with acceptance, people do not always progress through the stages in order and often return to earlier stages including denial, sometimes a long time after a traumatic loss.

Grieving stage
Denial: Can't believe it really has happened. Hoping it is a dream.
Emotional expression: **Sadness**   - an intense feeling of sorrow for the loss leading to crying. Unfortunately, cultures determine whether this emotion will be expressed or not (i.e. men are not allowed to cry in many African communities). **Anger**   - against those who caused the death, against God for allowing it to happen or for leaving the victims alone. **Guilt**   - often tied to 'if only'. Grieving person blame him/herself for not doing more, not reacting quickly to save the situation, not being righteous enough to merit God's protection**.**
Bargaining: Negotiating with God to live again—to put behind **the loss**
Depression: Social apathy leading to withdrawal from community life, future looks bleak - "What's the point of anything?"
Acceptance: Now it is time to begin to pick up the threads of life once again and make adjustments where necessary.

Unit 12:	The grieving process

Purpose: The aim of this unit is to explore the grieving processes in the community.

Objectives:

- A list of the various ceremonies associated with the grieving.
- A list of the symbols for the grieving process.
- A discussion of these symbols and ceremonies on how they assist or impede the grieving process.
- To build a supportive community in the learning circle for those who are grieving.

Time: 2 hours

Activities:

1. Facilitators divide participants in groups of five to share ceremonies and symbols associated with grief in their communities.
2. Each group presents to the larger group.
3. The symbols and ceremonies are discussed to see how helpful they are to the grieving process, noting the beliefs behind the ceremonies.
4. Facilitator uses Handouts 34 and 35 to suggest ways of supporting a grieving person or community.

Materials: Flipchart and markers or any symbolic objects.

Facilitator's notes:

There are various ceremonies. No one ceremony is better than any other. Try to help participants to see the value of each ceremony. However, there are some ceremonies that are not helpful. Because many take the grieving process as a sacred process, care must be taken even while discussing the unhelpful grieving ceremonies. An example of a grieving ceremony includes practices in which a widow is beaten or forced to starve or made to sit under a blazing sun. Others even accuse the widow of bewitching the husband. These practices compound the grief of the widow and cause conflict between families.

Literacy activities:

The different grieving ceremonies can be written down, either by a group member if they are able or by the facilitator. As stated in the facilitators' notes care has to be taken not to make judgements on the ceremonies. However by recording them, the facilitator has a text that can be used at a later date for reading and discussion.

HANDOUT 34   **Part 2 – Section 2 - Unit 12**

Suggestions for the helper

Grieving stage	Suggestions for the helper
Denial: Can't believe it really has happened. Hoping it is a dream.	- Ceremonies that help people realise the death. - Encourage the person to talk about the loss as much as possible.
Emotional expression: **Sadness** - intense feeling of sorrow for the loss leading to crying. Unfortunately, cultures determine whether this emotion will be expressed or not (i.e. men are not allowed to cry). **Anger** - against those who caused the death, against God for allowing it to happen, for leaving the victims alone. **Guilt** - often tied to 'if only'. Grieving person blame him/herself for not doing more, not reacting quickly to safe the situation, not be righteous enough to merit God's protection.	- Encourage the safe expression of emotions. - Encourage participants not to bottle up their emotions. - Anger is a necessary emotion that must be allowed for the grieving person.
Bargaining: Negotiating with God to live again - to put behind the loss.	Remain non-judgmental.
Depression: Social apathy leading to withdrawal from community life, future looks bleak. "What's the point of anything?"	- Inspire hope. - Encourage the grieving person to interact with others. - Get the person to do something meaningful that can easily be achieved. - Encourage the person to think positively.
Acceptance: Now it is time to begin to pick up the threads of life once again and make adjustments where necessary.	- Help the person to know that the lost person or item may never be adequately replaced but life does not end without it. - Help the person to make some decisions to move on. Follow-up with the person on those decisions. Do not decide for the person just follow them as they decide - Give the person some space for privacy; do not meddle in every aspect of his/her life; you must be invited.

HANDOUT 35   **Part 2 – Section 2 - Unit 12**

Working through the grief process

"He who conceals grief finds no way to release it."

(Turkish Proverb)

- Encourage the persons to talk about their loss. To help a person open up, you might say, "I am sorry about your loss, would you like to talk about it? Would you tell me what happened, what you experienced?" Allow them to cry and express their sadness, pain, anger and remorse.

- Listen: The grieving person needs someone to listen. Don't interrupt. Don't tell your own story. Don't change the subject. Don't offer meaningless platitudes. Simply listen empathetically.

- Encourage family members to talk with each other about the loss. Explain to them the need to listen to the words and feelings. They will not necessarily all be at the same place at the same time. Let them talk about the person who died, his/her character and achievements should be discussed.

- Recognize the normal responses to grief and reassure yourself and others. Grief feelings are temporary but necessary for getting the work of grief done. It is normal to have painful periods of despair and helplessness over many normal functions.

- Let tears bring release and renewal. Tears are a normal part of grieving. They are not a sign of weakness but can be one of strength. Our tears testify to our love and care. Tears that spring from our love can help us find healing and renewal.

- It may be a good idea to have a memorial service if no funeral service was possible.

- Love without being controlling. Express your love for the grieving person. Be available and accepting. Give space when the person needs it.

- Do not take expressed anger personally. Recognize that it is part of the grieving process.

- Help to mark the anniversary of the tragedy or loss by remembering the positive about the person lost.

- When there is no certainty that the person is alive or dead, they don't know whether to grieve or to hope. They are unable to respond emotionally. The only way to cope is to entrust the person into God's hands, whether dead or alive. Such person needs our special care and support.

- Take heart. Our God wants you to be healed. He is a God of comfort. The Greek word 'comfort' translated actually means, 'to come alongside to help'. The English word 'comfort' comes from the Latin meaning 'with strength'. God does both. He comes along side of us with strength. He weeps with us and wills us to be healed and whole.

- Make a commitment to life. Decide to go on, to rebuild. The sun shines after the clouds have shed their tears.

By Dale H. Schumm & Dr. R. Lloyd

Unit 13:	Stress management

Purpose: To provide knowledge and skills to participants on how to deal with signs of post-traumatic stress and the day-to-day stresses of life.

Objectives:

- To understand the definition of stress.
- To identify the signs of daily stress.
- To identify factors that influence the degree of stress.
- To determine existing stress management measures and opportunities in the communities.
- Provide suggestions on how to manage stress.
- To develop literacy lessons on the subject of stress management.

Time: 1½ hours

Activities:

- Facilitator writes the word **Stress** on a flip chart, chalk board or on a post card and asks participants to provide one word that describes stress for them.
- Participants identify in smaller groups daily life events that cause stress.
- Participants draw up a matrix of the factors that cause stress and rank the different factors in order of severity.
- Participants discuss what makes the impact of stress greater on one person than another.
- Facilitator summarises the points made.

Facilitator's notes:

Participants with no literacy may not know the word 'stress'. Describe it through stories that participants can identify with.

The impact of stress may look like the impact of trauma. The difference is in their severity. Traumatic impact lasts longer, even in years. The impact of stress may disappear, as whatever is causing the stress becomes less of a challenge.

Stress is severe when we cannot overcome a challenge. Anything that challenges us, which we feel unable to surmount, may lead to stress.

Focus on daily routines that cause stress in the community. Let the participants share more examples. The more the examples, the clearer the description of stress becomes.

Literacy and numeracy activities:

Stress matrix

In drawing the initial matrix, participants will use symbols for the different stress, transferring this to paper they will use simple drawings. These can then be replaced with words.

The same process can be used when identifying what causes the greatest stress.
First use objects to show the level of stress, then replace with numbers, then either replace or write the words along side the number.

Cause of Stress	Symbol chosen	Picture	Words	Objects (greatest number to indicate greatest stress)	Number	Written numbers
Lack of employment	Stone	man with empty pockets	job loss	* *	2	two
Accident	Leaf	disabled child	accident	*	1	one
Illness	Twig	Hospital	illness	* * *	3	three
Death	crossed twig	people crying	death	* * * * *	5	five
Community tension	small pebbles	people arguing	community argument	* * * *	4	four

HANDOUT 36   **Part 2 – Section 2 Unit 13**

Definition of stress

Stress is:

- An uncomfortable situation that leads to disturbances, displeasure, and inner tension.
- Uneasiness and unbalanced state of mind.
- An event that puts someone in a confused state, making him/her incapable of doing usual activities.
- A feeling of disturbance, displeasure, unhappiness, ill at ease, inattention or worry.

Sources of stress	Factors influencing stress	Signs of stress	Coping mechanisms
- Disappointment - Loss of job - Loss of loved one - Accident - Horrible events - Shock - Anxiety - Unaccepted attitude - Conflict or crisis - Threat - Unemployment - Underemployment - Fear of failure - Lack of support - Time factor or press with time	- Health - Age - Sex - Pressure - Thought - Emotion - Action - Time - Poor communication - Helplessness	- Self-talk - Restlessness - Sadness - Irritability - Crying - Loss of weight - Loss of appetite - Loss of hair - Aches - Headaches - Grey hair - Dull complexion - Free bowel - Unable to do anything - Sickly - Hypertension - Weight gain	- Beliefs (religious or traditional) - Past experience - Counselling - Venting out grievances *Drinking and smoking *'Womanising' or 'manising' - Listening to music - Watching dramas and film shows - Talking to oneself *Sedatives - Crying - Prayer *Revenge - Self-esteem - Confronting reality - Sharing experiences - Exercises - Meditation - Social support
*Unhelpful ways of coping with stress. Others could be unhelpful on occasion as well.			

SECTION THREE:
Conflict management

Introduction

Conflict is a social phenomenon, it does not occur suddenly. It evolves over time in a given relationship. Once conflicts are expressed they take on their own life which continues for a long time. Most individuals and communities are often not prepared to respond to the complex and changing nature of conflicts. Consequently, conflict degenerates into violence, destroying precious lives, relationships, institutions, and communities. This section is devoted to understanding, monitoring and responding to conflicts in the community.

Goal: To increase participants' knowledge and skills in conflict management.

Objectives:

- Develop working definition of conflict.
- Describe the basic structure of conflict.
- Trace the root causes of conflicts in communities.
- Explore the stages of conflict.
- Identify participants' personal behaviours in conflict situations.
- Analyse conflict-related emotions.
- Survey tools for responding to conflict.
- Develop basic skills in mediation.
- Develop literacy lessons in each of the conflict management units.

Contents:

Unit 14: Working definition of conflict

Unit 15: Structure of conflict

Unit 16: Phases of conflict

Unit 17: Conflict behaviours / styles

Unit 14:	Working definition of conflict

Purpose: To increase participants' understanding of the definition of conflict.

Objectives:

- Literacy participants will better understand the nature of conflict.
- Literacy participants will relate the word conflict to the local words that describe conflict in their language.
- They will understand that conflict can be positive as well as negative.

Time: 1 hour

Activities:

1. Facilitator writes the word **Conflict** in the centre of the board and asks participants to give one word that describes conflict for them.
2. Facilitator notes the responses.
3. Facilitator asks participants the word for conflict in their local languages.
4. Participants divide into groups and think up a sentence to describe conflict.
5. They report back to the whole group and facilitator writes the sentences on the board.
6. Facilitator leads discussion on the nature of conflict, drawing out the fact that conflict can be positive and provide opportunities for understanding.
7. Community dialogue. Facilitator asks participants to identify one major conflict that affects their community. For example, crops and cattle conflict in Southern Sudan; ex-combatants and landlords' conflicts in Kambia district.

Facilitator's notes:

Positive and negative qualities of conflict are shown in Handout 37.

Facilitate a discussion on community conflict focussing on:

- How do the participants perceive the conflict?
- What were the factors responsible for the conflict?
- How frequently does the conflict occur?
- What have been the personal effects of the conflict on the communities?
- What has been done to solve the conflict?

Literacy activities:

1.   Facilitator writes the word conflict in the centre of the board and asks participants for words that describe conflict

kill

fear   **quarrel**

bad words   **CONFLICT**   **fighting**

abuse   **hate**

anger

misinformation
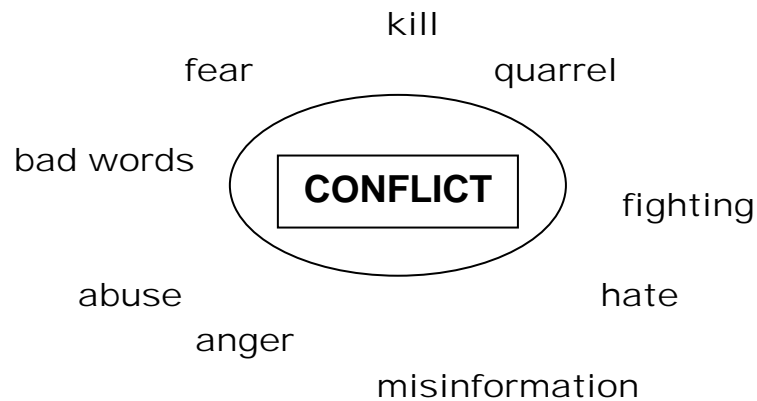
2.   Facilitator asks participants to state the words that describe conflict in their local languages. The following are examples:

Medokenye — bad words

Lendekenye — something bad

Ufune — to kill

Muehntesensean — something stuck in the intestine

3.   **Beginners**: Practice writing the letter Cc – for conflict.
Participants think of other words beginning with the letter C and write these on the board.
Particpants repeat the words with the facilitator.
Facilitator makes cards of the 'conflict' words and asks participants to match the cards to the conflict words on the board.

Advanced: Participants think up sentences describing conflict and facilitator writes them on the board.
      Conflict is a problem between two or more people.
      Conflict is a disagreement between two groups of people.
      Conflict is…..
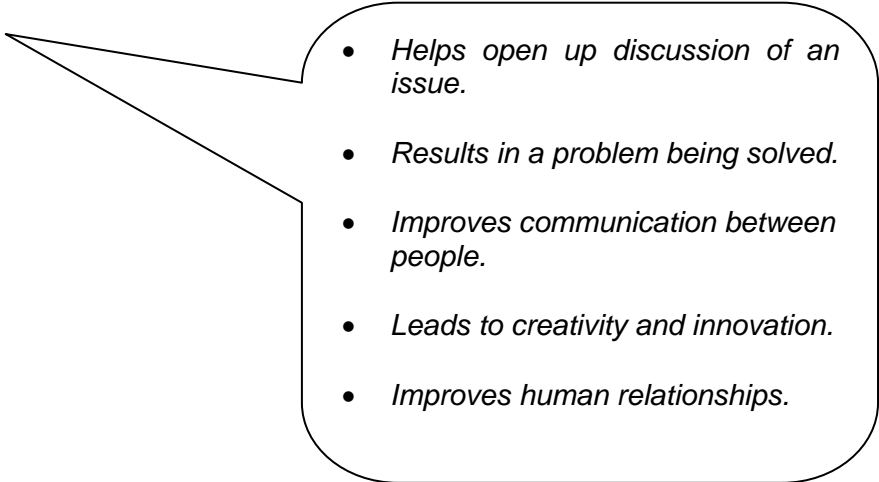
Participants take it in turns to read the sentences from the board.
They write the sentences in their notebooks and add to them.

HANDOUT 37   **Part 2 – Section 3 - Unit 14**

Positive and negative conflict

Conflict can be positive when it . . .

- *Helps open up discussion of an issue.*
- *Results in a problem being solved.*
- *Improves communication between people.*
- *Leads to creativity and innovation.*
- *Improves human relationships.*

Conflict can be negative when it . . .

- *Diverts people from dealing with the real issues.*
- *Creates feelings of dissatisfaction.*
- *Creates pains.*
- *Leads to violence.*
- *Strains human relationship.*
- *Leads to non co-operation.*

Unit 15:	Structure of conflict

Purpose: To understand and appreciate the makeup of conflict.

Objectives:

- Identify the three basic structures of conflict, people, problems and process.
- Using a tree as a symbol, participants will identify root causes and effects of conflict situations in their communities.
- Display the conflict trees as codes to generate discussions and dialogues in the learning circles.
- Develop basic literacy lessons and activities out of the materials generated in this unit.

Time: 2 hours

Activities:

1. Facilitator asks participants to state key questions they often ask when they are informed about a conflict situation. The following are examples:

    When I am told about a conflict situation I ask:

    - *Who are the parties involved?*
    - *Where do they come from?*
    - *What is the conflict about?*
    - *When did the conflict begin?*
    - *How are they making the conflict—are they fighting or quarrelling?*

2. Discussion: Facilitator says that from these leading questions we are able to assume that conflict is a social phenomenon with three very important parts:

    People, Problem and Process

3. Using Handout 38 facilitator leads a discussion on the major parts of conflict.

4. Conflict Tree: Participants are divided into smaller groups. Each group is given instructions to draw a conflict tree of their community. See Handout 39. The groups are asked to label the tree:

    What is the name of the tree (the core problem)?
    What are the roots (causes) of the conflict tree?
    What are the branches (effects) of the tree?

5. Groups report back to the main group.

Facilitator's notes:

Facilitators should note that not all societies are agricultural. Therefore the use of the tree to describe conflict may be difficult in a pastoral society. Try to find other creative symbols that will illustrate the three parts of conflict and their functions as well in such communities. For example a pot on a pile of burning wood with water in it can be another good example. The burning wood could be the root causes, the pot the main conflict or core problem and the water the effect or outcome of the conflict. Ask participants to think of other creative symbols.

Literacy activities:

Participants draw the conflict tree in their notebooks.

Beginners: Label the roots, trunk and branches from the board.

Advanced: Write the causes of the conflict on the roots and the results of the conflict on the branches.

HANDOUT 38   **Part 2 – Section 3 - Unit 15**

Structure of conflict

There are three essential elements of conflict: **People, Problem and Process**.

People
- People who are called stakeholders in conflict are also the carriers of the conflict.
- The life and dynamics of the conflict depends on their emotions, personalities, perceptions, culture, interests or agendas, and relative influence.
- Conflict feeds on the relationship of people.
- It depends on how people interact or how societies are organized. For example: What is the communication pattern and structure in the relationship of the people? How do the people communicate or make community decisions? What systems are in place by which they distribute their shared resources to ensure that the basic human needs of each individual are met? How does the society celebrate the differences among people? What social systems are in place to celebrate difference? How does the society define power?
- Conflict can be described by the number of people involved in the conflict:
    - o Intra-personal -   conflict with oneself
    - o Inter-personal -   conflict between two people
    - o Intra-group -   conflict within a group which threatens the life and strength of the group
    - o Inter-group -   conflict between two or more groups in which individuals in the group perceive a threat to their respective groups.

Problems
- Problems are disagreements that result in the clashes between people.
- Problems are often multi-dimensional. Resolving one part does not necessary end the conflict. Some dimensions of conflict include:
    - o Resource/material based - water, crops, fish, cattle, etc
    - o Value based -   religious and identity based conflict, dignity, myths, history
    - o Control (interest/power) - greed, fear
    - o Relations -   miscommunication, mistrust, misperception.
- Problems sometimes have root causes. It is important to understand all the dimensions and sources of the conflict. For example conflict between a husband and wife could be about infidelity; infidelity because of poor relationship; poor relationship because of personality; and personality because of different social backgrounds.
- Problems are dynamic. They change, multiply or decrease during the conflict.

Process
- Process is how the parties are responding to the conflict.
- There are two main responses though they are expressed in several forms—violence and non-violence.
- Process also changes over time. Either violence intensifies or the parties see reason and turn to non-violent means.
- Societies have evolved ways of responding to conflict. Each society has unique ways relevant only to their context.

HANDOUT 39   **Part 2 – Section 3 - Unit 15**

Conflict Tree

The facilitators liken conflict to a tree with three main parts or elements: Roots, Trunk and Branches. Below is a fig tree whose roots are visible.

← Branches – the effect(s)

Trunk – the conflict →

Roots – the cause(s) →
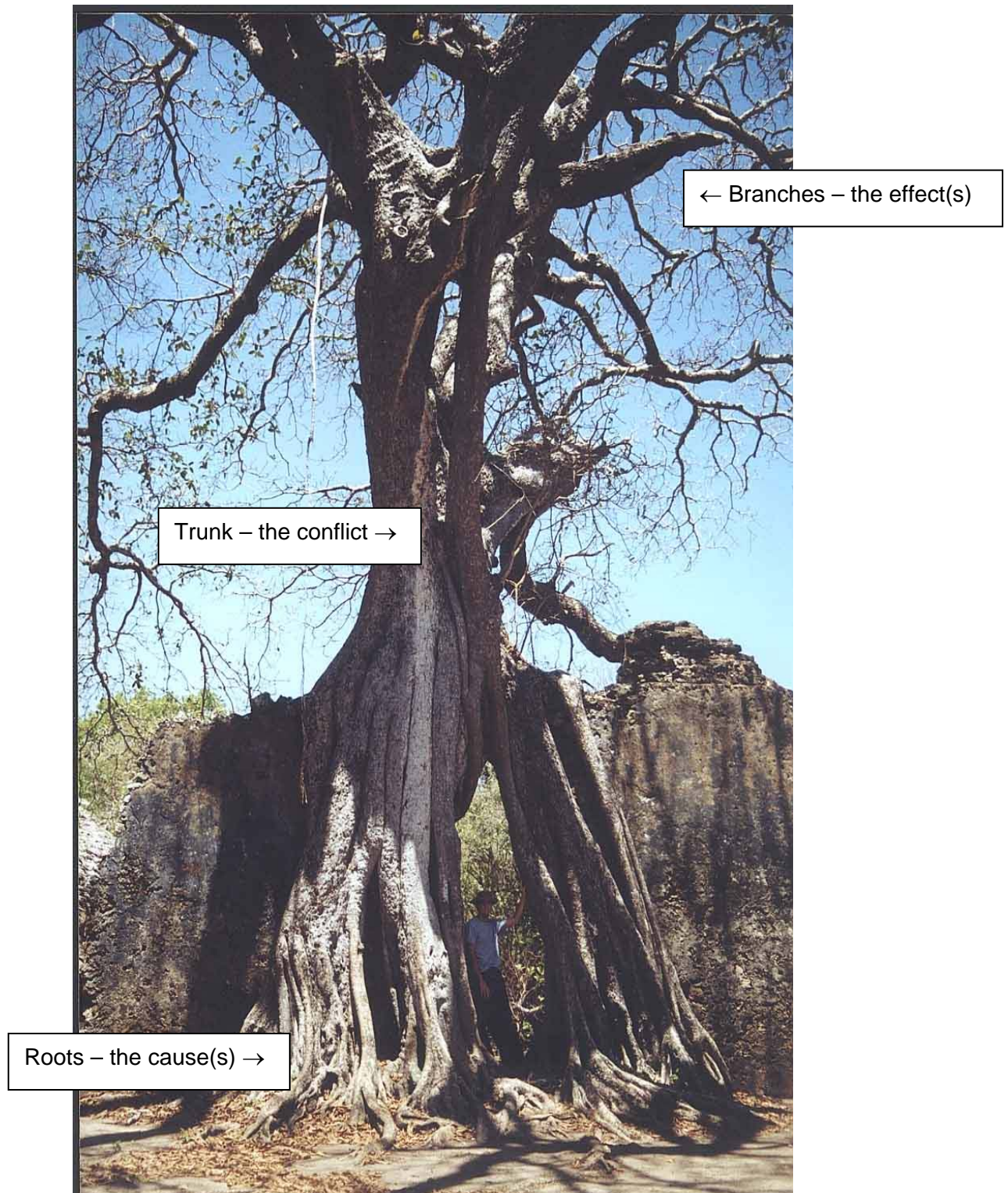
The Roots are the structural or causal factors. Although they are the usually the invisible contents of the tree, the roots are the anchor and source of life for the tree. Examples of root causes are injustice, poverty, economic deprivation, ignorance, ethnic prejudice and intolerance, corruption, poor governance both at state and chieftaincy levels. Just as all roots left in a soil do not necessarily produce a tree, roots of conflicts only provide potentials for conflict. Other contributing factors like good soil, a gardener, etc. will be needed to produce the **Conflict Tree.**

The Trunk is the largest visible content of the tree. It is where all of the roots have converged. It is difficult to distinguish the link of the trunk to a particular string of the roots. The trunk gives onlookers some clue about the name and nature of the tree. However, the tendency to associate conflict only to the visible core problem can be deceptive since this is just a converged expression of many roots with particular differences.   As a convergence of the roots, the trunk comprises dimensions of the conflict. Depending on who is analysing the conflict and from what vantage point the analyst who is conducting the study may emphasize a particular dimension of the conflict over the others.

The Branches, Leaves and Fruits are the effects of the conflict. For example, conflicts between ex-combatants and their communities, the rise in prostitution, family conflicts emerging out of long years of separation, chieftaincy disputes as a result of two or more chiefs being appointed by the different authority who occupied the communities during the civil war, land disputes as a result of lands being sold by different so-called owners during the civil war, etc are all branches from the Conflict Tree in Sierra Leone.

Over an extended period of time the effects or fruits of a particular conflict can fall into the fertile soil, germinate and develop another tree separate from the original tree. Once this has happen one may need to address problems associated with the new tree outside of the earlier one. Sometimes the old tree is even dead and gone but the new tree grows in strength. This is one complexity of conflict.

Unit 16:	Phases of conflict

Purpose: The aim of this unit is to help participants to understand the three main stages of a conflict life.

Objectives:

- To identify the stages of conflict.
- To describe the characteristics of each stage of conflict.

Time: 45 minutes

Activities:

1. Role-play: A role-play of a conflict between two persons is acted. It begins as a simple misunderstanding and becomes a violent conflict between two families in a community is acted for example:

   Two people begin a dispute over who owns a similar handout. One says "the handout is mine" and the other says "no it is mine". The handout does not have a name on it and both think they left it in the class. The dispute continues and one says "I am surprised you are this dishonest". The other says "I am not dishonest you are dishonest". The quarrel continues and one out of anger says, "I really hate this foolish and criminal behaviour". The other replies in like manner. One says "This is why everybody thinks your ethnic group is in the habit of stealing and lying". Others belonging to that group immediately jump in, "Don't say we all are criminals! It is your people who are criminals." This continues and results in a big, violent conflict.

2. Discussion of the role play.

3. Facilitator presents the stages of conflict, noting the characteristics of each stage (Please see Handout 40: Phases of conflict).

4. Participants are divided into three groups. Each group is asked to give example of an ongoing conflict in their community that is in the particular phase of conflict the group is assigned. They are asked to report the behavioural and structural pattern or changes they are observing in the conflict.   The facilitator maps the key features of each conflict phase.

Facilitator's notes:

Many participants have recent experiences of living with conflict. They are very aware of conflicts beginning small and turning into serious problematic issues. You may find them simply re-enacting their experiences in the role-play. Try taking note of particular behavioural expressions of individuals in the group. Ask people specific question about their role and what that reminded them of in a real life conflict. This role play can generate a healthy discussion.
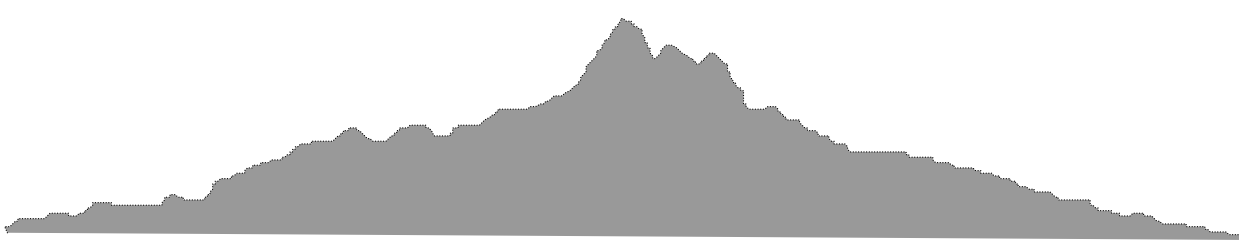

Literacy activities:
Recalling and discussing the role-play. Identifying the phases of conflict.

HANDOUT 40   **Part 2 – Section 3 - Unit 16**

Phases of conflict

Conflict is a dynamic phenomenon. It develops from one stage to the other. Its development depends on the people involved, the issues of the conflict and the responses of the people in the conflict. Stages of conflict include, latent, escalating, escalated, de-escalating, and post-crisis stages. The three key stages are latent, crisis and post-crisis stages or pre-conflict, conflict and post-conflict.

Phases of conflict illustration

Pre- conflict	Confrontation	Crisis	Outcome	Post-conflict
INDICATORS				
• rumours • war of words • arms trade • hiding of arms • refusal to surrender fire arms	• killing • raiding • rape • demons-trations • increase in petty crime	• increased killing, revenge • schools, hospitals closed • displacement • increased violence • emergency relief • closure of business	• agreement • mediation • free movement • re-opening schools and hospitals • economic activities • rehabilitation • reconciliation	• fund raising • return of illegal firearms • inter - clan marriage • development activities • payment of blood money, • community solutions

From Oxfam's work in Wajir, Kenya, provided by Ivan Scott, and based on an idea
from Responding to Conflict.

HANDOUT 41   **Part 2 – Section 3 - Unit 16**

Social cycle of my community / phases of conflict

Phases	Characteristics	Impact / effects	Response strategies
Crisis	- Lawlessness - Poor social activities - Looting and burning of houses - No economic activities - Collapse of control systems like law, traditional leaders, police, beliefs, customs, etc. - Violence - Helplessness - Disorder - Insecurity - Mistrust	- Hunger - Loss of properties - Disintegration - Loss of relations - Traumatisation - Increase in crime - Malnutrition - Demoralisation - Casualty - Victimisation - Stress - Broken structures - Loss of social services - Loss of community memory - Nostalgia	- Organise labour groups for community development - Engage community in economic activities - Resettle, rehabilitate and reintegrate people in their communities - Establish social facilities such as schools, health centres, etc. - Organise social activities to heal their trauma - Survival (natural response) - Emergency relief (international response or third party response) - Stress management
Post-crisis	- Disarmament - Demobilisation - Resettlement and rehabilitation - Reintegration - Amputees - Damaged structures	- High dependency on outside help - Degradation - High rate of crime and immorality - Many unaccompanied children - Many widows - Traumatised people - Health hazards - High rate of births and deaths	- Reintegrate people - Rehabilitate people - Resettle people - Awareness raising for peace and reconciliation - Trauma healing
Stability	- Functional leadership - Free movement of people - Good and assured security - People involved in gainful occupations - People know their rights and responsibilities and have respect for the law - Free flow of information	- Attraction of investors - Good interpersonal relationship and trust with neighbours - Socio-economic development - Stable economy - Technological advancement - Price control mechanism effective	- Love for your community - Unity - Positive attitude towards development - Equal rights and justice - Security conscious

Unit 17:	Conflict behaviours

Purpose: To identify personal styles of participants when in a conflict situation.

Objectives:

- Participants will think about how they handle conflict.
- Participants will understand how other people handle conflict and the advantages and disadvantages of different ways of handling conflict depending on the situation and type of conflict.
- Develop literacy lessons on handling conflict.

Time: 2 hours

Activities:

Personal response to conflict

1. Facilitator asks participants to say what their first response to conflict is. This reaction is often the first, unconscious reaction when one is faced with a conflict situation. Facilitator writes these on the blackboard (or flipchart). Examples: silence, fighting back immediately, avoidance, crying.
2. Facilitator shows cards of various animals associated with conflict styles (see Handout 42) and asks the participants to say what they know about that animal's behaviour. How does this behaviour relate to conflict handling? What particular conflict style can we associate with this animal?
3. Facilitator conducts a dialogue on the values of knowing conflict behaviours in the circle and community. How do people develop their conflict style, is it inborn or learned?
4. Participants decide which animal they are and why?

Facilitator's notes:
Conflict behaviours are learned. They also vary depending on the situation and context of the conflict. Inform participants that they are not stuck in one style but can apply various styles depending on the circumstances. Depending on how this exercise is done, some participants may enjoy it and others may not. In some places, people complain that it makes them feel that they are placed in a box or others could use their personal style against them in conflict situation. Emphasise that this was not a psychological test but one to help the participants understand the various ways humans relate in conflict situations.

Literacy activities:

Beginners: Learn how to read, and copy the names of the animals

Advanced: Describe the different animals and their behaviour
Finish the sentence *"When I see a conflict I ……………...*

HANDOUT 42   **Part 2 – Section 3 - Unit 17**

Conflict styles

Forcing	Avoiding	Collaborating	Compromising	Accommodating
"Do it my way or not at all" • competes • controls • outwits • coerces • fights • impatient with dialogue • authoritarian • threatened by disagreement • reacts well to crisis	"Conflict? What conflict?" • flees conflict • denies that there is conflict • withdraws • passive • timid • unfocused	"My preference is...,what's your choice?" • gathers information • looks for alternatives • dialogues openly, • welcomes disagreement • opens to change • quick to delegate	"I'll back off if you do the same" • bargains • splits difference • reduces expectations • cautious but open • tolerates other views • urges others not to be too outspoken	"Whatever you say" • agrees • flatters • strives to appease others • ineffective in group • wishy-washy • easily swayed • needs to please all • discussions drift

Accommodating: People who accommodate are unassertive and very cooperative. They neglect their own concerns to satisfy the concerns of others. They often give in during a conflict. Accommodating is the opposite of competing. People who accommodate may be selflessly generous or charitable. They may also obey another person when they would prefer not to, or yield to another's point of view. Usually people who accommodate put relationships first, ignore the issues and try to keep peace at any price.

Competing or forcing: People who approach conflict in a competitive way assert themselves and do not cooperate as they pursue their own concerns at other people's expense. To compete, people use whatever power seems appropriate to win. Competing may mean standing up and defending a position believed to be correct, or simply trying to win. Some people use force.

Avoiding: People who avoid conflict are generally unassertive and uncooperative. They do not immediately pursue their own concerns or that of the other person, but rather they avoid the conflict entirely or delay their response. To do so, they may sidestep or postpone discussion until a better time, withdraw from the threatening situation or divert attention. They perceive conflict as hopeless and therefore something to be avoided. Differences are overlooked and they accept disagreement.

Collaborating or co-operating: Unlike avoiders, collaborators are both assertive and co-operative. They assert their own views while also listening to other views and welcome differences. They attempt to work with others to find solutions that fully satisfy the concerns of both parties. This approach involves identifying the concerns that underlie the conflict by exploring the disagreement from both sides of the conflict, learning from each other's insights, and creatively coming up with solutions that address the concerns of both. People using this style often recognize that there are tensions in relationships and contrasting viewpoints but want to work through conflicts.

Compromising: Compromisers are moderately assertive and moderately co-operative. They try to find fast, mutually acceptable solutions to conflicts that partially satisfy both parties. Compromisers give up less than accommodators but more than competitors. They explore issues more than avoiders, but less than collaborators. Their solutions often involve 'splitting the difference' or exchanging concessions. Conflict is mutual difference best resolved by co-operation and compromise.

Animals depicting conflict behaviour

Here are some examples selected by participants in South Sudan for each of the conflict styles.

Forcing: lion, leopard, shark

Avoiding: snail, tortoise, ostrich

Collaborating: ox, horse

Compromising: monkey

Accommodating: duck, chameleon.

The behaviours which are associated with animals differ enormously in different cultures. Participants should be encouraged to come up with their own examples and to draw them then to discuss the characteristics of the animals.

SECTION FOUR:
Conflict related emotions

Introduction

Conflict, whether inter-personal, inter-group or inter-state, often escalates into confrontation and subsequently violence when emotions flare up. The trainer emphasised that at the root of conflict management is the management of emotions.

Goal: To create awareness about emotions which generate conflicts, and build skills for managing these emotions among individuals and communities.

Objectives:

- Identify the emotions that are associated with escalating conflict.
- Understand the power of emotions and their impact on human behaviour when in conflict.
- Identify factors that influence emotional reaction to conflict.
- Learn techniques and skills to manage conflict related emotions.

Contents:

Unit 18: Mapping conflict related emotions

Unit 19: Managing anger

Unit 20: Managing fear

Unit 21: Traditional conflict resolution instruments

Unit 22: Conventional conflict resolution instruments

Unit 23: Mediation processes and practices

Unit 18:	Mapping conflict related emotions

Purpose: To know the types of emotions that are associated with conflict.

Objectives:

- Identify and name all the emotions associated with conflict.
- Trace the factors that influence the development of these emotions.
- Develop learning codes of the faces of the emotions.

Time: 1 hour

Activities:

1. Facilitator asks participants to identify conflict related emotions they know and have experienced. The emotions are written on the flipchart or chalkboard. Examples are anger, fear, shame and frustration.
2. In groups of three, participants rank these emotions in order of their influence in generating conflict.
3. Participants draw faces depicting at least two of the emotions. The group mentions the key features of the faces.
4. Display the faces round the room and talk about them.
5. Choose some of the faces to reproduce as a handout to remind participants of the different emotions.

Facilitator's notes:

This can be a really exciting exercise. People become involved in the process. Try to make the process fun for the participants. Display their drawings as codes. In the literacy section participants would have learned about code already. Encourage participants to share their codes with their families at home. It also generates good family discussions.

Literacy activities:

Beginners
Learn the 'emotion' words. Copy them off the blackboard.
Label the faces with ears, eyes, nose and mouth, copying them off the board.

Advanced
Write a few sentences about when you felt one of these emotions.

Unit 19:	Managing anger

Purpose: To enable participants to develop skills in handling anger in conflict situations so that anger can be used constructively.

Objectives:

- To develop codes for anger.
- To describe anger using the local languages of participants.
- To help participants identify the physical and psychological signs that show when they are getting angry.
- To discuss participants' responses to conflict when they are angry.
- To discuss the socially acceptable ways of expressing anger in participants' communities and whether these acceptable expressions are gender specific.
- To review healthy ways of managing anger.

Time: 2 – 3 hours
(or several shorter sessions of 45 minutes - 1 hour each)

Activities:

1. Faces of anger

Facilitator divides participants into small groups and asks each group to draw an angry face. Participants are asked to describe the face and explain the characteristics which make a face look angry.

Examples include:
- *hair stands out*
- *eyes are red and wide*
- *face wrinkles*
- *mouth shakes*
- *ears stand out*
- *nose moves up and down*
- *glands expand*
- *lips expand*

2. Factors that lead to anger

Participants are divided into groups of three. Each person tells the group what makes him/her angry. The list is shared with the larger group.

Examples could be
- *interference*
- *hunger*
- *being insulted*
- *gossip (being talked about negatively in one's absence)*
- *being ignored*

3. Physical reactions to anger

Facilitator asks participants to say how they know that they are angry. What signs show in their body to indicate that they are angry?

The following are examples:
o *fast heartbeat*
o *tears / crying*
o *body shivers*
o *beating one's own head*
o *sweating*
o *shouting loud*
o *difficulty breathing*
o *change in voice*

4. Managing anger

Facilitator divides participants into smaller groups and asks them to tell each other how they behave when they are angry.

Examples could be shouting, walking away, drinking alcohol, keeping quiet, etc.

Facilitator asks whether there are particular ways their community expects them to respond when angry. Facilitator also invites the participants to discuss whether there are specific ways women are expected to respond to anger which are different from the ways men respond to anger.

The groups report to the larger group and facilitator notes their individual responses to anger and responses their community expects from an angry WOMAN or MAN.

Facilitator's notes:

We have packed a lot of exercises that can produce rich information in this one unit. You will need a creative way to unpack the unit. You could break the activities into separate parts depending on the level of the participants. Each part could be used in one learning session. Hence, the unit alone could be a week's sessions or more.

Individuals can make useful discoveries about their personal responses to anger. These responses often vary depending on other factors. For example, some people respond rather violently to people less powerful then themselves when they are angry with the person. Others respond violently to their closer relations but are more careful with their response in public. Some express their anger on people who are not even responsible for the angry feeling. Let the group discuss this issue and others which they bring up.

Literacy activities:

1. Facilitator asks participants to draw their own angry face in their notebook.

2. Facilitator helps participants to read and write the letter A on the board and in their notebooks, emphasising the word anger begins with A.

3. Facilitator displays one of the angry faces on the board and asks participants what happens when they get angry.

Answers might be:

When I am angry……

- *my hair stands out.*
- *my nose gets big.*
- *my face wrinkles.*
- *my mouth enlarges.*

4. Facilitator writes an incomplete sentence and asks participants to complete the sentence: "When I am angry I _____"

   Examples:
   - *When I am angry I seek advice from my friends.*
   - *When I am angry I read my Bible.*
   - *When I am angry I walk away.*
   - *When I am angry I pray.*
   - *When I am angry I cry.*
   - *When I am angry I keep silent.*
   - *When I am angry I keep quiet in prayer.*

   Participants write, "This is my angry face" below their picture.

   Everyone reads these together from the board. Participants take turns in coming up and reading the sentences.

5. Facilitator asks participants to work in groups of three to tell one story each about when they got angry. What made them angry? What happened to their body? How did they respond? Advanced participants can write their stories and share with the class. Beginners can dictate their story to the more advanced participants so their stories can also be shared with the group.

HANDOUT 43 **Part 2 – Section 4 - Unit 19**

Anger

An angry face

Reasons for getting angry
People often get angry when they feel an action is humiliating or when a situation prevents someone doing something or when people feel threatened. Anger is not necessarily bad. We need anger to change a status quo, to stand up against injustice and to make our dissatisfaction known. It is the way we respond when we are angry that is important.

The process of getting angry
Often, anger follows fear or frustration. Another way to say it is "Behind every mad is a sad." The experience of being angry occurs in every culture.

When anger is experienced, there are several options. One is to give way to rage. Another way is to suppress it. Anger can be productive when handled carefully.

People who are frequently angry
There are two types of people who get angry more easily than others. Firstly, those whose personality makes them more prone to anger and secondly those whose life experiences leave them with considerable anger.

Personality type
People whose personality makes them more prone to anger
▪ may attempt too many things at once and therefore get stressed out
▪ may be impatient with slow people or activities
▪ may have high standards of achievement and are easily irritated when their standards are not met or when they perceive failure
▪ may use anger in a positive way to help themselves and possibly others achieve.

Life experience
Other people become habitually angry because of their life experiences. They have been traumatised and are carrying unresolved anger from their experiences with them through life. They may have learned in especially hostile environments that they need anger to cope with such environments. Even when you remove these people from the hostile environment they still carry their anger and may consider angry behaviour a useful resource to face any and all life situations, for example when dealing with ex-combatants.

Unit 20:	Managing fear

Purpose: To enable participants to develop skills to handle the fear that causes or makes conflicts worse.

Objectives:

- To develop codes that symbolise fear.
- To describe fear using local languages of participants.
- To help participants to identify the sources of fear.
- To help participants to identify the physical and psychological signs that show when they are afraid.
- To discuss participants' responses to conflict when it is life threatening for them and their communities.
- To discuss the socially acceptable ways of expressing fear in participants' communities and whether these acceptable expressions are gender specific.
- To review healthy ways of managing fear.

Activities:

1. Faces of fear
Facilitator divides participants into small groups. Each group draws a face that is afraid. Participants are asked to describe the face.

2. Factors or sources of fear
Participants are divided into groups of three. Each participant shares with the group what makes him/her afraid. The list is shared with the larger group.

3. Physical reactions to fear
Facilitator asks participants to say how they know that they are afraid. What signs show in their body to indicate that they are afraid?

4. Managing fear
Facilitator divides participants into smaller groups and asks them to share how they manage fear in their lives. Examples could be
- *praying*
- *moving to a safe place*
- *buying oneself a gun*
- *building a big fence around one's house*
- *employing a watchman at night*
.
Are there particular ways their societies expect them to respond when afraid? Are their specific ways women are expected to respond to fear? The groups report to the larger group and facilitator notes their individual responses to fear and the responses their community expects from a WOMAN or MAN who is afraid.

Facilitator's note:
You can follow the same process used in Unit 19 around the issue of anger. Fear more than anger has led many societies and communities to war. Post conflict societies or conflict prone ones such as many of our target communities will have a lot to share on the role fear plays in the conflicts. Try to generate discussions around the subject. Avoid judging their communities for making wrong choices out of fear.

Literacy activities:

Write the words '**I am afraid'** (verb) and '**fearful'** (adjective) on the board. Follow the same pattern as for anger (Unit 19).
1. Facilitator asks participants to draw their own fearful face in their notebooks

**My
fearful face**

2. Facilitator displays one or more of the fearful faces on the board.

3. Facilitator asks what happens when participants feel afraid.
        The answers might be
            When I am fearful…….
        o *I can't speak properly*
        o *I sweat*
        o *I shake.*

Beginners
Beginners read and write the letter Ff on the board and in their exercise books. Facilitators writes fear, afraid and fearful on the board. Participants identify the letter f in the three words. Get beginners to identify the f. Make flash cards of fear, afraid, fearful. Participants copy the words into their notebooks and tell each other when they were afraid.

Advanced
1. Facilitator writes an incomplete sentence and asks participants to complete the sentence: 'When I am afraid I……'
        Examples:
        o *When I am afraid I pray*
        o *When I am afraid I run as fast as I can*
        o *When I am afraid I ask God to help me*

2. Everyone can read these together from the board. Participants take turns in coming up and reading the sentences.

3. Facilitator asked participants to work in groups of three to share one story each about when they were afraid. Why were they afraid? What did they do? Advanced participants can write their stories and share with the class.

HANDOUT 44   **Part 2 – Section 4 - Unit 20**

Understanding and handling fear

Fear is a natural emotion. It is the way we respond to danger whether perceived or real. There are three instinctive or natural reactions to fear: **fight** (to confront the fear), **flight** (to run away) and **freeze** (to give in).

Things that make us afraid could be learned from experience or we are told that they are dangerous. Example: being told that snakes are dangerous and must never be played with. Also, we may have a very bad experience with a dog, which could make us afraid of dogs.

In our larger society others can easily make us fearful. Politicians know how to do this very well. They tell the populace about a danger that may never happen in order to mobilise them to action. The resulting actions can be violent.

Politically mobilised fear is often referred to as **xenophobia.** It can lead groups to commit genocide (killing a whole group) or ethnic cleavages (making difference between groups so obvious) and cleansing (excluding the unwanted group from a community, usually through violence).

This list on fear was developed in one workshop. What does your group fear?

Sources of fear	Signs that show that one is afraid	How to manage fear
➢ Failure in life or defeat ➢ Fear of demons ➢ Rebels ➢ Motor accident ➢ Theft ➢ Snakes ➢ Guilt (being caught in the act) ➢ Fear of seeing someone being killed ➢ Violent confrontation ➢ Sickness/poor health ➢ Nightmares ➢ Being hit by gun shots ➢ Abduction by rebels ➢ Fear of being raped ➢ Ritualistic killing ➢ Death ➢ Witches/underworld ➢ "short sleeves and long sleeves" – cutting the arms as in Sierra Leone	➢ Fast heartbeat ➢ Body shivers ➢ Sweating ➢ Shouting loud ➢ Difficulty breathing ➢ Change in voice	➢ Name and talk about the fear. ➢ Have some faith and belief. ➢ Critically question what others tell you to be afraid of; they may want to control your mind. ➢ Gradually confront the source of your fear. *Some believe that there is a Greater Force who is in control of the universe. He or She cares about you and would protect you from danger. This thought helps some people to live with danger and yet reduce their fear*.

Unit 21:	Traditional conflict resolution instruments

Purpose: To know the different options available in the community for responding to conflict.

Objectives:

- Identify and discuss the advantages and disadvantages of traditional processes of conflict management.
- To develop problem-solving activities for adult literacy circles that are relevant to their community.

Time: 1 hour

Activities:

Local conflict resolution mechanism

1. Participants are divided into three groups each focusing on a different type of conflict and asked to describe how these are resolved in their local communities. The exercise should focus on family conflict, intra-group conflict, and inter-group conflicts.

2. Participants present their results to the larger group.

3. Facilitator moderates discussion around the results. What is unique to the local method? How does it promote long-term peace? Are there disadvantages that should be considered? What are they?

Facilitator's notes:

Emphasise the need to document conflict resolution methods in traditional communities. Conflict exists in human relationships and relationships are unique and different. The ways one community resolves conflict will be different from another community.

Some participants may begin this exercise reluctantly as they may believe that processes by their community are less valuable than the Western processes. Try to encourage them in the exercise. Emphasise the values the traditional methods contribute to conflict management across the world. Give example of traditional processes that have worked in your community and other communities you know.

Literacy activities:

Discuss the communication practices in these traditional methods. How do people know what the judgement or outcome is? How will they know in 20 years time?

Unit 22:	**Conventional conflict resolution mechanisms**

Purpose: To survey conventional ways of resolving conflict.

Objectives:

- Identify and discuss the advantages and disadvantages of conventional processes of conflict resolution.
- To develop problem-solving activities for adult literacy circles.

Time: 1 hour

Activities:

Conventional ways of resolving conflict in my community
1. Participants are divided into three groups and requested to map the ways conflicts are resolved. For instance, in the police station, the courtroom, by the elders etc. They can represent these on a matrix.
2. Participants present their results to the larger group.
3. Facilitator moderates discussion around the results. What is unique to each of the processes or mechanisms? How does it promote long-term peace? Are there disadvantages that should be considered?

Facilitator's notes:

It is easy for participants to talk about the conventional processes because they are visible. The discussion should focus on their attitudes towards the mechanisms and how that affects the relationships that go through these institutions to resolve their conflicts.

Keep the discussion focused on examples in their communities because there are various high profile processes that you need not introduce to a local community setting.

Literacy activities:

Participants may have been involved in courts. Identify the literacy events in the court. What papers are sent to you if you have to go to court? If you are accused of something what do you have to sign? What do you do if you can't read the papers?

This can be as much about familiarising participants with the processes and understanding the paper work as being able to read it.

An important exercise would be to practice signing their name.

HANDOUT 45   **Part 2 – Section 4 - Unit 22**

Spectrum of conflict handling mechanisms

FORCE **Police** **Soldiers** **Security Personnel**	• It suppresses conflict. • Parties are not involved in the decision. • The outcome depends on who has the greatest power and not on the merits of the situation.
LITIGATION **Court** **Judge**	• It suppresses and may also resolve conflict. • Parties are involved but do not determine the judge. • The decision is made for people and they must then obey it.
ARBITRATION **Mutually agreed intermediary**	• A third party chosen by the parties. • Provides judgement. • Could be the elder council. • Parties choose the third party because of respect, trust and faith in his/her competence.
NEGOTIATION	• The parties solve their conflict without a third party. • Assumes parties are rational and aware of their interest. • May manage, resolve or transform conflict.
MEDIATION	• A third party facilitates the negotiation. • May lead to conflict management, resolution or transformation.
RECONCILIATION	• Mending relationship of the parties after conflict is resolved or transformed.

Unit 23:	Mediation processes and practice

Purpose: To provide the basic concepts and skills of mediation to participants.

Objectives:

- Agree a working definition of mediation.
- Describe the process or stages of mediation.
- Practise the basic skills of mediation through role-plays.

Time: 2 hours

Activities: **Definition of Mediation**

- Facilitator writes the word **Mediation** on the board and asks participants to share their understanding of the concept.
- Facilitator presents a picture of a mediator and explains the characteristics of an effective mediator.
- Facilitator describes the stages of mediation.
- Role-plays: Facilitator invites two volunteers from the circle who serve as disputants while facilitator acts as a mediator. The circle is asked to observe the facilitator and the disputants.

Debriefing

What went well? What did the facilitator do that was outstanding for you? Where did you feel the facilitator did not observe the stages of mediation? How was the process for the disputants? Did they feel the facilitator was biased or impartial? Was the process frustrating for them?

Facilitator's notes:

Mediation is a skill that requires practice. Facilitator must be skilful to demonstrate before the class. There will be interest in practising mediation but this could diminish if they feel they are not doing it well, at least to the expectation of the facilitator. Affirm and encourage participants. Observe what is going well and acknowledge it while at the same time encouraging more practice on what is not good.

You can let the entire circle experience the process by dividing the circle into conflict parties and mediators. Make sure that each experiences the other side, although this is difficult if the learning circle is large.

Literacy activities:
Write on the board **mediate, mediator, mediation**
Mediat – e   Mediat - or   Mediat - ion

Explain the meaning of each. The ending of the word changes in English according to how it is used. How does it change in other languages?

HANDOUT 46   **Part 2 – Section 4 - Unit 23**

The mediation process

Mediation is a voluntary process by which parties, with the assistance of a mediator, identify issues in order to develop options, consider alternatives, and reach an agreement that addresses their interest and needs.

Introduction stage

- Introduce yourself and your role in the process.
  (Emphasise that you are chairing a meeting in which parties will generate their own answers and discover and agree on ways to improve their relationship).
- Explain procedure of mediation.
- Generate the goals parties hope to achieve.
- Establish ground rules.

(It is often very beneficial at this early stage, before people have even begun to talk about the conflict in detail, to do some small activity in listening so that each can tune in to listening carefully and accurately without interrupting.)

Story-telling stage

- Both parties explain the situation from their point of view.
- Both parties then state their special concerns.
- Mediator creates a list of the joint problems or issues to be discussed.

  (It is important at this stage to ensure that the other parties are listening. If they do not listen then this often results in anger and frustration.)

Problem-solving stage

- Note what the parties have in common.
- Begin with easiest issue and examine options for resolving it.
- Brainstorm on options encouraging 'What if…?' thinking.

Agreement

- Work out specifically: Who does what? When? Where? How? And sometimes why?
- Summarise the agreement and restate it many times and ensure the parties are committed to it.

Follow-up

- Set up a programme to see that both parties are keeping to the agreement.
- Encourage the parties to rebuild their relationship. It may be gradual. Don't push too hard.

SECTION FIVE:
Peacebuilding

Introduction

Building peace is essentially about building human relationships and by extension human society. It concerns itself with the health of the community and the various relationships that comprise the community. The never-ending tasks of building relationships, healing wounds, building trust, strengthening self-esteem, and promoting democratic and participatory communities will be the subject of this section.

The literacy activities in this section will continue to build on what has been learnt before. However much of the activity will be around communicating effectively. Participants will find it difficult to express their thoughts and practice is required to do this effectively. Good communication is always important, but essential in building relationships and healing wounds. The last unit in this section, 'A vision for the future', provides practical opportunities for literacy and numeracy work. As stated in the unit, this could be the work of the group for the next three months. Careful planning will be required.

Goal: Participants in the literacy circle will gain a better understanding of the tasks of and their roles in building peace.

Objectives:

- To explore with participants various understandings of peace and the process of peacebuilding.
- To map activities in communities that relate to peacebuilding.
- To explore the impact of violent conflict on community relations and ways of reconstructing relationships destroyed through conflict.
- To understand what reconciliation is and the major tasks of reconciliation.
- To determine the reconstruction challenges in post-conflict communities.

Contents:

Unit 24: Definition of peacebuilding

Unit 25: Tasks for building peace

Unit 26: Relationships in post-conflict communities

Unit 27: Defining reconciliation

Unit 28: The act of reconciling

Unit 29: Repentance and forgiveness – the paths to reconciliation

Unit 30: A vision for the future

Unit 24:	Definition of peacebuilding

Purpose: To understand the basic concepts of peacebuilding.

Objectives:
- Learn the meaning of peace.
- Learning the meaning and process of building.
- Develop literacy lessons on peacebuilding.

Time: 1 hour

Activities:

1. Definition of peacebuilding: Facilitator writes the word **Peace** on the board and asks participants to brainstorm its meaning. Facilitator writes the words on the flip chart, examples could be: forgiveness, harmony, togetherness, normal life, absence of violence.

2. Facilitator asks participants to say the word for peace in their local languages and provide the literal meaning.

3. The word **Building** is also written on the board and participants explain the meaning, for example construction, putting together, mending things.

4. Facilitator asks a volunteer in the circle with experience in building anything to share the process of building something.

5. Facilitator divides groups into smaller groups to develop a sentence that describes peacebuilding, using the concepts of the two words and the meaning of peace in their local language. Record these sentences.

Facilitator's notes:

Note the similarity in the meaning of peace in the local languages.

You may choose to do the 'Building a house' exercise referred to Part 1, Section 3, Unit 8. You could also get the class to play a puzzle game. Bringing various parts of a puzzle together to construct a meaningful image also depicts the process of building. Key things to remember in building are:
- there are several parts that must come together
- many people are involved, each doing something different yet contributing to the whole building process
- work as teams
- have the whole picture in mind.

Literacy activity: Make a peace alphabet in your own language.

HANDOUT 47   **Part 2 – Section 5 - Unit 24**

Peace alphabet

Groups should make a peace alphabet in their own language

Example in English		Example in Moru from **Kediba and Lozoh Groups**		
Aa	apologise, atone	a	aróboya	= thankful
Bb	begin, birth, build	b	bereazi	= friend
Cc	calm, come	c	cini	= altogether
Dd	dialogue, discussion	dr	drieta/dritai	= confess/ freedom
Ee	enrol, enjoy	e	ébe	= forgive
Ff	freedom, friend	f	fere	= fairly
Gg	go, garden	g	gyi	= water
Hh	honest, happy	h	hwia	= pure
Ii	involve, interest	i	ido	= sign of peace/ oil
Jj	justice	jj	jingiri	= healthy/together
Kk	kind	k	kado	= goodness
Ll	love, laugh, live	l	liya	= calm
Mm	man, marriage	m	mäwuako/mede	= not proud/greeting
Nn	new, nice	ng	ngalu	= love
Oo	opportunity, open	o	omo/ojojo/opaba	= unity/equally/save
Pp	peace, prosperity	p	paji	= root
Qq	quiet	q	not used in Moru	
Rr	rest, respect	r	riya	= happiness
Ss	Sierra Leone, safe	s	salamo *	= greetings
Tt	talk	t	tatokpe	= peace
Uu	unity	u	usu	= think
Vv	victim, voice	v	vure	= justice
Ww	water	w	wäri	= cleanliness
Xx	xmas, x-ray	x	not used in Moru	
Yy	yes, youth	y	yauni/yaingyi	= mercy/endure
Zz	zone	z	zelevo	= descendant

* The groups could not think of a peace word in Moru beginning with s and so chose one from Arabic instead.   Q and x are not recognised within Moru.

Some guiding principles for peacebuilding

- Peacebuilding is a **Process.** This means it involves stages, requires time and must be continuous and not disjointed.

- Peacebuilding must be **Relevant** to the situation. What makes for peace in one community will not necessarily be the same that makes for peace in another.

- Peacebuilding must begin with a full knowledge of what **Social Relations** means to the given community in which we want to build peace.

- Peacebuilding is a **Deliberate Process** of affirming or in some cases constructing social institutions that will promote and sustain the peace.

- Peacebuilding must be **Comprehensive**. "We must begin the process with the whole picture in mind".

- Peacebuilding is **Strategic**. That is, we must have an idea of where we want to go with the process. We must have a long-term vision that guides our work. We must climb the mountain and look at the whole river.

- Peacebuilding is **Complementary**.   It is like a jigsaw puzzle. None of us have all the parts. Networking with others will help us find where the other parts of the puzzles are.

- Peacebuilding is **Interdependent**.   We depend on others and others depend on us.

Unit 25:	Tasks for building peace

Purpose: To identify the essential tasks associated with peacebuilding in the participants' communities.

Objectives:

- Produce a list of structures, institutions and processes that must be built or rebuilt for peace in the community.
- Identify the roles of various community members in peacebuilding.

Time: 1 ½ hours

Activities:

1. Facilitator divides groups into five smaller groups and asks the group to respond to the following questions:
   - List the institutions that generate and/or sustain peace in your community.
   - Who takes care of these institutions?
   - What are the internal or external forces that threaten those institutions?
   - How severe have they been broken down during the conflict?
   - How should we rebuild them?
2. The groups report to the larger group.
3. Facilitator introduces a dialogue on 'How to sustain peace in my community'.

Facilitator's notes:

Participants could also represent their list of institutions or structures with symbols representing various tools for building a house of peace. Another way they could do this exercise is by mapping. As much as possible facilitator should help participants to define their personal roles in community peacebuilding including how they can influence the individuals and structures they identify for peacebuilding.

This can feed into the activity called 'A vision of the future' in Unit 30.

Literacy and numeracy activities:

A list can be made of the things to be done and who can help do them. Beginner and advanced participants can work together to compile the list.

If there has been physical destruction a list of the materials needed to repair the damage can be made, together with their cost. This will develop literacy and numeracy skills.

HANDOUT 49   **Part 2 – Section 5 - Unit 25**

Rebuilding peace

This was produced in workshops in Sierra Leone. You can do the same to produce a handout for your group.

Operational area	Description of peace	Obstacles to peace	Strategies to restore peace	Accelerators for peace
Kambia District	Peace is freedom to carry out daily activities.	• Presence of fighters • Guns • Lawlessness or disorder • Limited social amenities	• Restoring police, • Disarming fighters, • Re-establishing or empowering traditional administrations, • Presence of NGOs, • Farming activities • Restoring other social amenities like hospital, post office, police head station	• Skills training for ex-combatants • Building broken or strained relationships • Promoting equal rights for all • Re-establishing law and order especially the justice systems
Bo District	Peace is a positive attitude towards development and engaging in gainful activities and normal life.	• Presence of the Civil Defence Force (CDF) and other fighters, • Lack of disarmament in the district, • Absence of proper accountability, love and faith in leaders	• Clearing Bo of CDF, • Disarming rebels, • Addressing inter-ethnic tensions especially between the Temnes and Mendes • Putting in place effective co-ordination systems	• Love for one another • Security awareness • Re-establishing traditional authority

Unit 26:	Relationships in post-conflict communities

Purpose: To identify the categories of people and relations produced by violent conflicts and means of re-establishing healthy relationships.

Objectives:

- To identify the categories of people in post-conflict community.
- To describe the relationship between the categories of post-conflict people.
- To provide participants with the basic framework for responding to these categories of people.

Time: 1½ hours

Activities:

1. **Mapping the people.** Facilitator divides participants into three groups. Each group is asked to describe the kind of people that emerge out of a violent conflict situation.

2. The list is discussed in the larger group. Facilitator puts the list in the three basic categories: those who hurt other people (perpetrators), those who are hurt (victims) and those who were either there or heard about the situation (witnesses, onlookers, or newcomers).

3. **Relations between the categories.** Facilitator divides participants into the three categories of people. Tell each group to think of a conflict situation and imagine that they are personally representing that category in a conflict situation. The group should respond to the following questions:
   1. How does our group understand and interpret the conflict?
   2. How do we view the other groups?
   3. What are our major concerns about the other groups?
   4. What will it take to build relations with the other groups?
   5. What would we say if we had the opportunity to tell the others groups how we feel about them?

Facilitator's note:

In conflict or post-conflict societies this exercise can generate real tension. People can internalise especially the victim role and act it as though it was real. Remember to debrief after the role-play and emphasise that it was a role-play. Let the actors de-role.

Literacy activities:
This unit will focus on thinking, analysing, talking and listening carefully to what others say**.**

HANDOUT 50   **Part 2 – Section 5 - Unit 26**

The roles or categories of people in conflict

A community is a collection of various relationships between human beings. In Africa the community is a cycle in which humans interact with each other. Our concept of relationships includes the people who are the prime movers of the physical and emotional space and the space itself. War or violent conflict breaks down the fabrics of community and leaves its inhabitants whether humans or non-humans without a protective cycle.
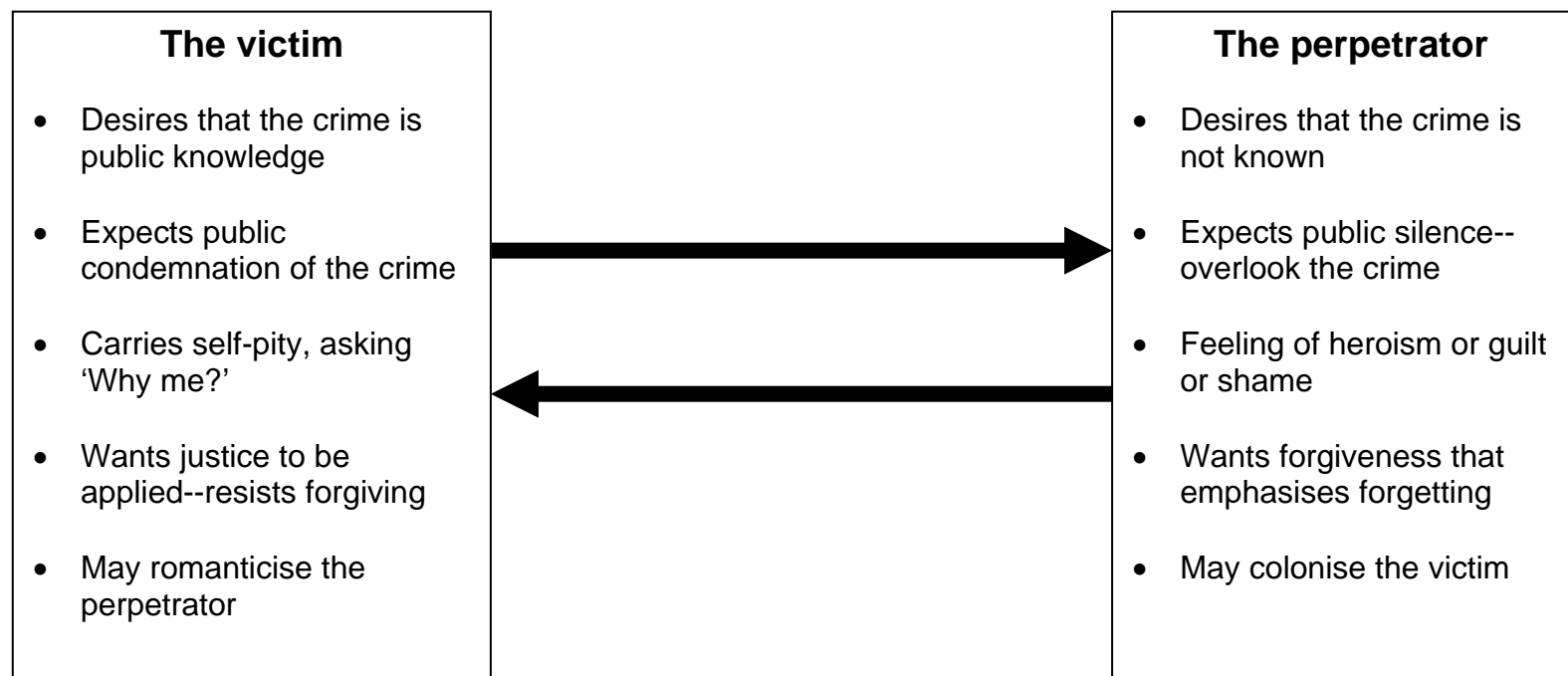
There are three categories of people who are often present in post-crisis or post-war community:
the **Victim**, the **Perpetrator**, and the **On-looker / witness**.

Victim	Perpetrator	On-looker / witness
- Victim is one directly or indirectly affected by a crisis. - Victim has is his/her own perception of the history of the event. There is 'chosen trauma' or 'chosen glory'. - Victim often has a changed or distorted perception of his/her community. - Life is trivialized or in rare cases is given very high value. - Life is seen to be unstable. - Relationships are often unreliable and temporary. - Mistrust and suspicion characterise relationships - Victim questions God's sense of justice (God is partial), God's presence, may develop little faith in God.	- A perpetrator is best identified in a specific event. - One who plans a violent act against another and carries it out. - One who has hurt others. - One carrying guilt of an offence.	- Onlookers are those untouched by the crisis, e.g. NGO workers or strangers coming after the crisis. - Onlookers are often tempted to take the side of the victim because of their own perception of morality, justice, and fairness. Siding may also be the result of social relations, e.g. A Temne taking side with a Temne victim or perpetrator. - Onlookers are often impatient, wanting the victim to put their trauma on one side and get on with their life. - Onlookers cannot fully comprehend the extent of the trauma the victim suffered "These people are just wallowing in their grief and not wanting to move on with life," may be the frustrating statement onlookers or NGO workers like ourselves could make. - Another factor that may tax the onlooker's patience is the monotony of the victim. Victims get boring, repeating one story over and over again. - Onlookers are sometimes tempted to see themselves as experts. They refuse to see their own 'naivety' in relation to a situation which is not theirs.

HANDOUT 51   **Part 2 – Section 5 - Unit 26**

Relationships between victims and perpetrators

The victim	**The perpetrator**
• Desires that the crime is public knowledge	• Desires that the crime is not known
• Expects public condemnation of the crime	• Expects public silence-- overlook the crime
• Carries self-pity, asking 'Why me?'	• Feeling of heroism or guilt or shame
• Wants justice to be applied--resists forgiving	• Wants forgiveness that emphasises forgetting
• May romanticise the perpetrator	• May colonise the victim

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HANDOUT 52   **Part 2 – Section 5 - Unit 26**

A closer look at the victim

Why do victims prefer to remain victims?

- The history or memory of the victimisation may be the only memory they know now. It has become their new identity.

- They may be convinced that the act of the perpetrator was unjustified by any standards and therefore must be punished by the standards set out by society, otherwise they think society is a collaborator in the act.

- They may have an unspoken fear that the perpetrator will strike again. As victims they want to remain alert to the danger of repeated victimisation; so the best way may be to get the perpetrator out of the way.

- The humanity and dignity of the victim may be rooted in the fantasy of self-pity or revenge.

- Victims may want the perpetrator to really understand what the victim has gone through as a result of the act. The best way the victim knows is for the perpetrator to suffer as well, even suffer more.

Helping victims break the cycle of victimhood

- Develop a trusting relationship with the victim.

- Encourage the telling and documentation of the story.

- Listen non-judgementally; **never judge the desire of a victim.**

- Recognise the act as wrong. This is not to say that the perpetrator is necessarily evil. It is "being on the side of the universe".

- Universalise the experience. Victimhood is sustained because the question, 'Why me?' finds no answer. Victims feel they were singled out for the crime and cannot understand why. In some cases victims desire some answers from God or even demand justice from God. Bringing people with similar experiences in a social support network (i.e. widows support group, amputees, rapees, etc) can change 'Why me?' to 'I am not in this alone'.

- Engage victims in meaningful activities that will boost their self-esteem by doing achievable things.

- Always regard the victim as a full human. Avoid pity.

HANDOUT 53   **Part 2 – Section 5 - Unit 26**

Stories from conflicts

Below are two stories from Sierra Leone. These short stories could be used as examples to add to the other activities in this unit.

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1. The Seven Sticks

A certain man had seven sons. They all lived together in the same house. There was no unity among them. They were always quarrelling and fighting. The quarrelling and fighting continues among them on and on.

Their father became disgusted over their behaviours. One day he thought it fit to bring peace and harmony among them. He cut seven short sticks and tied it in one bundle. He called them all to a meeting and gave the bundle to his eldest son to break it,

He tried and tried but couldn't. This continues to the last son but they all could not break the bundle. The old man untied the bundle and give each one a stick to break. They broke it easily.

The old man told them that unity is strength and that they need to be united, but if they are divided they can be easily conquered by any force.

Story teller - Andrew Pemagbi

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2. Fleeing Njala

The day at about 3.15 p.m. 14th January 1995 when people started coming from the nearby villages saying that the rebels had attacked their villages. In less than ten minutes we began hearing heavy shelling and gun shots.

The people started running in different directions saying that the rebels have entered the town. That forced the whole community of Njala to cross the river. When I went across the river, the people of that village had also left so I had to sleep in the bush.

The next day we returned back to Njala after the rebels had left.

Storyteller – Brima Kpakra

Unit 27:	Defining reconciliation

Purpose: To develop a working definition for reconciliation.

Objectives:

- To explore the various social, religious and political understandings of reconciliation.
- To develop literacy activities on the meaning of reconciliation.

Time: 1½ hours

Activities:

1. Definition of reconciliation: Facilitator writes the word **Reconciliation** on the board and asks participants to brainstorm what it means to them. Facilitator writes the words on the flip chart.

2. Facilitator asks participants to say the word for **Reconciliation** in their local languages and provide the literal meaning.

Facilitator's notes:

Try to refer to the definitions generated in the circle throughout this unit.

Emphasise discussion of the concept and how it is talked about in their community. Advanced circles can learn how to spell the word and write simple sentences.

Literacy activities:

Write the word **Reconciliation** on the board.
Explain that it can be divided into bits (syllables) which make it easier to read.

Re-con-cil-i-a-tion

Add it to your collection of word cards. Although it is a long word, it is an important word and even beginners may be able to remember it. Look at the overall shape and count the number of letters, find the letters which appear two or three times. All these will help them learn to recognise the word.

Build words from syllables in whichever language you are using.

HANDOUT 54   **Part 2 – Section 5 - Unit 27**

Definitions of reconciliation

What is reconciliation?

It is a process whereby broken relationships are healed and mended. Reconciliation is a process that allows us to walk the highways of life together again. It helps us to restore our humanity, which is embedded in relationship. It is the risky process of rebuilding trust in the other-- the other who has hurt us so badly.

It is . . .

* a journey
* a space / place
* focus
* timely

Reconciliation is a process

It entails time, stages, and involves people who are dynamic and constantly affected by the forces of life.

Unit 28:	The act of reconciliation

Purpose: To begin to understand the dynamics of reconciliation.

Objectives:

- To help participants re-live the experience of reconciling through using role-play.
- To identify the major stages of reconciliation.

Time: 3 hours

Activities:

1. Role-play the story of Jacob and Esau. Facilitator asks for four volunteers - one woman and three men. The facilitator goes through the story with the actors. Facilitator stops at the highpoints in the story and invites the participants to ask any question to the actors and the facilitator. The process continues until the entire story is told.
2. Debrief: facilitator opens the story for discussion. Begin with the actors. How was the process for them? What did it mean to play the particular role? What lessons have they learned out of the story? Ask the rest of the participants about their key learning from the story.
3. Facilitator lists on the board the process of reconciliation as identified from the story.
4. Facilitator divides participants into groups of three with each telling a story of reconciliation. It could be a personal experience or one they have heard before.

Facilitator's note:

Because this is a religious story caution must be taken when using it. When in a community where Judaism, Christianity, or Islam is not practised try to focus on generating stories from the participants. The stories may have the same key points.

Literacy activities:

Ask the group to choose the story they like best and retell it to the whole group. The facilitator writes it on the board while it is being told. He or she can then copy them down to use again for reading and discussion in another lesson.

Beginners
Beginners can copy a sentence into their notebooks.

Advanced
Some participants may be able to write down their own stories or help beginners to write theirs.

Unit 29:	Repentance and forgiveness - the paths to reconciliation

Purpose: To understand repentance and forgiveness and their stages.

Objectives:

- To define repentance and forgiveness.
- To discuss the stages of repentance and forgiveness.
- To identify the obstacles to forgiveness and repentance.

Time: 2 – 3 hours

Activities:

1. Facilitator divides participants into two groups and assigns the roles of repentance to one and forgiveness to the other. Facilitator tells participants to imagine that they have offended or have been offended by another person.

   For the offender: What does repentance mean? What stops them from repenting easily? What will it take from the offended to help them work towards repentance? Which is difficult, repentance or forgiveness?

   For the offended: What does forgiveness mean? What stops them from forgiving easily? What will it take from the offender to help them work towards forgiving? Which is difficult, repentance or forgiveness?

2. Facilitator chairs a dialogue between the two groups, encouraging each group to speak to the other directly.

3. Facilitator divides participants in groups of three and asks each to share their personal experience with forgiving and/or repenting.

Facilitator's note:

Activity 3 (above) should be optional. Observe the dialogue before determining whether to use this activity. If the tension in the dialogue was high, do not consider this activity as it will exacerbate the tension. Many people would prefer the role of the offended. Try to assure the offenders that this is a role-play.

Let the group debrief and de-role after the exercise.

Literacy activities:

Repent and **forgive** are two very important words in peacebuilding. Ask participants to write them in their books. Make flash cards of the words and add these to the other flash cards you have made. You bring these out to revise the words in different lessons.

HANDOUT 55   **Part 2 – Section 5 - Unit 29**

Repentance and forgiveness

Repentance is a process of admitting one's wrongdoing so as to re-establish relationship with the victim whether physically, psychologically, or spiritually.

Criteria for repentance

- Realisation and acknowledgement.
- Empathy for self and the victim.
- Planning the repentance.
- Encounter with the victim.
- Confession.
- Willingness to make restitution.
- Working to mend the relationship.

An important attitude for repentance is humility and the willingness to suffer some consequences.

Forgiveness is the process of letting go the desire for revenge. It is a process whereby we relinquish our rights to punish those who wrong us.

Criteria for forgiveness

- Naming and acknowledging the act as wrong.
- Empathy for the perpetrator.
- Preparation or planning for forgiveness.
- Encountering the perpetrator.
- Telling the perpetrator the impact of the act on you.
- Willingness to let go your right to revenge: it is like having a glass of water and letting it go.
- Willingness not to exact the same violence on the perpetrator.
- Accepting the risk to trust the victim again.
- Working to mend relationship.

An important attitude for forgiveness is compassion and selflessness.

Unit 30:	A vision for the future

Purpose: To help people imagine a better future.

Objectives:

- To help people visualise their community in five years.
- To help people put that vision into practice.

Time: 3 hours

Activities:

1. Participants go into community groups and with symbols map their concept of the community in five years time.

2. Share these with the group.

3. When they are agreed on what they want their community to look like, draw it on flipchart paper, replacing the symbols with drawings and words.

4. Return to the groups and make a action plan showing
   - The order things will be done in
   - How long it will take
   - What will be needed
   - Who will do what.

Facilitator's note:

The action plan can be done as a chart as in Handout 56.

Literacy and numeracy activities:

Planning the future could be the topic for the **next 3 months** of the literacy circle.

Numeracy:

Calculate
- the number of buildings
- the materials needed,
- the time it will take
- the number of children who are of school age
- the number of teachers that will be needed
- the number of vegetable plots
- the amount of seeds
- the cost of the seeds
- the likely selling price and therefore the profit.

Literacy:

Draw out the map of the village
- o List the names of the villagers,
- o Make an action plan as above for each task as above
- o List the vegetables that will be planted

Some of the activities will be quite advanced but others will be easier. The vegetables for example could be drawn in pictures and the word written underneath.

In planning the rebuilding of houses, pictures can be drawn and the roof, walls, doors and windows labelled.

HANDOUT 56   **Part 2 – Section 5 - Unit 30**

Action plan to build the vision for the future

What?	When and how long?	What is needed?	What quantities of materials?	How much will the materials cost?	Who will be responsible for making sure it is done?
Rebuild structures	In January for six months	Roofing, bricks, timbers etc			
Make more vegetable plots					
Start skill training					
Improve the road					

The group should draw up their own action plan on similar lines to the above but each community will have different things that need to be done.

The chart should be hung up where everyone can see it.

Appendix 1

Integrating literacy and peacebuilding: a possible outline scheme of work

Each community will be slightly different and the units below are suggestions only. Facilitators should choose what fits their situation. Peacebuilding provides opportunities to tell and write down personal experiences, experiences of war and conflict and the experience and history the community shares. All this provides material to improve communication skills and practice reading and writing skills. Numeracy and calculating skills are most easily introduced in the yearly calendars and the reconstruction and development of the community

A. Knowing the community

1. Mapping the community (1)
Discuss physical aspects of the community.
Note main landmarks.
Using natural objects, map the community.
Explain the idea of using symbols, then drawings, then writing the words.

2. Mapping the community (2)
Using natural objects map the community again.
Put objects for landmarks.
Replace objects with drawings on card.
Transfer map onto the flip chart paper.

3. Participants' names
Know each other.
Alphabet, recognising and writing name.
Numbers, how many in the class?

4. Mapping the community (3)
Use map on flipchart paper.
Choose 5 drawings, replace with word cards.
Learn initial letters of words.
Counting.

5. Mapping the community (4)
Use map on flipchart paper
Simple vocabulary - 5 more words.
Initial letters, writing words.
Counting.

6. Transect walk
Identify where reading and writing takes place.
Collect 'everyday' materials e.g. receipts, bills, magazines, health card.
Facilitator and participants discuss what they want to learn.

7. Table of economic activities
Men and women identify their economic activities and list them.
Discuss activities.
Discuss if and how reading and writing will help these activities.
Letters, simple vocabulary. (5 words)
Simple sentences using *I grow, I keep*
I keep cattle…………
I keep chickens …………..
I grow tomatoes …………….

8. Calendar of economic activities
Identify in which months the activities take place.
Learn the initial letters of the months.
Learn the months.
Learn the numbers of the months.

9. Number work / dates
Read and recognise numbers to 31.
Write children's birth dates, the days' date.

10. Time line of economic activities
Draw a time line of several economic activities, showing them before, during and after the war or conflict.
Discuss what happened.
Review the economic activity 'vocabulary'.

11. Transect walk and mapping points of conflict in the community
Walk round the community noting where the tensions are.
Map the community and mark the points of tension and conflict.
Discuss tensions and look at types of conflict.
Tell stories of conflict (facilitator and volunteers can write these down).

12. Conflict time line
Identify the situation before the conflict, during and after the conflict.
Identify relevant vocabulary.

13. Seasonal conflict calendar
Make a calendar of when the conflicts take place, what they are, where they take place and in which month they occur.

B. Community trauma and the recovery process

These units are about dealing with and recovering from trauma. Participants will develop self-expression, gain confidence and begin to move on. Reading and spelling are secondary to these processes. However participants can learn the vocabulary, identify the key words and the initial letters depending on their level of literacy. They can tell their stories and these can be written down. Each of the units below should take as long as is needed.

14. Trauma
Explain and discuss trauma.

15. The signs of trauma
How do we know when someone is traumatised?

16. Telling it to recover

Telling the story and being heard.
Being a witness.
Facilitator and volunteers write the stories down if the story teller wishes.

17. Grief and loss

Understanding grief and loss.
Write simple sentences on the board.
When I am sad I……..

18. Grieving processes

How we grieve.
Discuss how your community deals with grief.

19. Managing stress

Think and talk about stress.
Identifying stress.
Design a stress matrix.

C. Conflict management

20. About conflict

Think about what conflict is.
Conflict vocabulary.
Identify the different kinds of conflict.
Write simple sentences.
"Conflict is……
Identify a conflict in the community and talk about it.

21. Structure of conflict

The conflict tree, roots of conflict
Phases of conflict

D. Conflict related emotions

This is about understanding our emotions particularly anger and fear and how to manage these. Codes such as an angry face or a frightened face can be used. Literacy learning is learning the letters, some vocabulary and writing simple sentences such as "When I am angry I ………." or for the more advanced learners, writing paragraphs. Facilitators should also consider traditional mediation and conflict resolution practices and role-play mediation

22. Conflict behaviour

How we behave.
Simple sentences.
When I see conflict I……..
Conflict behaviours and animals illustrating different types of behaviour.

23. Anger

Think and talk about anger.
Draw your angry face.
Read and write the word "anger".
Write simple sentences.
When I am angry I……….

24. Fear

 Think and talk about fear.
 Draw a frightened face.
 What do you do when you are frightened?
 Write simple sentences
  When I am frightened I……. I was frightened when……

25. Resolving conflict / mediation process

 Choose from the conflict stories,
 Choose a mediator.
 Role-play resolving the conflict.
 Discuss the role play.

E. Peace building

Peace building is about building human relationships and human society. Adults in the literacy circles should gain a better understanding of their role in building a peaceful society. They can also develop their literacy and numeracy skills in planning the future and developing their community

26. Peace building

 Tell the story (history) of your community.
 Discuss the story.
 Learn to read and write the name of the community.

27. Peace alphabet

 Think of peace words for each letter of the alphabet.

28. Relationships and stereotyping

 Discuss the word stereotypes
 List the stereotypes in the community and discuss these.

29. Repentance and forgiveness

 Role play the story of Jacob and Esau.
 Discuss the role play.

30. Rebuilding the community

 Map the community showing the structures that.
 Were destroyed and what needs to be rebuilt.
 Count and calculate quantity of materials for each building.

31. Food production

 Think about how more food can be produced.
 Map out the plots.
 How much does each produce?

32. Map out a vision for the future

 What will the community look like in 10 years time?
 Draw your vision.
 Write your vision in one sentence starting
  Our vision is…..

33. Action plan

 Identify the task, the time, the materials and the human and financial resources needed to make the vision a reality.

Appendix 2

Project personnel involved in Literacy and Conflict Resolution

REBUILDING COMMUNITIES IN SOUTHERN SUDAN   **2000-2004**
Implementing partner: Sudan Evangelical Mission, SOUTH SUDAN
Director: Gulliver S. Ishmael
SEM field co-ordinator and facilitators: Golliver K. Matatio Kallah (field co-ordinator), Joy Sabbath Justin, Lucy Joyce Bago, Julius Do'bo, Michael Augustino Akimo, Silvester Juma, Monica Samuel, Milcah K. Wilson, Joseph Ayanwa Frazer, Michael Wilson Wajo, Christopher Malony Kelopa, Kenneth Anyanya, Joseph Gonyiri, Boniface Bali, Mary Samira Morris, Rejoice Bauda, Elizabeth Noah Apuru, Salome Eluzia
Education for *Development* Quality Assurance Team: Dr Katy Newell Jones (project manager), Jane Boyd, Dr Ray Donelly, Moira Glencourse, Fiona English, Juliet McCaffery, John Northridge, Annie Robson, Elias Scopas (evaluator), Sarah Snow
Trainers: Juliet McCaffery (literacy), Sam Doe (conflict resolution and peacebuilding), Dr Katy Newell Jones (participatory rural appraisal and evaluation)

REBUILDING COMMUNITIES IN SIERRA LEONE (REBCOM)   **2000-2002**
Implementing partners: ABC Development and Development Initiative, SIERRA LEONE
Directors: Dr Bafoday Suma (ABC Development), Dr Joe Alie (Development Initiative)
ABC Development facilitators: Ibrahim Silah, Sheku Omar Bangura, Abdullai G Bangwe, Tewor S Kallon, Beatrice B Bangura, Josephus D Davies, Abdulai Sillah, Ibrahim Sessay
Development Initiative facilitators: Safiatu Quamui Luseni, Andrew Pemagbi, Alfred Lissa, Isata Vandi, Vandi Ishor Cawdray, Brima Kpakra, Yema Rogers, Msutapha Koroma
Education for *Development* Quality Assurance Team: Dr Katy Newell Jones (project manager), Jane Boyd, Juliet McCaffery, Juliet Millican, John Northridge, Professor Joe Pemagbi (literacy consultant) Annie Robson, Sarah Snow
Trainers: Juliet McCaffery (literacy), Sam Doe (conflict resolution and peacebuilding), John Northridge (participatory rural appraisal & agricultural extension)

LITERACY AND CONFLICT RESOLUTION PROJECT (LICREP)   **1999-2001**
Implementing partner: ABC Development, GUINEA
Director: Dr Bafoday Suma
ABC Development facilitators: Ibrahim Silah, Alimata Bagura, Momodu Bah Conteh, Nabil Y Dephoreh, Safiatu Tewo Kallon, Isha S Kanu, Matrin Conteh, Mariatu J Korofima, Mohamed Salish Koroma, Abdulllai M Mansaray, Umu Hawa Jalloh, Marcalla A Palmer, Kalie Sillah, Rugiatu Turay, Sheku Omar Bangura, Abdullai G Bangwe, Tewor S Kallon, Beatrice B Bangura, Josephus D Davies, Joe H Pemagbi, Abdulai Sillah, Ibrahim Sessay
**Education for *Development* Quality Assurance Team*:* Sarah Snow (project manager), Professor Joe Pemagbi (literacy consultant), Juliet Millican, Dr Katy Newell Jones (evaluator), Dr Roy Williams.
Trainers: Juliet Millican (literacy), Carl Stauffer (conflict resolution)

Appendix 3
Useful resources and websites for the topics of education and conflict

- Rapid Educational Response in Complex Emergencies – P. Aguilar and G Retamal (UNESCO – International Bureau of Education Paper)

www.ibe.unesco.org/International/Publications/FreePublications/FreePublicationsPdf/Retamal.pdf

- Inter Agency Network for Education in Emergencies

www.ineesite.org/

- United Nations High Commission for Refugees

www.unhcr.ch/

- Watchlist on Children and Armed Conflict

www.watchlist.org/

- Peace Education in UNICEF – Susan Fountain (1999 UNICEF – New York)

www.unicef.org/girlseducation/files/PeaceEducation.pdf

- Education, Conflict and International Development (Report commissioned by DfiD)

www.dfid.gov.uk/pubs/files/edconflictdev.pdf

- The Centre for International Education – learning in post conflict situations

www-unix.oit.umass.edu/~educ870/PostConflict/papers/index.htm

- Education and Post Conflict Reconstruction (produced by the Educational Quality Improvement Programme (EQUIP) – part of Office of Education at USAID)

www.equip123.net/docs/e1-001.pdf

All web addresses accurate as of 1st December 2004