

**Summary Report on
A 3 Day Basic Training Workshop for Educators on
LEARNING TO LIVE TOGETHER (LTLT)
An Inter-Cultural and Inter-faith Programme for
Ethics Education for Children**

15 - 17 September 2011

**Venue : VS Niketan Complex (College),
Minbhawan, Kathmandu**



**Organised by
Peace Education Network, Nepal (PENN)
Kumaripati, Lalitpur, Nepal**

**Supported by :
Arigatou International & GNRC
South Asia, Sri Lanka, Colombo**

Summary Report on
**A Three-Day Basic Training/Workshop for Educators on
'Learning to Live Together (LTLT)'**
(An Inter-Cultural and Interfaith Program for Ethics Education)

Introduction

The three-day Basic Training/Workshop for Educators on 'Learning to Live Together (LTLT)' was organized by Peace Education Network-Nepal (PENN) in Kathmandu, Nepal from September 15th to 17th, 2011. The workshop was organized as a continuation training/workshop in Kathmandu, Nepal to the Master Trainers' Program on LTLT convened in Sri Lanka in the month of August, where Ms. Sanu Amatya and Mr. Kuldeep Niraula had participated from PENN. The workshop in Nepal was supported by South Asia Secretariat of the Global Network of Religions for Children (GNRC), Colombo and Arigatou International, Geneva. The workshop was carried out by Master Trainers, Suchith Abeyewickreme from GNRC Colombo and Maria Lucia Uribe from Arigatou International, Geneva. The event was convened by Sanu Amatya, Kuldeep Niraula & Samden Taktok. The workshop was attended by twenty nine participants of different background, i.e. trainers, teachers, NGO workers, CSO workers etc.

The 'Learning To Live Together' Ethics Education program is an initiative to promote value-based and quality education for children and young people within the framework of the child's right to education, as stated in UN Convention of the Rights of the Child. The 'Learning to Live Together manual' is the key resource material developed by Arigatou International to advance its ethics education initiative for children.

Goals and Objectives

Goal of the Basic Training Course

The Basic Training Workshop on the Learning to Live Together (LTLT) manual aimed at training educators from formal and non-formal education settings on how to use the manual effectively with children and young people.

Learning Objectives

The training was carried out with the objective that by the end of the course participants will be able to:

- Explain the concepts, principles and educational approach of the 'Learning to Live Together manual' and their applicability in their society and educational settings;
- Apply the LTLT manual to plan and develop customized programs on ethics education for children and young people in their own educational contexts;
- Use practical processes and methodologies on ethics education in their local educational context; and
- Identify concrete ways to implement the manual in their existing educational program.

Methodology

The sessions were run following the learning principles embedded in the LTLT manual, with highly participatory, experience-based learning methodologies. Keeping participants' learning needs at the centre of the learning process, the methodologies honored different learning styles in order to develop the full potential of each participant. Participants were provided with LTLT manuals and learning materials to complement the learning sessions.

Program and activities

The training course started on the morning of 15th September by registering participants for the program. A welcome ceremony was organized for them and that was addressed by Secretary for Ministry of Education, Mr. Shankar Pandey. The participants were welcomed by children from Kids Gyan with peace songs and poems. An ex-student from Hindu Vidya Peeth (HVP) shared her experience of working with LTLT manual. The participants were informed about PENN from its members. The advisor to PENN, Dr. Chintamani Yogi talked about the relevance of implementing LTLT manual in Nepal.

After the ceremony, the training workshop was carried on with the participants. The first session was on letting participants to know each other. "Reach for the stars" was selected as the activity for the session. At the end of the session, participants told that sharing of each others' culture, religion and experience was a strong medium of inter-connection. Some shared that passing of rope was like being connected through 'facebook'. The participants were then introduced to LTLT manual by Maria and Suchith. The manual was distributed among participants. Suchith also gave a brief overview of GNRC, its network and the South Asia Secretariat. The background, objective, content, value, model and use of LTLT were discussed among the participants. In another session, two modules were introduced to the participants. In order to do that, a model of thirteen kiosks representing two modules was replicated in the training room. The participants sailed in the interfaith and intercultural journey with kiosks, reflected on their own experiences and associated themselves with particular kiosks at the end. After that participants shared among each other on what they felt while they related themselves with the kiosks. At the end of the day, participants were requested to come next day with the expectations for the program.

The second day of the workshop was started by a "Self Motivating" song from Sanu Amatya. After singing and dancing with Sanu, the participants shared that they felt energized due to it. Samden had prepared an expectation tree for the workshop where the participants pasted their expectation written on the paper. The next activity was designed to introduce Child Rights among the participants. Maria requested participants to read the Summary of Convention on the Rights of the Child (CRC) and the Articles in it. Four guiding principles of CRC were discussed among the participants. Participants were divided into four groups on the basis of color of cards distributed to them. The members of a team had identical cards in terms of color. Participants were asked to discuss and present the two articles that had been violated and protected in Nepal. The session aimed for the participants to reflect on the situation of child rights in Nepal and its implementation. At the end of the session, participants shared that discussion on CRC broaden their knowledge on the subject and they were able to identify its linkages with ethics education. Participants mentioned education as the remedy of protecting child rights in Nepal. In another session, Suchith introduced the concepts of Spirituality, Inter-faith and Inter-cultural learning to the participants. They were requested to silently read pages 19 and 20 in the manual on spirituality and identify ways to nurture spirituality on children. After the reading, they were requested to make a silent walk and reflect. Participants later shared their reflection with each other through the World Café Talk Show hosted by Kuldeep. Through the discussion participants were able to reflect more on those concepts. In fact, participants discovered that the approach was to nurture children by creating space and letting them explore rather than giving answers. In the last session for the day, Suchith introduced Participatory Learning and LTLT methodologies to the participants. "Ball in the air" was selected as the activity. The activity aimed to bring participants work together in a group in order to achieve a common goal while they passed the various stages of participatory learning. The learning cycle was then introduced to the participants. They learnt Motivation, Exploration, Dialogue, Discovery, Reflection and Action as the domain of learning cycle. Participants reflected that while trying to keep the ball in the air they had gone through various stages of learning cycle. They realized how important it is for children to go through each cycle while learning. They also shared that such participatory learning will help children to be creative and

independent. In the last session of the day, LTLT methodologies were introduced to the participants. "What I stand for" was selected as the activity. The participants were then divided in different groups and asked to reflect on how those methodologies could enable participatory learning. They also shared why such learning has special importance in inter-cultural and inter-faith learning. At the end of the day, participants were able to identify the different steps of the learning process and its importance in facilitating participatory learning. They also understood different participatory methodologies and techniques and their practical application.

The final day of the training was started by Maria with an activity, in which participants were blind-folded. They were then requested to walk slowly and touch one of their friends as a partner. After finding partners, participants were asked to remove their blind-fold and have conversation with the partner. When asked about how they felt, participants shared that they felt challenged, scared, empathetic, vulnerable, etc. The participants were then requested to reflect on how children might feel in different circumstances. The activity aimed to put the participants in child's shoes. Participants were then divided into five groups. Each group was handed with the chart paper containing a LTLT methodology. They were requested to write the activity that suited the methodology. At the end of the session, participants shared that most of the activities that they participated were co-operative based learning. Under Guided Exercise, participants were divided into six different groups. Each group was given particular situation and they had to choose appropriate Kiosk, Methodology and Activity to deal with it. Two of the groups had to make the role play and others were to share their presentation among the groups. At the end of the session, participants were aimed to be able to identify relevant kiosk, methodology and activity for particular situations. After participating in the session, participants shared of their realization on the importance of understanding background to a problem rather than jumping to a conclusion. According to the participants, they discovered how each kiosk helps children nurture value in them, how we as an adult can adhere to children's problem and understand them. For the closing, a Mandala was prepared that had three circles representing mind, heart and hand. Participants wrote on a paper on what they learnt in terms of mind, heart and hand from the workshop and put them in the respective circles of the Mandala. Through the activity, participants were able to identify the power of a circle and that it binds everybody closer irrespective of their culture, religion and color. In the closing ceremony, Dr. Chintamani Yogi handed over the appreciation certificates to the participants and token of love to Maria and Suchith. Both of them shared their experience in the workshop to the participants. Two of the participants also shared their experience on behalf of the team. The program was concluded by vote of thanks from Acting President, Mr. Harka Prasad Shrestha from PENN.

Outcome of the workshop

At the end of the workshop, participants were able to develop an action plan for implementing LTLT in Nepal. They told that they will implement LTLT manual in the formal and non-formal education setting that they worked in. One of the government school teacher from rural village in Nepal said, "I will take this manual to remote villages in Nepal and implement among the children in government schools". PENN also shared among the participants, GNRC and Arigatou its seven step Action Plan for implementing LTLT manual in Nepal and conducting its impact evaluation research. PENN would also be making follow up on the implementation of LTLT manual by participants in their educational setting.

Participants termed the three days workshop as very productive and interactive. As an educator they were ready to share their experience and knowledge gained from the workshop to their children and community.

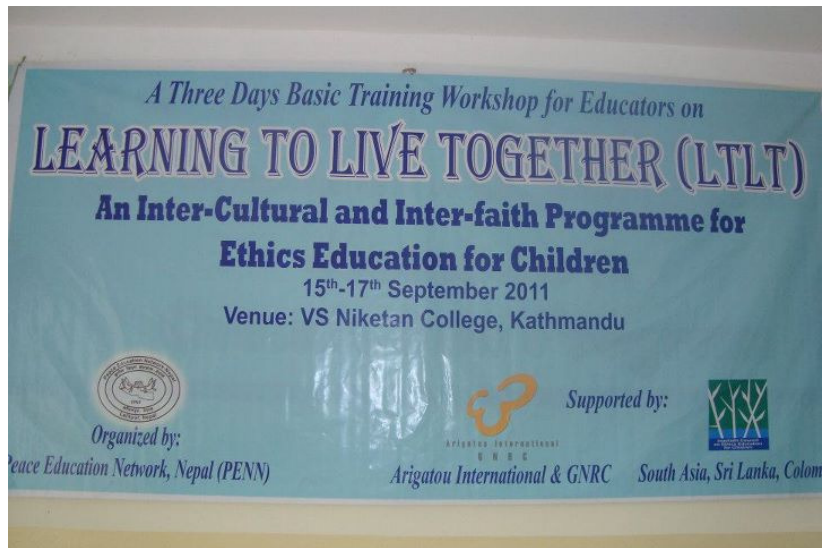
Appendix 1:

NAMELIST OF PARTICIPANTS AND PENN MEMBERS

at 'Learning to live together (LTLT)', An Inter-Cultural and Interfaith Program for Ethics Education Training/workshop organized by PENN, Kathmandu, Nepal:

S. No.	Name
1	Chudamani Sharma
2	Jaya Ram Ojha
3	Kabita Ojha
4	Rupesh K. Thakur
5	Lalit Jung shahi
6	Shalikaram Bhusal
7	Gita Kafle(Adhikari)
8	Jagannath Kandel
9	Uttam Kumar Dahal
10	Rukmeni Pandit
11	Priya Pokhrel
12	Narayan Prasad Khatiwada
13	Manoj Pandey
14	Bhupendra Mahato
15	Merina Shrestha
16	Ven. Shanta Matri
17	Bhikshu Nigrodha
18	Birendra Limbu
19	Rajendra Koju
20	Dil Bahadur Desai
21	Benu Rana
22	Kamala Bhandari
23	Sujan Rai
24	Udaya Laxmi Pradhananga
25	Bhuban Lal Shrestha
26	Shova Pokharel
27	Madhu Rajbhandari
28	Nirmala Shakya
29	Ram Kumar Rai
30	C.M. Yogi
31	Mahendra Bista
32	Diki Sherpa
33	Suchith Abcyewickreme
34	Maria Lucia Uribe
35	Maheshwor Prasad Sharma

Appendix 2:
Pictures of the event. They speak more than the words:



Banner of the event



Chief Guest, MOE Secretary Shankar Panday inaugurating the Training



Inaugural Ceremony



Activity for Peace



Working with the LTLT map



Participants In action



Participants with the Facilitators



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Appendix 3:

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Proposed 7 steps plan:

After the reflection presentation of the participants Mrs. Sanu Amatya announced the seven steps action plan which the PENN is going to perform very soon.

