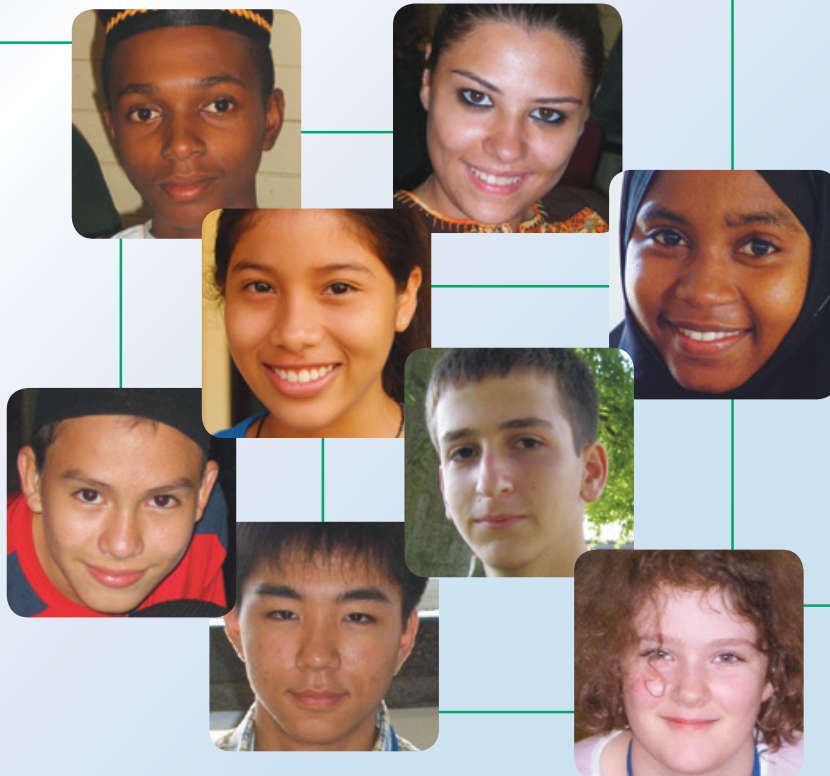


Learning to Live Together

An Intercultural and Interfaith Programme
for Ethics Education

Training Guides Series No.2 | Second International Train the Trainers Course
A Report



Learning to Live Together was developed in cooperation
with and endorsed by UNESCO and UNICEF



The Training Guides Series provides good examples and practices from training programs conducted on *Learning to Live Together: An Intercultural and Interfaith Programme for Ethics Education*.

Design: Arigatou International Geneva

Graphic Recording: Coline Robin www.colinerobin.wordpress.com

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This booklet may also be consulted and downloaded from the Arigatou International websites (see back cover).

Learning to Live Together

Intercultural and Interfaith Programme for Ethics Education
Training Guides Series No.2



Train the Trainers

International Workshop 2017

Menthon-Saint-Bernard, France
9 to 13 April 2017



Workshop Fact Sheet

| | | |
|-------------------------------------|---|---|
| Organisation | Arigatou International Geneva | |
| Duration | 5 days from 9 to 13 April 2017 | |
| Participants | How many? | 27 participants |
| | From where? | 18 countries: Bhutan, Bosnia & Herzegovina, Colombia, Comoros, Croatia, El Salvador, India, Indonesia, Italy, Kenya, Lebanon, Mauritius, Myanmar, Nigeria, Romania, South Africa, Tanzania and Uganda |
| | Diversity | 22 women and 5 men aged 25 to 61 coming from the following religious traditions: Buddhism (4), Christianity (11), Druze (1), Islam (6), Hinduism (4), No religious affiliation (1) |
| Language | English | |
| Trainers | Mr Suchith Abeyewickreme, Dr Ilham Nasser, Ms Maria Lucia Uribe and Ms Vera Leal | |
| Invited Speakers | Dr Celina Del Felice, Mr Hafid Ouairi, Dr Rev Simone Sinn and Mr Vincent Villein | |
| Support Staff and Volunteers | Mr Anas Boukili, Ms Arooj Javed, Ms Coline Robin, Ms Veronique Trabujo, Ms Maria Vorobyeva and Ms Sandra Yopez Rios | |

Executive Summary

Arigatou International Geneva organised its second International Train the Trainers workshop on how to design, conduct, monitor and evaluate quality training workshops on the use of Learning to Live Together, an Intercultural and Interfaith Programme for Ethics Education.

The workshop took place in Menthon-Saint-Bernard, France from 9 to 13 April 2017 and brought together 27 participants from 18 countries, all previously trained in the use of the LTLT Programme, who have institutional support, experience implementing the programme, and have participated in advanced training courses.

The training workshop followed the principles of the Learning to Live Together Programme and aimed to create spaces for participants: to learn to integrate the Ethics Education Framework (EEF) and apply adult learning principles when designing and delivering Facilitator Training workshops; to use techniques to facilitate dialogues and educational processes that foster interfaith and intercultural learning; to introduce monitoring and evaluation tools during the Facilitator Training workshops; and to strengthen awareness of themselves as trainers, enhancing their ethical reflections, resilience and self-care.

The training approach was designed following discovery and experiential learning principles to ensure that, at the end of the workshop, participants would be equipped to design, implement, monitor and evaluate context-sensitive quality training workshops for facilitators that consider the particular context, participants' learning needs and the educational setting in which they take place.

This was the second international Train the Trainers course organised by Arigatou International Geneva since the launch of the Learning to Live Together manual in 2008. The previous Train the Trainers workshop took place in Switzerland in November 2010.

Abbreviations

| | |
|------|----------------------------|
| EEF | Ethics Education Framework |
| EEA | Ethics Education Approach |
| LTLT | Learning to Live Together |
| M&E | Monitoring and Evaluation |

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Foreword

*“I have nothing new to teach the world. Truth and non-violence are as old as the hills.
All I have done is to try experiments in both on as vast a scale as I could.”*

Mahatma Gandhi

Building local capacities is perhaps one of the most important tasks of civil society organizations, and one of the most powerful tools to help building peace. Organisations can always stretch themselves to reach out to more communities, but it is only through the local communities and peoples that transformations can take place and get rooted, customised and adapted for sustainable change that mends societies’ broken fabric.

It is with this in mind that the Second International Train the Trainers workshop on the Learning to Live Together programme was organised by Arigatou International Geneva, aiming to build local capacities to strengthen the sustainable implementation of the programme and its adaptation to diverse settings and realities. 27 facilitators from 18 different nationalities were selected based on their personal experiences and capacities but also with regard for the institutional support they possess, enabling them to continue working locally to build the capacity in the places where they work.

As part of this five-day journey to become a trainer of the Learning to Live Together programme, we engaged in a laboratory of joint reflection about ethics and the ethical demand that our interactions in society require, the necessity to uphold human dignity and yet the difficulties of doing so when our individual space is compromised. We designed a space to experience the connections between theory and practice, and our interconnections as human beings but also through the contexts and challenges we face. We built an environment that helped develop a community of practice, a community of inspired people who take Learning to Live Together not just as a tool but as a model for living and an inspiration to develop relations in society and respond to the ethical challenges we are all faced with.

Throughout this journey we experimented with our own reflections and understandings, hoping that these new 27 trainers would continue this work, not as experts, but as “journeymen” — discovering, rediscovering, unlearning, co-creating, adapting and further developing Learning to Live Together through Ethics Education in their communities, and connecting to one another, going forward, to grow in reach, depth and experience.

Thank you for being part of this journey.

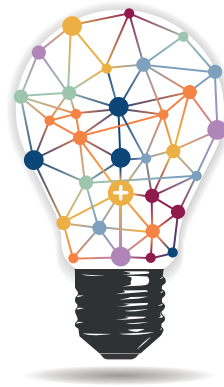


María Lucía Uribe
Secretary General, Interfaith Council on Ethics Education for Children
Director, Arigatou International Geneva

Train the Trainers

International Workshop 2017

A Report



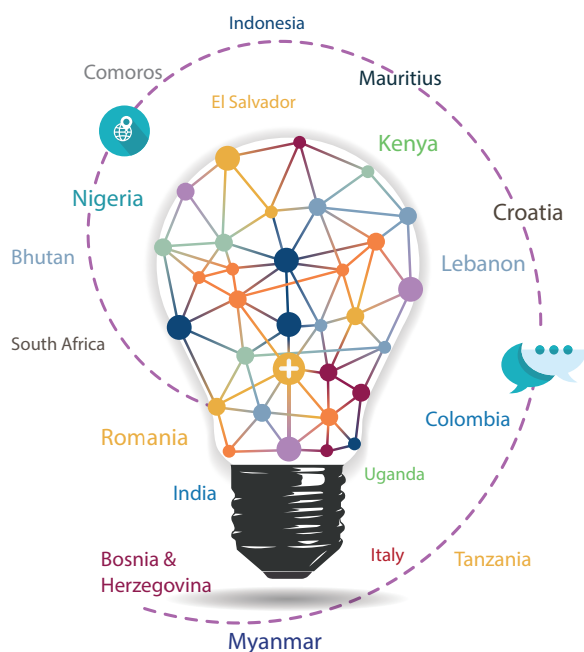
About the Workshop

From 9 to 13 April 2017, 27 participants from 18 countries who were previously trained in the use of the LTLT Programmeme, who have institutional support, experience implementing the LTLT Programmeme, and have participated in advanced training courses, took part in a Train the Trainers Workshop on the Learning to Live Together Programme.

The learning objectives of the workshop were fivefold:

1. Integrate the Ethics Education Framework when designing Facilitator Training workshops;
2. Apply adult learning principles when designing and delivering Facilitator Training workshops;
3. Use techniques to facilitate dialogues and educational processes that foster interfaith and intercultural learning;
4. Introduce monitoring and evaluation tools during Facilitator Training workshops; and
5. Strengthen awareness about themselves as trainers, enhancing their ethical reflections, resilience and self-care.

Participants, Facilitators and Team



Composition of the Group

27 participants from 18 countries in Africa, Asia, Europe and Latin America, ages 25 to 61, coming from different faith traditions -Buddhism, Christianity, Druze, Hinduism and Islam- as well as from secular backgrounds.

Facilitators and Guest Speakers

The workshop was planned, designed and conducted by a group of international trainers with experience and expertise in the fields of training, ethics education for children, interfaith dialogue, reconciliation, social healing, and children's rights. Guest speakers were invited for specific sessions.

Facilitators:

- **Dr Ilham Nasser**, Ethics Education Interfaith Council Member and expert on child development, teacher training and facilitation.
- **Ms Maria Lucia Uribe**, Secretary General, Interfaith Council on Ethics Education for Children and Director of Arigatou International Geneva.
- **Mr Suchith Abeyewickreme**, Official Trainer on the Learning to Live Together Programme and Consultant for Arigatou International Geneva.
- **Ms Vera Leal**, Ethics Education Program Officer and Official Trainer on the Learning to Live Together Programme.

Invited Guests Speakers:

- **Dr Celina Del Felice**, Peace Educator and Researcher from Argentina
- **Rev Dr Simone Sinn**, Lutheran Pastor, Study Secretary for Public Theology and Interreligious Relations from the Lutheran World Federation, Switzerland
- **Mr Hafid Ouairi**, Imam and Director of the Inter-Knowing Foundation, Switzerland
- **Mr Vincent Villein**, Zen Buddhist Master, Lead Ryukai Zen Dojo of Geneva, Switzerland.

Venue

The workshop took place at Pavillon des Fleurs, a hotel located 20 metres distance from Lake Annecy. The venue included two ample training rooms and outside spaces that provided a learning environment conducive to achieve the aims of the workshop.

- > Address: 74290 Menthon Saint Bernard, France
- > Website: <http://www.pavillondesfleurs.com>



Participants during a morning meditation session in front of the main building of Pavillon des Fleurs

The Program

Preparation

With the purpose of adapting the program to the group and to prepare the participants for the workshop, the organisers engaged in a comprehensive preparatory process.

Online individual preparatory work was requested to learn more about participants' expectations, motivation, experience with training and implementing the LTLT Programme, as well as knowledge about the LTLT Framework, approach and modules.

Additionally an online course was designed for the group to get acquainted with the workshop's objectives and program, to get to know each other, refresh and deepen their understanding of some of the key areas of the Ethics Education Framework.

Meetings were also held with participants' institutions to further explore training possibilities after the workshop.



The trainers during a preparatory meeting at the Geneva office of Arigatou International

Overall Structure

The trainers' team engaged in a series of online and one onsite preparatory meetings.

The onsite preparatory meeting took place in Geneva from 20 to 23 February. The meeting aimed to learn more and analyse participants profiles, expectations, contexts; and to define the learning objectives and expected outcomes in order to customise the process of the training structure and program.

The trainers identified the key areas for the training program, the objectives for each session and defined facilitation responsibilities. They also explored and defined follow-up strategies that would support the sustainability of the training outcomes. The team also got acquainted with the venue.

The Learning Journey

At the beginning of each day participants were invited to organise a morning meditation and a creative recap capturing the main learning from the previous day. For the morning meditation, participants organised silent and reflective walks, meditation and mindfulness exercises.

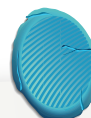
Day 0 | Saturday 8 April

Objective: Introduce participants to the workshop, get to know each other and provide further information on Arigatou International and its initiatives.

Ms Maria Lucia Uribe, Director, Arigatou International Geneva, welcomed the participants to the workshop, highlighting the importance of the training and thanking all participants for their motivation and commitment to become trainers of the LTLT Programmeme.

Ms Uribe introduced Arigatou International's founding organisation, Myochikai. As described by the words of Rev Mitsu Miyamoto, founder of Myochikai: "The mission of Myochikai is to become a ray of light that permeates the world with unconditional love and mercy for every person. I am only a human being, a woman—but I resolve to become the base and backbone of the whole world. May the light that we shine make a contribution to world peace!"¹

Ms Uribe ended with a story in one of the Sutras that encourages participants to continue working from their own circle of influence and capacity to make a contribution to the world; as small as our efforts may seem, they are worth doing to make a difference in the lives of others.



“ Once upon a time, there was a forest at the foot of a mountain in the Himalayas. One day a forest fire broke out. The lions and tigers living in the forest made every effort to extinguish it, but all was in vain. Finally, sensing the danger, they hid themselves behind a large rock. At just that moment, a little bird tried to extinguish the blazing fire with the little water it could carry on its wings. Seeing this, the lions and tigers cried, “Stop it, stop it! It is no use for you to bring those few drops of water. Even the big animals like us cannot put out the fire.” The little bird replied, “I know very well that I am not able to do it. But I cannot just stand by and watch the fire burn down our forest. I cannot help but carry some water and try. I do not think about whether I can succeed or not.”

Story from the Sutras

¹ Rev. Mitsu Miyamoto, Myochikai Kaishu

Get to Know Each Other and Learning Log

Mr Suchith Abeyewickreme acknowledged that some of the participants already knew each other from previous online or onsite training workshops and invited people to group with those they were meeting for the first time to share memories and stories about themselves.

Ms Vera Leal introduced and handed a “friend” (learning log) to each of the participants, with the invitation to keep it with them to share learning, reflections, challenges and ideas throughout the workshop.

Getting to know each other



The activity consisted in finding an object that each of the participants carried and telling the story behind. The stories brought to the surface special moments, significant people and memories that supported the strengthening of the interconnectedness and humanity that brought them together. The trainers invited participants to continue sharing special stories throughout the following day as a way to continue weaving connections and getting to know each other.

Learning Log

During the implementation of the LTLT Programme each participant is given a notebook, which they use throughout the activities and modules. The Log is private and should be used in every session to record experiences and feelings. It is intended to strengthen the process of self-reflection.

Keeping a personal Learning Log is a central element of Learning to Live Together and it should, if possible, be used at the end of every activity. In an intercultural and interfaith learning process, a Learning Log can help participants see beyond their prejudices and deepen their understanding of diversity. This process sometimes requires an ‘unlearning’ or detachment from what they have previously learned and from what they considered to be right. Learning Logs must therefore be private and shared only voluntarily.

Day 1 | Sunday 9 April

Objective: To introduce objectives of the training, learn about participants' perception as trainers; share the experience and contact with the LTLT Programme and to explore the EEF and how it responds to the issues identified in the contexts.

Setting Expectations

Using the image of a tree and the expectations previously identified during the preparatory training workshop, Ms Leal invited participants to revisit and rethink their current expectations, fears and concerns for the workshop and to paste them on the tree. Some of the expectations shared by participants were:



Ingredients for a Successful Time Together

Participants were invited to think on what was needed in order to create a safe learning environment for the program's objectives to be met:

- > Give time for everyone to have a voice
- > Respect and understand others' perspectives and opinions while feeling encouraged to disagree and be authentic
- > Share and listen actively
- > Provide positive feedback
- > Be creative
- > Contribute actively to foster a constructive dialogue

Myself as a Trainer

Dr Ilham Nasser explored a session to discuss participants' perception as trainers. Through an individual avatar, participants identified where they were as trainers in terms of knowledge, attitudes and skills.

This session was followed by experience sharing led by Mr Suchith Abeyewickreme, in which participants reflected, identified and shared how they have used the LTL Programme in the past and their challenges and successes. The table below summarises the key information shared.



Activities and programs conducted by the participants related to the LTLT

- | | |
|---|---|
| <ul style="list-style-type: none"> > Facilitator Training workshops for educators > Implementation of the LTLT in: camps for children with special needs and without parental care, Peace Gardens, in rural and urban areas with children from 6 onwards; with children affected by violence, with families and schools > Implementation of the LTLT as a stand-alone program with children and youth | <ul style="list-style-type: none"> > LTLT implemented in events with and within other programs > Child Protection programs > Materials development > Monitoring and Evaluation > Activities with interreligious focus > Integration of some of the LTLT components in comparative religion and ethics at tertiary level |
|---|---|

| Successes | Challenges |
|--|--|
| <ul style="list-style-type: none"> > Overcame stereotypes and prejudices through the implementation > Its positive impact on peacebuilding activities > Integrated LTLT in a faith based community of facilitators > Developed a hands-on facilitators' modules on self-awareness and self-care and prevention and response mechanisms to child abuse > Children empowered by the program that are now facilitators > Formation of a youth council > Youth led projects as a result of the implementation > Roll-out of trainings > Growing level of program's implementation with children > Training recognition by partners | <ul style="list-style-type: none"> > Lack of support: from governments, schools, teachers, parents > Lack of legal structure to support implementation > Lack of financial support > Difficulty in mobilizing and finding people that can open doors > Difficulty in tracking outcomes > Including the LTLT in formal education setting > Work in areas severely affected by violence and divides > Language of training vs implementation language > Limited time > Cascading the program to other teachers (quality and function) > Sustainability: transfers and lack of continuity |

| Lessons Learned | |
|--|--|
| <ul style="list-style-type: none"> > Importance of context analysis > Know your trainers' team > Importance of learning > Becoming more open-minded > How the programme helps develop training skills > The importance of small actions > Time management > How LTLT can be implemented irrespective of the age of participants > Importance of listening to children's voices | <ul style="list-style-type: none"> > The amount of time required for planning > Prioritize quality over quantity > Each person connects in different ways with the program > The creation of safe learning environments as crucial > Need for adults' willingness to unlearn and relearn > Need for a paradigm shift from assessment of learning to assessment for learning > The framework provides a strong basis for integration into policy and curriculum |

After sharing in the small groups and learning from each other’s experience, participants pasted their individual reflections on the wall, and they were kept there for participants to learn from and feel inspired by.

Role-play:

This scenario is the reality in the village that you are from! The political climate is very tense, as new elections are coming up, and political parties with extreme views are on the rise, with more supporters calling for banning immigration and laws against minority groups. The village is challenged to learn to live together in the midst of distrust and violence. A big event is taking place in town, where the main politicians will be sharing new political laws and the candidates will be rallying people for their support. Everyone is coming to town for the Town Council.

Ethics Education Framework

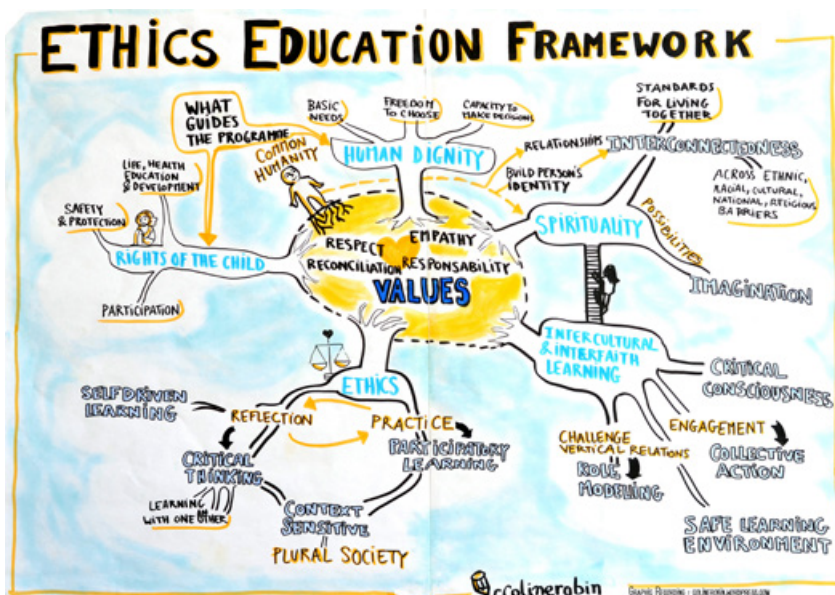
Participants engaged in a role play that aimed to introduce the basis of and explore on the elements of the Ethics Education Framework and how it responds to contextual issues. Participants were very engaged during the role-play. When reflecting upon the experience, some participants shared that everyone was emotionally involved ,resulting in some making decisions that were not based on values or were not taking into consideration others’ perspective or needs. Participants

shared that as human beings sometimes we tend to “react and not respond” and that it was “a test as a trainer to manage difficult situations and heated debates” on the importance of listening to others perspective and opinions and that when “we are drawn by emotions/loyalties (family, neighbourhood, religion, country) we can easily ignore rationality”.

Based on the previous reflections Ms Maria Lucia handed participants the EEF Flashcards developed for the trainers to be used during training workshops, and introduced and unpacked the Ethics Education Framework, its different elements and how they are interconnected and how to concretely incorporate them in the training programs and implementation of LTLT Programmes.

Ms Uribe underlined how Human Dignity is placed at the core of the Framework and at the heart of our work with children and how the Ethics Education Approach connects the conceptual to the practical to ensure transformational learning experiences.

As a result of the exchange of ideas around the key concepts, participants stressed the need to further explore the concepts.

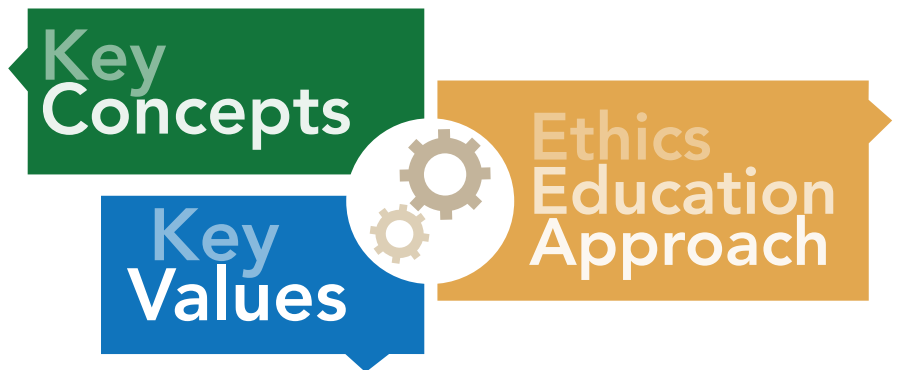


Day 2 | Monday 10 April

Objective: To conclude the reflections on the EEF, explore the profile and competencies of a LTLT trainer, and to explore and develop communication and facilitation skills.

Reflections on the Ethics Education Approach

Dr Ilham Nasser explored the Ethics Education Approach and its different elements and its importance for creating transformative learning experiences. Dr Nasser also introduced some of the approaches to learning supporting the LTLT such as: constructivism, creativity, modelling, critical thinking, consciousness and dialogue.



Using the flashcards, participants displayed how they thought the different elements were related and interconnected and explained their reflections. The session concluded with the trainers introducing how the the Ethics Education Approach was developed, its rationale, order, and how the elements are interconnected, stressing the importance of participants gaining a clear understanding of this tool so they can introduce it effectively during the training workshops they would later offer.

Competencies of the LTLT Trainer

Facilitated by Ms Uribe and building on the avatar drawn the previous day, participants identified and reflected upon the competencies of a LTLT Trainer: the essential skills, knowledge and attitudes of a Learning to Live Together trainer, as illustrated in the figure on the next page.

Training Skills

Participants explored and identified how body language communicates, how people respond to it and its influence in relations with others in the training context. Organised in four groups, participants had to express four different situations that often happen during training and to represent them without using words: silence, gender issues, power issues and clique formation. The group had to guess what the representation was about.

> Body language

During the exercise participants reflected upon how the same gestures may have different connotations in different contexts, like what seemed ‘respect’ to one, could be ‘submission’ to another.

> Gender issues

The group reflected upon how gender issues and other social and cultural sensitivities must be considered in planning and when selecting participants to prevent gender imbalance, discrimination or normalization of gender issues that might contribute to conflict situations. The group also reflected upon the importance of verifying assumptions with clarifying questions to prevent misinterpretation of contexts and situations.

> Power issues

Participants discussed what influences power issues, such as the different levels of education, how the facilitator relates to participants and the hierarchical power relations when family/ work members attend the same workshop. Participants underlined that these issues could be addressed in the selection of the participants, in how the facilitator manages the participation and how he/she relates with participants in horizontal ways.

> Silence

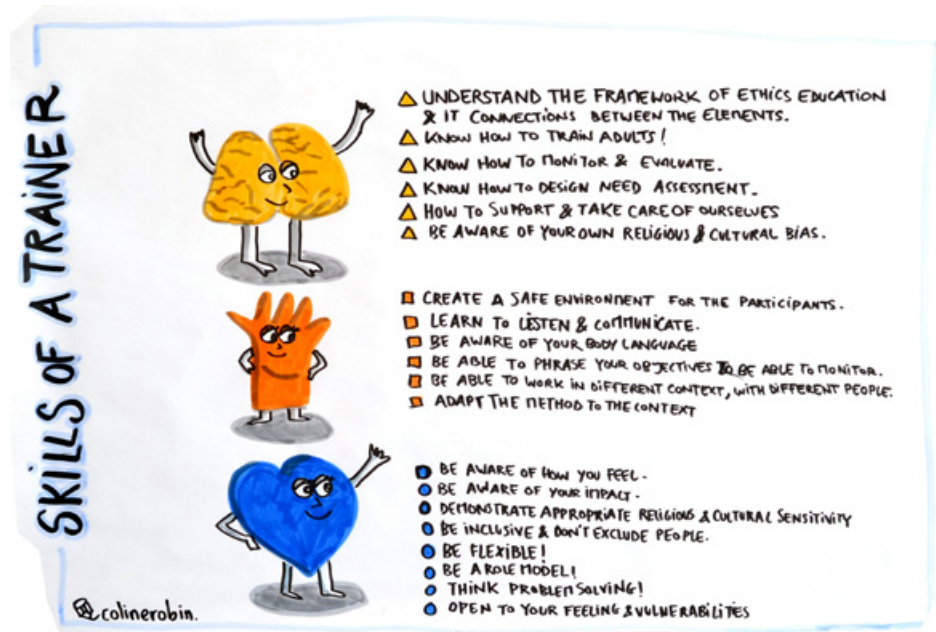
Silence is an important aspect during training workshops with different understandings and meanings depending on the context and moment in which it takes place. Participants underlined that it can be positive (demonstrate attention) or negative (show tiredness, disinterest or distraction). The facilitator underlined its importance during the Ethics Education workshops as a way to foster self-reflection and awareness of learning as well as a way of allowing participants to connect with themselves and further their imagination.

> Clique formation

The group reflected on the how, the why, and the consequences of formation and how trainers can prevent it in the organisation of small groups, analysing the group dynamics and the factors that can contribute to it, such as language, context, stereotypes or prejudices.

Listening skills

Participants explored the different levels of listening and identified the listening skills that



are important in a training context. Through a listening exercise, participants were asked to draw what they heard from the trainer. Some of the reflections during the exercise were:

- > Partisan perception: how our assumptions and perceptions often hinder listening
- > The inner voices that prevent us from fully and emphatically listening to what others are sharing
- > The body language, tone and the expressions that influence how we listen
- > The importance of showing respect, acceptance and openness while listening deeply and of paraphrasing
- > How to understand and be aware of our prejudices

As a way to practice active listening, participants were organised in pairs and each told a story to the other while listening without interruptions. The group discussed how difficult it is to listen without posing questions to clarify; they discussed the importance of mirroring, maintaining eye contact and acknowledging understanding of what has been said, rephrasing and paraphrasing.

Critical dialogue

Led By Dr. Ilham Nasser, participants were organised in groups of five and each group had to creatively work together to protect an egg, using straws and masking tape, to prevent it from being damaged when hitting it against a wall. At the end of the exercise, each egg was tested by throwing it against a wall.

The exercise opened a dialogue to better understand how the group communicated during the exercise, what fostered and hindered it, and how it could have been improved. The facilitator ended the session identifying the different types and levels of dialogue and methods that trainers can use to create and foster dialogues during the training workshops through the use of open ended questions, promoting critical thinking and debriefing as illustrated in the image.



Interfaith Dialogue



Ms Simone Sinn giving introductory thoughts before opening the dialogue

The interfaith dialogue was facilitated by an invited guest, Rev Dr Simone Sinn, Pastor and Study Secretary for Public Theology and Interreligious Relations at the Lutheran World Federation in Switzerland. Two religious leaders were also invited to join the conversation, namely: Mr Hafid Ouairi, Imam and Director of the Inter-knowing Foundation in Switzerland and Mr Vincent Villein, Zen Buddhist master, Lead Ryukai Zen Dojo of Geneva, Switzerland.

During the session, participants were invited to share a story about their first interfaith encounter. They shared about their experiences visiting different places of worship, sharing a meal with people of other faiths, and their friendships with those who belong to a different religion. They reflected on how these experiences have helped them overcoming stereotypes and prejudices, and build interconnectedness with one another.

Participants and guests were invited to share some of the religious teachings regarding the engagement with others from different faiths. Guest speakers shared from their own religious perspective how their religion encourage them to welcome the other, to recognize the humanity in each person, and embrace the stranger. Participants shared their own perspectives on how their religious beliefs move them not to judge others based on their faith and the different building blocks that make up each person's life and identities.



Participants sharing their experiences during the interfaith dialogue

The dialogue ended with reflections on how education can foster interfaith dialogue. Some of the main points raised were:

- > The importance of creating opportunities for children to embrace diversity, to reflect on what guides their beliefs and what believing means
- > The pedagogy of shared responsibility irrespective of the religion
- > Interfaith dialogue based on the context of the participants
- > Opportunities to reflect on global issues
- > Move from interreligious dialogue to dialogue of life, that is closer to people

The session ended with a reflection on the common humanity that we all share and on the importance of creating moments of encounter that foster interconnectedness and seeing the humanity in and of the other.

Talent Show

The day ended with a cultural evening and a talent show where participants shared their talents and celebrated the cultural diversity of the group through music, objects, food, dance and stories from their countries.



Day 3 | Tuesday 11 April

Objective: To reflect on emerging issues at the macro level and how they affect and influence the micro level; to introduce and explore M&E of LTLT training workshops and implementation; and to develop a training needs assessment to support the design of a training program and a session.

Dialogue on emerging issues



Participants from El Salvador (left) and Colombia (right) sharing their opinions

Led by Mr Suchith Abeyewickreme, participants identified in plenary some of the emerging issues they think are important at the macro and micro levels and then selected four to focus on. Organised into 4 groups, the participants explored: (1) Radicalization and extremism (2) Economic and social inequality / Corruption (3) Child abuse / gender issues / marital issues/ domestic violence and (4) Youth and children participation.

The discussion focused on the different understandings of the topics, the root causes and impacts on the society, how to respond to the issues and how to consider

them in training contexts. Participants shared that most of the issues are interrelated, and they have different connotations depending on the specific context. They emphasised on the importance of contextualising the training programs, their content, methodologies and resources needed to address those issues.

Monitoring and Evaluation

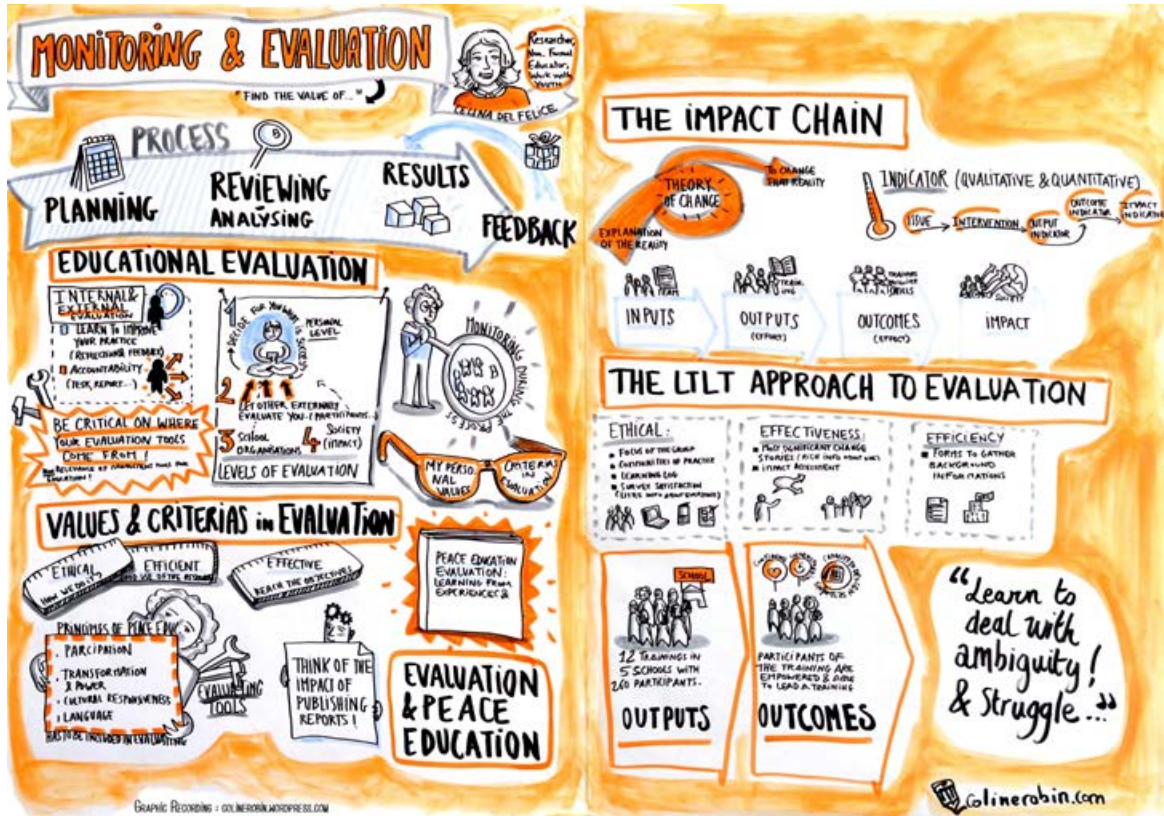
Dr Celina Del Felice introduced the session by asking participants to share what came to their mind when hearing the words Monitoring and Evaluation: Forward, progress, measurements, review, process, understanding, assess, clarify, quality, report...

Dr Del Felice introduced and explored the ethical considerations when leading Monitoring and Evaluation processes, the difference between Monitoring and Evaluation and the concepts of efficiency and effectiveness.

- > Efficiency: the optimal use of resources, human, financial, space etc.
- > Effectiveness: reaching the pre-defined goal

Participants were also introduced to the theory of change and indicators such as inputs, outputs and outcomes.

At the beginning of the afternoon, Dr Del Felice introduced the approach of the LTLT to M&E, and how to monitor LTLT training workshops and implementation of the LTLT Programme.



Training Workshop Design

Participants identified and reflected on the different elements that need to be considered when designing and delivering training workshops in a specific context and with a particular group of participants.

Organised in nine groups and guided by Ms Vera Leal, participants selected one context from the ones identified during the context analysis session. They explored how to do a needs assessment and how it influences the way trainers should introduce the concepts, select the methodologies, activities and resources, and how the context and educational setting affect the delivery of the training.

Following this exercise, participants designed and prepared to facilitate a session block from a Facilitator Training workshop on Learning to Live Together based on the needs assessment.

Day 4 | Wednesday 12 April

Objective: To prepare for and simulate a session of the program of a Facilitator Training workshop

Training in Practice

Participants engaged in finalising the preparations for the session and received guidelines on how to provide feedback to each other during the practice training. The group was organised in two rooms and supported by two trainers in each. The simulation lasted 40 minutes in addition to 20 minutes for debriefing. Participants simulated training in the following areas:

- > Ethics
- > Intercultural and interfaith learning
- > The child
- > Learning process and methodologies
- > Learning modules
- > Spirituality

Each group received a feedback form that included the following areas: key concepts, educational approach and facilitation skills.

Reflections

The day ended with a group reflection on what participants learned about themselves as trainers. Some of the reflections can be seen in the image to the right.



Day 5 | Thursday 13 April

Objective: To further learn monitoring and evaluation tools that facilitators can introduce and use when organising LTLT training programs.

Monitoring and Evaluation - Continuation

After a reflection time to connect with oneself, participants engaged with Dr Celina Del Felice on a session to learn about practical tools that trainers can use and shall introduce during Facilitator Training workshops. Dr Del Felice emphasized the limitations and opportunities of conducting Monitoring and Evaluation, the several tools that support M&E training workshops such as photos, videos, notes, reports and interviews.

Participants were introduced to the Program and Institution Information forms, which are part of the M&E standard forms from Arigatou International Geneva.

Action Plans

Led by Ms Leal, participants started reflecting and designing their action plans based on the discussions previously held with the institutions they work with. To support the reflection, participants received a document for them to use to design their action plans based on the following areas: plans to organise and conduct training workshops in their institutions, the support they have and need, challenges they anticipate and how to address them. Participants were organised according to regions in order to consider and build on possible synergies.

Participants stressed their plans to partner with local organisations such as NGOs, platforms, interreligious councils and universities, in order to organise meetings and introductory workshops on Arigatou International and the Learning to Live Together Programme.

Participants mentioned that some of the challenges they might face are related to the availability of time, human and financial resources to ensure sustainability, and finding ways to incorporate the training programs into the



already existing programs of their organisations. However, they also mentioned that the several networks they collaborate with can help with overcoming some of the challenges raised, as well as the support provided by the Arigatou International Geneva office, the experience and learning gained during the training, and the support of their organisations.

Introduction to Trainers Community of Practice


Participants were introduced to the official trainers on the Learning to Live Together Programme who are active organising training programs in their countries and internationally, and are currently supporting the ethics education initiative in the development of materials, good practices, online training, and webinars, among others.

Throughout the training, a Community of Practice was developed and thus participants identified ways to continue supporting each other and growing together after the workshop. Some of the ideas and concrete actions identified by the participants were: to facilitate online webinars on topics of their expertise, facilitate online training courses, contribute to the development of materials, to the newsletter and to host each other in their organisations; to deepen the knowledge and understanding of the different contexts and projects and to co-facilitate training workshops.


Participants were also introduced to the new online platform that will complement the previous one and serve as a place to continue working together, exchanging ideas, developing materials and deepening the understanding in some of the key training areas.

Ms Uribe introduced participants to how the Ethics Education Initiative can support the training programs and projects that trainers may engage in, as well as the criteria for Facilitator Training workshops to be endorsed by the Arigatou International Geneva office:

- > Training should be facilitated by official trainers on the LTLT Programmeme;
- > Training programs should follow the guidelines defined in the Training Guide in terms of duration and content;
- > Participants of the training should have institutional support and motivation to implement the programme for a period of at least six months;
- > The training needs to be assessed and a report should be produced.



“ All is applicable to any context and that is what I love about this programme”



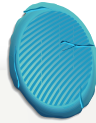
“ The pre-reading assignment online and the practical session help me understand better this component (Ethics Education Framework)”

Evaluation

After filling in the evaluation form and collecting the expectations, needs and fears from the expectation tree, participants received their certificates, stating that they were now official trainers on the Learning to Live Together Programme. An exhibition was prepared with the work done by Ms Coline Robin, who graphically recorded the workshop, highlighting the main reflections and key elements of all sessions. Participants were also invited to think and write something they gave and received during the workshop. Some of the words mentioned were: network, learning, teamwork, respect, intercultural living, friendship, synchronisation, planning, feedback, safe environment and connections.

Conclusion

Ms Uribe concluded by thanking all the participants, invited guests, volunteers, staff and trainers, and by reading a message from Mr Shozo Fujita, Secretary General of Arigatou International:



“

When I think of the Learning to Live Together Programme, one thing is certain: the learning never stops. Nor should it. Just as we hope to open a door that cannot be shut for children and young people, I hope the same for each and every one of you. I'm sure the learning you have done here is only a beginning, and that many wonderful journeys are yet to come. May all the doors you face be opened, and may there be many paths of peace for you to travel as you continue this good work.”

Mr. Shozo Fujita

*Secretary General
Arigatou International*

Evaluation, Lessons Learned and Recommendations

Feedback from Participants

The participants were asked to share anonymously their main learning and to give feedback on what can be improved for the next workshop.

About logistics and overall organisation of the workshop

Overall, the participants were satisfied with the organisation and venue. They found the materials to be very complete and engaging.

30

The program

An external evaluation was also commissioned with the purpose to understand to what extent the workshops's learning objectives were achieved and provide recommendations for improvement. The quality criteria set for the evaluation consisted of two central dimensions: 1) related to the educational approach planned and implemented and 2) related to the effectiveness of the workshop, here defined as the extent to which intended outcomes were achieved.

- > **Quality of the educational approach planned and implemented: Participatory, experience-based and learner centred**
 - The workshops adopts participatory, experienced-based learning methodologies.
 - The workshop is learner-centred, that is, places participants needs at the centre of the learning process. Participants and team are satisfied with the content, methods and learning environment, feel safe and motivated to participate and learn.
- > **Effectiveness in achieving intended outcomes: Participants competences development.** The extent to which the workshop contributes to the achievement of pre-set learning objectives (In ways and to what extent have participants developed their training competences?)

Before, during and throughout the workshop the following evaluation activities were implemented:

> **Monitoring**

- Application process, preparatory work and communications with the team
- Tree of expectations, needs and concerns (Day 1 and Day 5)
- Team members observations of all sessions
- Partial observations by consultant (reading of preparatory inputs, Day 3, 4 and 5).
- Team meetings at the end of every day during the workshop

> **Assessment of competences development**

- Application process, preparatory work and communications with the team
- Pre- and post- workshop participants' self-assessment questionnaires.
- Team's observations of sessions (especially, EEF and Training in Practice)
- Observations by consultant (Day 3, 4 and 5)
- Team's evaluation meeting on 14 April.
- Ex- post workshop participant self-assessment questionnaire (online survey to be conducted in June 2017)

The workshop was implemented as planned, with minor adjustments. The workshop adopted a participatory and learner-centred approach. This was indicated by the methods used by trainers, which implied participant's inputs and involvement and the strong satisfaction expressed by participants. Participants rated very positively the learning environment.

There was a general agreement that the sessions were relevant to their future work as trainers. Participants reported being satisfied with the content, methods and learning environment created and most of the expectations were met.

The analysis of participants' qualitative comments and trainers' observations were helpful to identify main areas of learning and specific areas of learning per trainee. These observations revealed that learning was facilitated when there was eagerness and openness to learn and when trainees were prepared for this level of training (training of facilitators/adults). The participants' selection and pre-workshop preparation was assessed as very appropriate and useful.



Participants average rating of their expectations being met was 4.1 out of 5, for relevance of the content, 4.4 out of 5, for appropriateness of methods, 4.3 out of 5 points. All sessions were assessed positively by participants: 15 out of a total of 16 sessions received a rating above 4 for their quality. The main suggestions for improvement were related to time-management and focusing on practical tools.

The most relevant and useful sessions in the view of the participants were: the Ethics Education Framework, Facilitation Skills, Monitoring and Evaluation, Training in Practice, and Training Design.

Trainers' observations confirmed there was overall a strong motivation to learn and that participants showed facilitation skills during the sessions they had to organise. Yet, they indicated that facilitating/training in inter-faith/ intercultural/diverse contexts was still not easy for some participants. Though overall the understanding of the Ethics Education Framework and the educational approach improved, these were two areas that seemed most challenging for participants.

It can be concluded that the workshop was of a high quality, based on the positive perceptions of participants and trainers of its relevance and clear indications that it was implemented with a participatory and learner-centred approach.

There are also strong indications that the learning objectives were met, yet in varying degrees and in different levels. Participants' comments indicated having learned new tools and having new insights. The first main factor for enhanced learning appears to be the readiness, openness to learn and level of prior experience of participants. It seems that those with more openness to learn, better prepared and better prior understanding of the LTLT approach appear to be those that learned the most. The second main factor is related to the complexity of the

conceptual frameworks. Both the Ethics Educational Framework and the educational approach are conceptually rich. With language and time limitations, it is to be expected that these core elements of the programme are both noted as the ones in which there was more learning about and yet, remained the most challenging. Though it may seem paradoxical, it is a positive indication of the workshop's contribution to competences development. Most participants identify these as core and relevant elements for their practice.

Main lessons learned



Participants shared that they felt more confident to conduct training workshops as they have greatly improved their knowledge of the key concepts, developed their facilitation skills and expanded their know-how for organising, designing, and implementing training LTLT workshops.

Overall, participants perceived they had improved the four competencies the workshop focused on. They rated their strengths in these competencies before and after the workshop though a numeric indication (1 to 5) and through qualitative comments. On average, participants reported improvements in all four competencies.

Participants also expressed confidence in applying the new learning. To the question “Do you think you can practically apply what you have learned?” 25 out of 27 participants replied positively, some enthusiastically, and several explained how.

Participants wished the course could have been longer, particularly to have more time for practical sessions and to have personal time to internalise the learning. They also suggested in the future to have more opportunities for interaction between trainers and participants.

Other outcomes of the workshop which were not systematically assessed, yet important, were:

- > The workshop created a sense of community as evidenced in the session on Community of Practice and post-workshop online interactions. Observations confirm that participants volunteered to be responsible for follow

up tasks, continued interacting, sharing information and showing a pro-active attitude towards learning. An indication of this is the attendance to the online webinar organised on June 22, that is, a bit more than two months after the conclusion of the training. Despite the different time zones and connectivity issues, 13 participants joined the webinar.

- > A sense of empowerment, participants were energised and inspired by the workshop which is a vital factor for ongoing learning and the sustainability of their practice and involvement within the LTLT programme. This was indicated by their oral and written comments in the last sessions and in the evaluation forms.

Follow-up

The trainers' online Community of Practice will now be the main avenue supporting the follow-up on the training course, and to continue strengthening training areas that are relevant for trainers on the Learning to Live Together Programme. Following the workshop, the trainers will continue working together, engaging in webinars, training workshops and in developing materials they agreed to create during the last day.

Arigatou International Geneva will maintain ongoing communication with the trainers to support them in this process, providing technical support and following up with the action plans defined by each of the participants based on the discussions held with their institutions. Follow-up meetings are also being organised with the trainers and their institutions to provide support for their plans.



The group during a morning meditation session

Appreciation

We express our gratitude to all the participants' institutions for their support and the priority given to the Learning to Live Together Programme.

We give our sincere appreciation to the participants for their enthusiasm and commitment with the workshop. Their active participation, contribution and commitment is an important step in the journey towards a world fit for children and youth.

Our gratitude also goes to the invited guests and trainers that prepared and guided participants through the learning experience. We also deeply thank Mr Larry Madrigal for his unwavering support, contribution and commitment in the preparation of the workshop. We also give thanks to the staff of Pavillon des Fleurs, for their support and warm welcome.

Last but not least, our special thanks goes to the Arigatou International Geneva staff and volunteers for the active support provided to the entire process before, during and after the workshop.



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Tanzania
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Roma Pradhan
Kaviya Balaguruswamy
Pavithra Rajagopalan
Prabha Karthik
Fendra Kus Nuryadi
Wati Wardani
Rana Abdul Latif
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About us

Arigatou International is a non-profit organization, which works to bring people from all walks of life together to build a better world for children. Arigatou International is “*All for Children*,” and draws on universal principles of common good to offer compelling new ways for people of diverse religious and cultural backgrounds to come together to address children’s issues.

Arigatou International develops and sustains unique multi-stakeholder initiatives designed to ensure that all children are treated with dignity, all children’s rights are respected, and all children have the opportunity to freely pursue their full human potential. Involving diverse partners, these initiatives emphasize both grassroots action and international advocacy.

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