

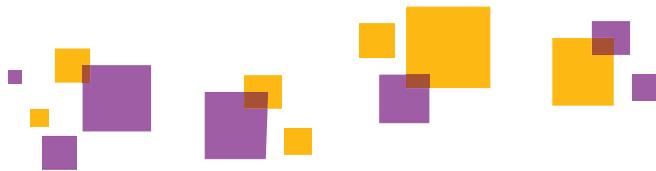
Volume I

Basic Leadership Development Course
Manual for Facilitators

Introduction to the Manual



Asia South Pacific Association
for Basic and Adult Education
Learning Beyond Boundaries



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Asia South Pacific Association for Basic and Adult Education

ASPBAE

ASPBAE is a non-profit, non-government regional organisation with membership throughout the Asia Pacific region. It has operational relations with UNESCO. Its overall purpose is to strengthen the theory and practice of adult education as a contribution to individual and social development.

Today, ASPBAE covers a wide diversity of groups and individuals involved in both formal and non formal education, working with and through government agencies, universities, NGOs, community groups, trade unions, indigenous peoples, women's organisation, the media and other institutions of civil society. Their educational activities reflect global and regional imperatives in the promotion of people's empowerment and sustainable development.

For Further information, please contact:

ASPBAE Secretariat
C/o. MAAPL
9th Floor, Eucharistic Congress Building No.3
5, Convent Street, Colaba
Mumbai – 400 039, India.

Tel : 91-22-2202 1391 / 2281 6853

Fax: 91-22-2283 2217

Email: aspbae@vsnl.com

Preface

The ASPBAE Basic Leadership Development Course (BLDC) continues to be a major event in the annual ASPBAE program. The Course provides the opportunity for the ASPBAE members to get to know each other, get to know ASPBAE, and more importantly get to understand the key elements and the principles of practice that inform the work of ASPBAE. These elements and principles have themselves grown, as ASPBAE has grown to become more responsive to the issues and challenges that confront adult education and learning within the Asian and South Pacific regions.

When I describe it as growth I speak from experience, having been a BLDC participant in 1992, a Co-Director for the Course in 1999, an Evaluation Consultant in 2005, and more recently as Co-Director again in 2008, 2009 and 2010.

The course content has grown from a focus on the practice of transformative learning and popular education/communication, to include concepts around the learning organisation, effective networking and advancing adult education advocacy.

The organisational principles built into the BLDC have also grown to include, the mainstreaming of gender, the promotion of a rights-based approach to education, and more recently the application of sustainable development principles within the contexts of adult learning.

The only constant has been the learning methodology, which has stayed true to our commitment to a participatory and empowering approach to adult learning.

However, I am aware that training manuals have the tendency, like a photograph, of capturing one particular moment in time. Manuals also have the tendency of becoming a document that is meant to be followed step by step, like a recipe book, which results in potentially stopping what has been essentially a story of growth.

My hope is that as you read, apply and adapt the contents of the BLDC Manual, new seeds of transformative adult education practice will sprout. We encourage you to share these new seeds with us, as we all continue to nurture and grow the BLDC in responding to dynamic contexts that we continue to face in the Asian and South Pacific regions.

May you be inspired, like our graduates (I myself included), to develop a deeper appreciation, understanding and commitment to the practice of being a good adult educator and an effective leader who is able to motivate and embed learning within your respective organisational contexts. Grow forth!

A handwritten signature in black ink, appearing to read 'J. Roberto Guevara', with a long horizontal flourish extending to the right.

J. Roberto Guevara

President
ASPBAE

Acknowledgements

The Basic Leadership Development Course (BLDC) has been a flagship program of ASPBAE for more than a decade. Since its inception, it had always aimed to contribute towards expanding the leadership corps among groups promoting the right of all to learn and advancing the learning interests of marginalized groups in the Asia South Pacific. This Course was also designed to induct leaders within ASPBAE's membership, to the highly dynamic and innovative tradition of the network and its partners.

It is our pleasure to present this Basic Leadership Development Course Manual – our attempt to share this important ASPBAE experience to a wider audience.

The Course has been evolving each year, enriched with the wide experiences of its highly motivated participants and Course faculty - the latter drawn largely from the deep resource bench within the ASPBAE Executive Council. The BLDC has been described as 'vibrant', 'educative', 'fun', and 'participatory', with the participants leaving their distinct mark on the programme - making each BLDC a unique event each year in the history of ASPBAE. To capture the whole learning experience in the form of a Manual was therefore a challenge but we believed the attempt worthwhile, hoping the lessons from our experience contribute even in some small way to the practice of trainers and educators especially within the Asia Pacific region.

There are number of individuals with whom we owe a debt of gratitude for their contributions towards the development of this Manual.

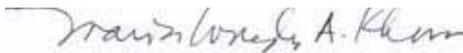
Our deepest thanks go to successive Executive Council members of ASPBAE who have played very active roles in developing and running the BLDC through the years. Special thanks are due the Course directors and faculty of BLDC: Rajesh Tandon, Alastair Crombie, Elizabeth Cruzada, Usa Duongsaa, Sandra Morrison, J. Roberto Guevara, Jerald Joseph, Nani Zulminarni, John Salong, Takafumi Miyake and Aung Myo Min. Several ASPBAE staff colleagues have also enriched this Course as trainers and facilitators: former Secretary General, W.M.K. Wijetunga, the late Om Srivastava, Bernie Lovegrove, Marivic Raquiza, Nasreen Mohammad, Sumedha Sharma, John Shanth Kumar and Anita Borkar. This Manual documents the rich contributions of these individuals, who through their skills, knowledge, experience and commitment played key roles in making BLDC the special course it is today.

We would also like to thank the BLDC alumni who brought freshness, zeal and vitality to the course.

We acknowledge the support of all ASPBAE members who nominated and sent participants each year for this course and encouraged their staff to use the learnings from this course in their own work.

For taking up the challenge to capture the experience of the BLDC in this Manual, we sincerely thank our member, Abhivyakti Media For Development, for their support in designing and printing this manual. Thank you, Sujata Babar, for all your hard work and continued guidance in this initiative.

We hope you enjoy reading this Manual as we enjoyed producing it. We encourage you to stay with us in this journey and visit our website www.aspbae.org to get updated modules, reading material, photographs, and videos on the BLDC as it evolves and advances.



Maria Lourdes Almazan Khan

Secretary General
ASPBAE

Introduction to the BDLC Manual

About the Course

The Asia South Pacific Association for Basic and Adult Education (ASPBAE) Training for Transformation Programme is premised on ASPBAE's commitment to the promotion of 'Education for All' and 'Lifelong Learning'. It is part of ASPBAE's long term multi-level strategy to build and expand the 'leadership corps' in the region committed to advancing the right of all to learn, and to promoting the learning needs and interests especially of the most marginal groups.

This is an annual event in ASPBAE and primarily caters to ASPBAE membership all across the Asia and South Pacific Region.

The main objectives of ASPBAE's Basic Leadership Development Course are to:

- Develop a holistic perspective on transformative adult education
- Enhance skills and attitudes on processes that support transformative adult education
- Provide opportunities for the sharing of adult learning experiences
- Facilitate structured reflection towards developing a basic understanding of adult learning principles and practices that are transformative, gender sensitive, rights-based and contribute to sustainable development
- Gain a better understanding of, and develop a commitment to ASPBAE
- Develop a critical understanding of the contexts in Asia Pacific that impact on adult learning
- Contribute to developing a 'talent bank' for the leadership in ASPBAE, its membership and the Adult Education movement in Asia Pacific

Each year the Basic Leadership Development Course (BLDC) brings together 20-25 participants from ASPBAE member organizations. Conducted in English, the Course is very interactive and participatory. Sometimes translation facilities are provided.

ASPBAE receives a number of applications each year for the BLDC. Out of these, 25 applicants are short-listed by the Selection Committee. The selection of the group is broadly guided by the following criteria:

- Gender and geographical balance
- Priority to nominations from ASPBAE member organizations
- Special consideration to those who are expected to play leadership roles in their own organizations.

Specific Criteria for selection of participants includes:

- at least three years of work experience in adult education and related development work fields;
- the potential to take up leadership roles in ASPBAE member organizations;
- limited opportunities for cross-cultural exchange and leadership development;
- access to and a reasonable ability to work with computers; and
- reasonable ability to communicate in English, which is the working language of the Course.

In keeping with ASPBAE's commitment to participatory learning, the Course is designed to build on the experiences of the participants and to be more attentive to their learning needs and priorities.

The Course covers the following areas:

A. Principles of Adult Learning

B. Frameworks of and for Transformative Adult Learning

- Rights-based Approach to Education & Development
- Mainstreaming Gender and Lifelong Learning
- Education for Sustainable Development

C. Contexts of Adult Learning in Practice

- Local Community Visits
- Asia-Pacific Regional Overview

D. Leadership in Adult Learning Practice

- Leadership in Learning Organizations
- Educators as Leaders

E. Networking and Policy Advocacy

F. ASPBAE's Thematic Engagement and Policy Platforms

G. Formulation of Individual Action Plan

Each year the Course is fine tuned by the Course Directors and the Faculty based on the existing context. Every module is re-visited to see if it needs to be enhanced or changed.

About the Manual

The BLDC Manual attempts to capture the proceedings of the past training Courses in a manner such that the reader is able to get a feel of the Course and is able to conduct a Course at his/her own level with appropriate customization. Each year the Course gets a fresh flavor and is customized relevant to the issues that need to be addressed. The main applications of the Course are highlighted in the Manual and the reader is encouraged to bring his/her own creative inputs and keep it fresh and relevant to the context.

How to use the Manual

The Manual provides a basic introduction to each issue covered. However this may not be enough to enable you to answer all the questions that may arise during the Course. As part of your preparations, do some research and feel confident in your ability to answer participants' potential questions.¹

The Manual has been divided into different volumes. Each volume has one broad subject with sub sections of the same. A volume may have more than one session, depending on the objectives.

Many of the issues covered in the Manual are inter-related. While options are offered regarding the schedule of the program, consider changes dependent on participants' needs. Also, if questions arise during the workshop that you cannot answer, admit that you do not have answers and ask participants for ways in which you can get the necessary information.

1 "Empowering Young Women to Lead Change" – World YWCA Training Manual

Depending on the content, each session would have some or all of the sections mentioned below.

Session Objectives:

Every session begins with a bulleted objective(s). These are to help participants understand the purpose behind each session's exercises and discussions.

There is also a suggestion regarding what the participants can be expected to have achieved by the end of the session – to help with end-of-session wrap-up.

To help with planning, there is also a suggestion on the time required to conduct the session and the materials required to do so.

Session Activities:

Each session has one or more exercises in which group members participate together or in teams. The purpose of these exercises is to underscore certain leadership and communication strategies, while making the learning process enjoyable and memorable. Depending on your assessment of participants' needs you may want to change the structure of the exercises. As no two groups ever approach a workshop the same way, it is important that you remain flexible and responsive to what works best with each group.

Questions for discussion:

The questions for discussion are to encourage participants' ideas on specific topics. Each question builds on the previous one to take the discussion forward. With experience, channels of questioning may change and additional questions may be seen to add value. Also, if a group member volunteers to facilitate the discussion s/he may have their own ideas about how to conduct the discussion. Remember, there is no right or correct questions to guide a discussion but it is important to keep a conversation lively and engaging.

Questions to the group:

Applicable for those sessions which have plenary presentations and discussions, these questions aim to get a broader perspective on the variety of opinions and experiences in the group related to the topic.

While this works best if everyone participates, it is important to explain that not everyone needs to speak, if they do not wish to. On the other hand, if you notice that a group member rarely joins in the conversations and seems hesitant about participation in activities, make attempts to involve them. Find out privately why



they are not participating and explore ways in which their particular needs may be addressed.

Observations:

The observation questions are meant to evoke conversation about the sessions’ learning process and structure. The questions give participants the opportunity to describe how they felt during the exercises, and help you determine which types of exercise activities are most useful for the group.

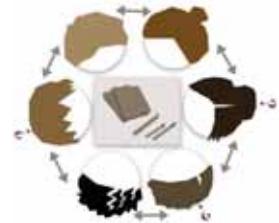
Session Notes:

At the end of each module chapter there are notes to help you through the session. These maybe related to the theories underpinning the topic under discussion, the process and possible outcomes. Also included in some is a list of readings for reference or to prepare handouts.



Workshop Evaluation Questions:

Evaluation questions can be broadly categorized under three heads – those relating to participants expectations, those relating to the process, structure and content of the sessions and those relating to the facilitators. Evaluation questions are to help you, the facilitator, determine what participants expect and how these expectations may be addressed in the future.



Concluding the Course:

Depending on the schedule, participants may like to end the training Course with an informal party or some other group activity. Towards the last two-three days you may ask the participants how they would like to mark the conclusion of the Course. This gives participants an opportunity to check that their needs and expectations of the training have been addressed.

Leadership development is a life time project and participants will continue strengthening and adapting the skills they have learnt long after this Course.² Post- Course reunions, exchanges and follow-up sessions usually give participants a better perspective on what they have learnt and how they have applied it.

2 “Leading to Choices: A Leadership Training Handbook for Women” – Women’s Learning Partnership

Getting Started

Objective

- An opportunity for the participants to become familiar with each other and the facilitators
- To present an over view of the workshop, formation of the learning groups, activities such as the Poster Café, any other housekeeping issues relevant to the workshop.

Time required	Material Needed	Expected Outcomes
1.5 hours	Flash cards/meta cards, different colored marker pens, old magazines with colorful pictures, small objects such as pebbles, flowers, leaves, Pins/ glue/ tape, wall or board space.	By the end of this session, participants will: <ul style="list-style-type: none"> • Know each other and course facilitators by name and one other personal detail • Share and agree on expectations from the workshop

Session 1 Welcome & Introduction

The Course Director welcomes the participants to the course. She/he embarks on activities that make the participants comfortable in the room and with the others in the room. This could start simply by asking participants to re-arrange the seating arrangement in the room to something they prefer. From then it could move to include games through which participants and facilitators learn about each other, and also share their expectations from the workshop.

Icebreaking activities, some suggestions (refer to section on Energizers for details)

- Singing songs “oh ram sam sam”/“Let me have the boogaloo”. Participants to form a circle and choose a partner and sing the song: “Hello, how are you dear friend?”
- Games like Dragon’s tail; Hen & Chicken

- C. Find a partner, draw his/her face on a piece of paper and ask 3 personal questions about him/ her – favorite color, preferred holiday destination, hobby, etc. Each participant then proceeds to show the picture and share information on his/her new found partner.
- D. This is done in many rounds. In Round 1, ask the participants to arrange themselves in alphabetic order of name; Round 2, the decade born; Round 3, where they live; Round 4, marital status; Round 5 number of children and so on. The trick is to do it fast.
- E. Each participant introduces himself/herself to the group – giving the country she/he came from; name of the organization; the route they took to come to the venue.



After the group has relaxed and become comfortable with each other, you – the facilitator - move to the next part of this session: sharing participants' expectations from the training course. The following exercise/s will assist in this process.

Activity B

Ask each participant to say what he/she expects to learn from the workshop. Based on what they say, you sum up and write down the expectations.

OR

Request the participants to present their expectations/ hopes by portraying it through any material/element available like a bud or flower or fruits/ branch/ pebble/anything around them that could depict their expectations.

Alternatively, use Icebreaker Exercise C. Instead of asking personal questions, share 3 expectations.

Expectations are summarized and presented, followed by an overview of ASPBAE and the Basic Leadership Development Course.

Session 2

Talk about other important aspects of the Course, namely the Poster Café, the Daily News and the Learning Groups – and how they fit into the pedagogy of the Course.

End this session with a sharing of the time-table for the Course and a finalization of the schedule for the Poster Café.

Notes to the Facilitator

Usually, a summary of expectations includes some of the following points and more -

- Build leadership PERSPECTIVES
- Learn SKILLS as LEADERS
- Learn APPROACHES, STRATEGIES and METHODS
- Discuss THEMATIC Issues
- SHARE, LEARN, EXCHANGE IDEAS
- Develop FRIENDSHIP and NETWORKING

Overview of ASPBAE and the Basic Leadership Development Course

- ASPBAE is committed to Adult Education for social transformation and empowerment
- There is a need to expand the “leadership corps” in the region committed to the right of all to learn, and to promoting the learning needs and interests of the most marginalized groups.

The Course aims to contribute towards:

- Improving the effectiveness and capability of ASPBAE’s education movement in the region
- Revitalizing the adult education network; and ensuring leadership succession within ASPBAE

The ASPBAE Basic Leadership Development Course will provide opportunities for adult educators to:

- Share, learn and apply adult learning principles and practice especially in relation to development issues and challenges in the Asia-Pacific region
- Engage with each other on shared goals
- Develop leadership capabilities in the area of policy advocacy
- Regional networking for adult education
- Enhance gender awareness and sensitivity within a context of cultural and regional diversity
- Gain a better understanding of, and develop a commitment to ASPBAE

The objectives of the Course are realized through

- The preparatory electronic discussion that participants contribute towards, before attending the Course

- The Course – which is structured to encourage sharing and learning among participants
- The post-Course electronic dialogue and exchange

Poster Café

During the Course, to facilitate greater information sharing and learning, a Poster Café will be opened where tea/coffee will be served during breaks. The Poster Café will serve as a space where participants can display information about the organizations they represent. There will be up to four displays per day and will change daily. On the day of their display, participants will make a presentation to their colleagues during the breaks between sessions.

Daily News

Besides this, participants may also publish a daily newspaper through the duration of the Course – which could be the medium through which participants can share their daily thoughts and feelings and interesting incidences that take place during the program.

Learning Groups

An important component of the Course is the space provided for participants to interact more closely with fellow participants in a smaller group. Formed by the Faculty prior to the Course (keeping in mind regional representation, gender balance and age balance), these smaller groups called the “Learning Group” will be where all participants can go over the issues discussed during the day, with their peers. The learning group sessions will provide participants the opportunity to understand issues, through sharing and deeper discussions from various perspectives, giving each one the opportunity to speak and achieve mutual learning. Meetings will be done every day to clarify issues and process the daily learning. Learning Groups will also be tasked to prepare ice breakers and recap of learning for particular days of the Course.

To help develop the group identity, each group may be asked to name themselves and/or compose an anthem or song for themselves and/or create a symbol/emblem for themselves.



Learning from the Field

Objectives

- Enable the participants to translate learning into field experience
- To understand the host country and the issues that NGOs or CSOs work with in that country.

The field visit will be for a day. The trainees are divided into 5-6 small groups. Each group will visit one local NGO/CSO – preferably an organization that directly implements development projects. This will enable participants from other countries to meet members of the local community and get a better sense of the context in which the identified organization functions.

Prior to setting out for the field visit, ensure that the following steps have been completed -

Step 1: An orientation to their country and the work they do by the host organization

Step 2: A brief introduction to the organizations the participants will be visiting

Step 3: Detailed instructions to the participants – what to observe, what to note

Step 4: Structured questions for the participants to respond to when they come back, for the feedback session later in the evening.

As the field visit is usually organized on the third day of the workshop, the exercise should enable the participants to link what they observe in the field to learning in the sessions on human rights and gender conducted over the previous 2 days of the Course. (Refer Sample Program Design in the next section)

Post Field Visit - Debriefing/ Sharing

- Ask each group to prepare a synthesis of their observation in the specific context of human rights and gender.
- Ask them to link their observation to the overarching framework of human rights, sustainable development and gender mainstreaming.

Possible list of questions for the field visit:

- What are the objectives of the organization?
- Do the organizations' programs address the needs of a specific population?
- What sorts of activities have been undertaken?
- What are the elements of community organization that you could see or learnt about in your interaction?
- Are programs designed using a Rights-based approach?
- Is there any tension between the traditional leadership and the new leadership- if it is different
- How are gender issues addressed?
- Who steers the group without a leader?
- What is the sustainability plan of the program?
- Are there are any networking mechanisms in place?
- Where does the organization/program place itself in the regional/national context?
- How are they co-operating with international organizations?
- What kind of support do they get from the media?

Sample of Program Schedule

	9 - 10	10.15 - 12	13.00 - 15.30	15.45 - 17.30
Day 1	• Introductions • About ASPBAE	Overview of Adult Learning Principles	Understanding My World	Understanding My World
Day 2	Human Rights for All	Human Rights for All	Gender Justice	Gender Justice
Day 3	Orientation and Information – About the Field	Learning from the Field	Learning from the Field	Learning from the Field
Day 4	Organizing for Social Change	Leadership	Leadership	Leadership
Day 5	Popular Communication	Media Advocacy	Shopping & Sight seeing	Shopping & Sight seeing
Day 6	IT – Learning for Change	Casting the Net	Policy Advocacy and Campaigns	Policy Advocacy and Campaigns
Day 7	Policy Advocacy and Campaigns	Policy Advocacy and Campaigns	Synthesis and Summing up	Evaluations

Everyday common activities:

8.30 - 9.00	Recap (except for the first day)
10.00 - 10.15	Tea Break
12.00 - 13.00	Lunch Break and Poster Café
15.30 - 15.45	Tea Break
17.30 - 18.00	Learning Groups/debriefing

Suggestions for Evenings

Movie Screening, Cultural Night, Farewell Dinner

Energisers and Workshop Songs

Songs

Song 1

*“Hello, how are you dear friend?
I hope you are happy and fine
Let’s clap our hands, let’s clap our feet
Turning around and find our new friend”*

Song 2

*Oh Ram Sam Sam, Oh Ram Sam Sam
Guli, guli, guli, guli
Ram Sam Sam, (x2)
Oh YEA-OH, OH YEA-OH
Guli, guli, guli, guli
Ram Sam Sam (x2)³*

Procedure:

When singing ‘Oh Ram Sam Sam’, participants bend over and clap on their knees to the rhythm of the words. When singing ‘guli guli guli guli’, participants twist their hands in a funny way with one hand over the head and the other under the chin.

When singing the first ‘Oh Yea-Oh’, participants raise both hands to the right and when singing the second, ‘Oh Yea-Oh, participants raise their hands to the left.

When singing the song the second time round, the action part gets a little more complicated. When singing ‘Oh Ram Sam Sam’, participants bend over and clap, not on their own knees, but on the knees of their neighbor on the right. The rest of the action remains the same.

3 From Poverty to Dignity, ‘A learning manual on human rights based development’; Dignity International

When singing the song the third round, there is a new addition:

When singing `guli, guli, guli, guli' they twist their hands, not around their own hands, but those of their neighbor on the left. Oh yea action remains the same.

Song 3

bugsay bugsay killing killing dutai (x3)⁴

(row, row, sway your hips a little)

bugsay bugsay, Sa Barotong gamay

(row in a small boat)

Song 4

We never give up

We got to move, we got to go

The passion inside, the pressure outside

We need to think, we need to act

We learn as we do, we change as we go

Where we stand, we have to go on

We never give up!

Song 5

Banana song⁵

Peel Banana, Peel Banana (x2)

Action: Stand up with hands up and clasped in the shape of a banana. Then do the peeling action opening the right arm and then peeling action with the left arm.



Squash Banana; Squash Squash Banana (x2)

Action: Put your right foot forward and squash the banana with the right foot; repeat action with the left foot.

Eat Banana, Eat Eat Banana (x2)

Action: Banana goes down slowly

Bye Banana, Bye Bye Banana (x2)

Put two hands to the front, swing from side to side and wave goodbye

4 From Poverty to Dignity, 'A learning manual on human rights based development'; Dignity International

5 From Poverty to Dignity, 'A learning manual on human rights based development'; Dignity International

Games

Ice Breaker – “Speed Clap”

Participants form a circle and are asked to “pass the clap” within a given time. The first round of “speed claps” finishes in 30 seconds, while the second round finishes in 20 seconds. The participants are told to anticipate the claps to successfully complete the game.



Fruit Salad

Participants sit/stand in a circle. Three fruit names are identified for example, mango, pineapple, melon. Every third person in the circle has the same fruit name. The facilitator begins the game by standing in the middle of the circle calling out the name of one of the fruits. For instance, she calls out ‘mango’. This is the signal for all the “mangoes” to exchange places. The facilitator repeats this with the melons and pineapples. However, while the places are being exchanged the facilitator will try to take the place of one of the fruits. Therefore, those in the circle should move as fast as possible to stop the facilitator from taking their place. If the facilitator is successful in his/her attempts, the participant now in the middle of the circle should continue calling out the fruits till she/he finds a place in the circle. To make everybody move places at the same time, the person in the centre of the circle calls for a Fruit Salad!!



Two scarves

Participants stand in a circle. Two scarves are handed to them to be passed around. When a participant passes the first scarf, they are asked to tie the scarf around their neck once but for the second, they have to tie the scarf around their neck twice. Any participant who had two scarves around their neck will be asked to leave the circle. The intensity of the game increases when participants realize that they can sabotage the other participants by varying the speed of tying the first scarf around their necks.



Tiger & Lamb game

Participants form a circle and hold hands. Ask two people from the group to volunteer – a man and a woman – to be the Tiger and Lamb respectively. The Lamb remains in the centre of the circle and the Tiger steps out. During the game, the Tiger attempts to attack/capture the Lamb in the circle, while the participants forming the circle protect the Lamb from the Tiger.



In explanation, the game is representative of a situation of domestic violence, with the tiger as 'husband', lamb as 'wife' and participants in the circle represent the "community" which has to protect the wife from being beaten by the husband.

Mother Hen Game

The activity is conducted in an open area. Divide participants into groups of 4-5 members each. Ask the groups to form a line by holding on to the waist or shoulders of the person in front of them. The first person in the line is the 'mother hen' flapping her wings (arms) to protect the chicks.

The idea of the game is for the mother hen to run around and catch the chicks from the other groups at the same time trying to protect her chicks from being caught. Only the last chick (person) in each 'family' can be taken away by another mother hen. The game continues until a family has lost all its chicks and the group that captures the most number of chick wins⁶.



The Penguin Walk

A facilitator demonstrates the "penguin walk" i.e. toes of both feet turned towards each other and arms crossed and tucked into armpits. While one participant is selected to be the penguin, the remaining are asked to scatter the seating arrangement and occupy the chairs, leaving one empty chair for the "penguin". As the "penguin" walks towards the chair earmarked for it, the others have to ensure that the penguin does not get the empty chair.

The game could highlight the following:

- There should be clarity of action and clear instructions for direction
- Need for coordination and common strategy
- Networking , Planning and Cooperation
- Need for flexibility
- Being a good listener
- Not being individualistic or inclusive
- Specific roles/ responsibilities to be assigned
- Succession/rotation
- Everyone is a leader – result to chaos
- Team spirit



6 From Poverty to Dignity, 'A learning manual on human rights based development'; Dignity International

Activity: Masks

Participants are given blank pieces of paper, which they are asked to make into masks with titles written on them, titles that the participants associate themselves with. Examples of the titles are – mother, sister, father, doctor, manager, coordinator, daughter, researcher, friend etc. Participants wear the appropriately titled masks as they talk to others in the group.

This activity is used to demonstrate the point that our relationships change with the different people that we socialize with – depending on the title (role) within which we conduct ourselves with them. Experiences in life allow us to see the world through a mask (worldview). In the process of changing the masks, we allow or decide for ourselves if we choose to learn something.

Rubber Band Game

Provide six participants with rubber bands. Ask them to throw these rubber bands at the group. The group should catch the rubber bands using their forefingers. Ask the participants to get into their learning groups representing different sectors, to discuss issues and problems encountered during the game. The groups then report their findings to the plenary.

The game could focus on the following:

- What causes the conflict?
- How is inequality/inequity created? What are the other factors that affect the distribution of resources?
- How do we make a link/journey from the people/community to people who control the resources?
- How do we shift to do something from this group so the process can be changed?

Bottle game

Participants are asked to form a circle. Empty Coke bottles are placed in the centre of the circle. Participants are told that to get ahead they must pick up a bottle when the facilitator gives a signal. The more bottles they pick up the better they are doing in the game.

How do we link the bottle game with reality?

- There is stiff competition for the resources/bottle
- More resources, more chance of getting your own
- People who own resources can determine violence, conflict
- The arrangement of the bottles and the participants is a significant factor



Does the world really lack resources? To address this:

- Learn to set priorities
- People should learn how to share
- Process of distribution can help in eradicating extreme poverty in the world
- We should respond by learning to work with each other, putting our acts together and form partnerships and create strategies

Gender Awareness and Perceptions

“Woman without her man is nothing.”

Participants are asked to punctuate this sentence. Possible options are:

Woman without her man is nothing.

Woman - without her, man is nothing.

Activity: Arm lock

Participants are asked to stand in a circle facing outwards with their arms locked. In pairs they decide on a corner of the room that they would like to go to. Without breaking their arm lock, they are all instructed to go to the corner they have chosen simultaneously.

This activity is meant to illustrate the point that all human rights are inter-related, inter-dependant, indivisible and inalienable.

Energizer: Find the leader

Participants stand in a circle. One participant is asked to stand outside the room. Inside the room, another participant is assigned as the leader who will lead the rest in a succession of actions. The participant from the outside is then called to join the circle and guess who the leader is.

This energizer can also be used to draw parallels to real life settings when sometimes things are done with followers repeating an action even though no one really knows who is leading or why they are doing what they are doing.



Evaluation Forms

The Evaluations are done on the last day of the workshop. In this section, 2 samples of Evaluation Guides are given. The participants are given these forms to be filled. Allot adequate time so that the participants can think and give constructive feedback.

Sample 1

(Can be reproduced with adequate spacing required for certain columns where participants need to write suggestions/comments)

Dear Participant,

Please complete the following evaluation guide with your comments to help us plan for future leadership programs and/or courses. Please give us as much feedback as possible. Submit this form today to any of the facilitators or secretariat members. Thank you very much. Have a safe journey back.

Preparations

Comments and suggestions

How did you find out about the Course?
Please comment on the dissemination of information about the Course (e.g. brochures, newsletter, website)

Do you remember the nomination forms?
Any suggestions?

Do you remember the formal notice of your acceptance to the Course (including the preliminary briefing paper)?
Any comments?

Did you receive the preliminary package (official invitation, pre-readings, and travel information)? Any comments?

Residence

Comments and Suggestions
Accommodation
Session Hall
Meals
Kits
Airport transfers
Others

Course Content and Process

Name of Module	How useful was this for you?	How can we make it better?
Introductions About ASPBAE		
Overview of Adult Learning		
Principles		
Understanding My World		
Gender Justice		
Learning from the Field		
Organizing for Social Change		
Leadership		
Popular Communication		
Media Advocacy		
IT – Learning for Change		
Casting the Net		
Policy Advocacy and Campaigns		
Synthesis and Summing Up		
Learning Groups		
Poster Café		
Evaluation Module		
Different Tours (Please specify)		
Free Time		
Others		

Persons Involved

Comments and suggestions
Facilitators
Workshop Secretariat
Other Participants

Thank you very much!

Sample 2

(Can be reproduced with adequate spacing required for certain columns where participants need to write suggestions/comments)

Dear Participant,

Please complete this brief evaluation form and hand it over to one of the workshop facilitators today before you leave. We have identified broad parameters for evaluation and ask that you express your opinion using the rating scale described here. For additional remarks/comments please use the space provided. Please remember that you are sharing your opinions in confidence and we will treat them with respect.

Rating Scale: 1-5; Lowest is 1 and highest is 5

Parameters	1	2	3	4	5	Comment
Objectives						
Provide an arena for the application of adult learning principles and practice						
Build capacities among participants to engage with others around shared goals						
Enhance awareness about gender and human rights and sensitivity to cultural/regional diversity						
Facilitate greater understanding of and commitment to ASPBAE						
Timing of Sessions						
Activities						
Contents						
Facilitation						

Parameters	1	2	3	4	5	Comment
Participation						
Logistics						
Co-Operation of Host Agency						
Facilitators						

Any other comments:

Thank you

Quick Reference Guide for Course Supplies

In this section a list of supplies is provided for all the things that a facilitator may need to assemble before the Course starts. This is not a comprehensive list and you may add more things as per your requirement or choose only those items that you may need. The objective is to have a handy list with you to avoid any last minute confusion.

For any training course to be comfortable and have a harmonious atmosphere the time spent in the planning phase plays a very crucial role. While we sharpen the content areas so that the participants and the facilitators benefit the maximum from all the interactions, it is also important to pay adequate attention to the logistics side. As a quick reference ask yourself if you arranged the **CLASS** well before the start of the workshop:

C – Comfort – facilitation in travel arrangements from and to the venue, clear directions to the venue with important phone numbers; on site arrangements - availability of drinking water, washroom, planned tea/coffee breaks, energizers in between sessions, availability of phone and email facilities.

L – Learning materials to be sent with the participant so they can continue the learning process even post the Course. It is important to keep in mind that the learning material should not be too bulky. Instead the option of copying all the material in CDs or pen drives may be considered. This also saves paper. It's helpful if the importance of each learning material is shared with the participants so they remember what to refer.

A – Ambience – is the training room/hall comfortable for everyone to sit. Pay attention to adequate lighting, temperature not too hot or too cold; no disturbing sounds from outside etc. Also look at equipments like enough mikes, equipment for display like LCD or a slide projector, allocation of space for display area, translation facilities if required.

S – Seating Arrangement – the seats should be comfortable for all the participants; should be movable as many of the exercises and activities mentioned in the manual need space. A U-shape or round-shape arrangement is preferred to a classroom seating arrangement so that all participants can see each other and be able to interact better. Different seating

arrangements are required for various learning situations and the facilitator should keep that in mind while designing the room.

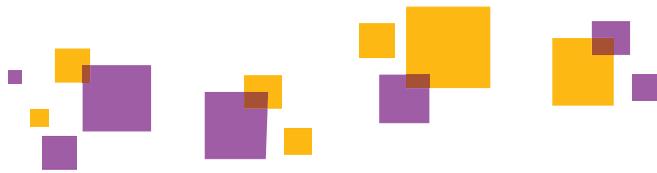
S – Supplies – to have all workshop supplies readily available so that the participants can use the same for different activities and for the small group discussions. While it's good to have ample supplies, wastage of the same should be avoided and one can also be creative by hunting for eco-friendly options that save paper etc.

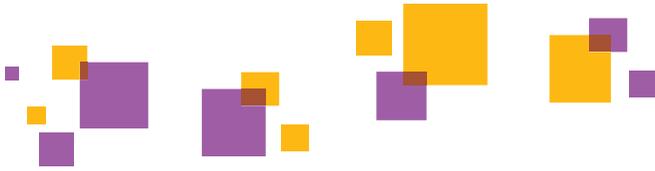
List of Commonly used items for workshop



- Meta cards/flash cards – different colors/shapes
- Flip Charts/Butchers Paper
- White Board Markers
- Markers and Sketch Pens
- Pens
- Pencils
- Sticky Tape
- Blue Tac
- Paper Tape
- Flip Chart Board
- White Board
- Screen for LCD
- Stapler and Staples
- Paper clips
- Notepads
- Loose sheets of paper
- Old Magazines with photos
- Old newspaper
- Plain white cloth – big size
- Scissors
- Scale
- Rubber/Eraser
- Sharpener
- Duster/wiper for white board
- Blank CDs to copy learning material







Asia South Pacific Association for Basic and Adult Education

C/o MAAPL, ASPBAE Secretariat, 9th Flr.,
Eucharistic Congress Bldg. No. 3,
5 Convent Street, Colaba, Mumbai, India 400 039.

T: +91 22 2202 1391 / 2281 6853

F: + 91 22 2283 2271

www.aspbae.org



**Asia South Pacific Association
for Basic and Adult Education**
Learning Beyond Boundaries