The Means is Dialogue, the End is Learning, the Purpose is Peace

From the Back Porch

by Jane Vella

“...the means is dialogue, the end is learning, and the purpose is peace.”

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From The Back Porch

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...the means is dialogue, the end is learning, and the purpose is peace.¹

Preparing a new book for Jossey-Bass, Designing for Effective Learning (to be released in 2011), has been a fantastic learning experience for me. I discovered two new phrases: “The design bears the burden” and “When you see me, you see the teaching (Buddha).”

The design bears the burden: To me this phrase means that once I have labored to create an appropriate, demanding, bold and accountable design, I can relax. It is not about me (and never was) but about the learners and their learning. The design bears the burden of teaching and learning; our task is to create a meaningful design. A sound design can protect learners from us, controlling our urge to “tell all” and to steal from learners the opportunity to do it for themselves, and therefore learn.

When you see me, you see the teaching: Think of the Dialogue Education™ principle congruence. We used to talk a lot about “modeling what you teach”. Today, I prefer Buddha’s phrase: “When you see me, you see the teaching”. No “should-s” or “ought to-s” here.

At first sight, these two sayings seem contradictory. Look again. The design guides both teacher and learner to new knowledge, skills and attitudes. Whatever we do within the design bears out the phrase: “When you see me, you see the teaching.” Folks, design well and relax! While our purpose is peace, we are all old enough to know that both learning and peace are a gift.

¹On Teaching and Learning: Putting the Principles and Practices of Dialogue Education into Action, p. 214
The Medium is the Message

Marian Osborne Berky, Ph.D.; Director, Peace and Conflict Transformation Associate Professor of Religious Studies, Anderson University
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Last May, I was introduced to Dialogue Education™ through participating in a course offered at Eastern Mennonite University's Summer Peacebuilding Institute (SPI). This course, facilitated by Jeanette Romkema and Marshall Yoder, carried the title, "Designing Learner-Centered Training for Conflict Transformation." As the Director of a Peace and Conflict Transformation (PACT) Program at Anderson University (Indiana), I thought such a course might enhance what I was able to offer the students in our program. I had participated in SPI before, and I had found the experience to be rich and rewarding. What I had not expected was to come out of the seven day course with thoughts about my own teaching style, and that of others, irrevocably changed. Yet this is what occurred.

A few years ago, Colman McCarthy, a noted peace educator in the U.S., visited our campus. In one of his conversations with students, McCarthy noted that he considered tests to be instruments of violence. While I have never considered tests to be the most effective learning instruments, I must confess that until that time, I had never considered them to be instruments of violence. But he started me thinking about the possibility of seeing them in this light.

Fast forward to my summer course, where we noted more than once how consistent are values guiding Dialogue Education™ and those of peacemaking. Both require respect of and listening to the other. They require one to set aside what may be long-held "answers" in favor of the questions brought by others to the conversation. Dialogue Education™ and peacemaking are multi-dimensional enterprises. They recognize differences of perspective, differences in giftedness, and differences in inclination and orientation. And the purpose of both of these is to create something that could not have been created by a single individual addressing a problem or situation. In a real sense, when considering Dialogue Education™ and peacemaking, the medium truly is the message.

Upon returning to my campus this fall, I facilitated a workshop for faculty in our program, designed using the principles of Dialogue Education™. I found the technique to lend itself to peace education...
in very common sense ways, yet I had real concerns about how my teaching colleagues would respond. I have included below two responses I received after the workshop, and these reflect the general flavor of the feedback I received.

I thoroughly enjoyed the event and saw a number of colleagues engaged in ways that they are not typically in other "meetings" where we have been together. [Another colleague] also mentioned to me what a positive experience she had and her appreciation for your effort and leadership. I came away with many more ways in which I think I can organize my course and projects to fit PACT concerns... . I know you had some misgivings about the event, but I want to say again that I found it very helpful.

A note to congratulate you on Friday's workshop. It was one of the rare gatherings here that had a defined purpose and structure. I hope you found it to be worthwhile; I know I did.

So what about tests as instruments of violence, you may ask? Did my summer learnings convince me of the truth of McCarthy's claim? Let's just say that I'm learning ways of leading learners into the academic enterprise that, hopefully, will encourage them to engage with the process to such an extent that tests no longer serve any purpose. With peace education, I believe my classes have already arrived at that place. It's those other required courses in the university curriculum that keep me wondering... .

My workshop design: Foundations of a Conflict Transformation Approach to Peacebuilding.

Let's Connect!
At Our Best: Two Ideas to Help Us Live Out Our Commitment to Peace

Dorothy Vaandering, Assistant professor
Restorative Justice in Education
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I am intrigued with the power of language and the power of circles that provide space for dialogue. After teaching children for many years and now spending most of my time teaching adults and being on committees with them, I am also intrigued by how this space for dialogue effectively encourages the development of community regardless of age. The need to be in community and the desire to be respected are at the core of what it means to be human. But does everyone experience community and respect in the same way? How can we be sure that the needs of the people we are engaged with are being met? Too often assumptions are made in this regard resulting in dialogue breaking down and relationships being impacted negatively. What follows are two key processes that can be used at any age to encourage people to honour one another when they are together. The first is a means for groups to be explicit about what they need to work at their best when they are together. The second uses check-in, check-up, and check-out circles to ensure that all present are given the space to voice their thoughts. Both of these ideas are reiterations of much of what Jane Vella and Global Learning Partners encourage and model. I present them simply as reminders that effective dialogue that leads to learning and peace does not simply occur but requires explicit effort.

Being At Our Best When We Are Together

Using the following procedure, a set of group guidelines can be established relatively quickly. For groups that meet frequently the 20-30 minutes spent makes an incredible difference as they discover similarities and differences in their working styles. Because the guidelines are established by the group and stated explicitly, the participants know what others need and to what they can hold each other accountable. With a group that is together a short time the process can be modified with the same results.
Sitting in a circle around a table or with an open space on the floor in front of your group, provide everyone with 5 strips of paper and ask each person to write "5 things you need from others to work at your best".

When completed ask each person to lay their ideas on the floor speaking them aloud (without further comment). As each successive person lays their ideas out, if they are similar to one already displayed, they are placed with those that are similar.

After everyone has shared their needs in this manner, discuss: What do you notice? What surprises you? etc. As this discussion takes place, continue to refine the piles of comments by asking, “Can any other strips be placed together?” so that all the similar needs are together in piles. Then, organize the piles of comments from most common to least common.

Divide the group of people into pairs or threes and give each group a long strip of paper and one of the piles. Ask each group to turn their pile of needs into a guideline by completing the statement: "To work at our best when we are together we will ...." Write your statement on the strip of paper.

Gathering together as a whole group, invite each smaller group to present its guideline by laying it in the middle of the circle.

When all are displayed, ask the whole group if they can agree to these guidelines as they interact with each other daily and during formal meetings, etc.

There may be a need to tweak each to make it more readable/agreeable.

After these have been refined, post them on the meeting/class room wall to serve as a reminder whenever you are together.

At future meetings, begin each meeting and unpack one of the guidelines by having people share an experience with how these needs were met i.e. For a guideline such as, "To work at our best when we are together, we will encourage each other with words and gestures," discuss a time I felt encouraged; and, a time I felt discouraged. For a guideline relating to respect, discuss a time I felt respected; and, a time I felt disrespected. Use only one topic for each meeting, set a time limit and remember to focus on one’s own experience by not using specific names of others.

Another way of doing this would be to brainstorm ideas, pictures, or words around each of the guidelines i.e. What does [encouragement] look like, sound like, and feel like?
Check-in, Check-up and Check-out Circles

Central to encouraging dialogue and building community is creating a space where everyone’s voice is heard. To ensure this occurs and to consciously practice the guidelines that are established together as a group, check-in, check-up, and/or check-out circles make an incredible difference. For each of these circles a few simple procedures apply:

A "talking piece" is passed to identify the speaker and the space provided to honour what they will say (this can be a stone, stick, or another special object);

One can pass if they wish or simply hold the piece for a time of silence;

The piece is passed from one person to the next consecutively till all have been recognized and heard without interruption or comment made about what is said; and,

Finally, each person is asked to be as succinct as possible to ensure there is adequate time for all to be heard.

Check-in circles occur at the beginning of each meeting. A light topic ensures a sense of enjoyment in being together, acknowledges each person present, and helps everyone to gauge how their colleagues are at the moment. Topics can range from where in the world would you like to be right now, to what colour are you today, to expressing what is on the top of your mind. This quick round can be followed by a more involved round such as those suggested above to unpack established group guidelines.

Check-up circles occur mid-meeting and are used after or during discussion on significant topics. Stopping to go around the circle provides space for reviewing. It is a time of information gathering, summarizing, and posing questions to confirm that everybody is still tracking, being heard and on board. It also ensures that those who have been quiet [and often hold deep insights] are offered a space to voice their thoughts.

Check-out circles occur at the end of the time together allowing for a final response. Confirming, concluding, affirming statements are invited as well as commitments to action one will take as a result of the meeting.

Gathering together we often take for granted our ability to dialogue. Freire (1970) defines dialogue as that space where people encounter one another in order to “name” the world. He goes on to identify that this paradoxically complex, yet simple daily experience can easily be undermined resulting in fear and animosity when we do not make space for everyone to be truly heard.
It is important to be explicit in how we dialogue in order to ensure that the end is learning and the purpose is peace.

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1 This activity is an adaptation of one designed by Belinda Hopkins and described in her book, Just Schools: A whole school approach to restorative justice (London: Jessica King Publishers, London, 2004).

2 Talking circles are traditional practices of many indigenous peoples. The process described here is based on these traditions. For an in-depth description of circle processes see Peacemaking Circles: From Crime to Community by K. Pranis, B. Stuart, & M. Wedge (St. Paul, MN: Living Justice Press, 2003), and K. Pranis, The Little Book of Circle Processes: A New/Old Approach to Peacemaking (Intercourse, PA: Good Books, 2005).

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Public Course Schedule 2011

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“The highlight [of Learning to Listen, Learning to Teach] for me was realizing that ‘boring’ topics (for example, required information on rules and regulations) can be brought to life and made interesting by presenting the information using a dialogue approach, warm-ups, and engaging activities. In doing these things the learner actually walks away with knowledge, skills, and attitudes that will lead to change in the way they do things.”

~Learning to Listen, Learning to Teach participant, Sacramento, 2008

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Top 5 Reasons to Attend Learning to Listen, Learning to Teach in 2011

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Proven Approaches and Key Principles for Program Planners: Working with Women in the Ethiopian Sex Industry

by Valerie Uccellani, Partner and CDET
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Smart Journey is the name women gave to Health Communication Partnership’s effort to lower HIV risk among sex workers in key urban areas of Ethiopia. The effort was recently evaluated and has proven immensely successful. The program planning ideas below draw largely from my experience of working with Health Communication Partnership (HCP) on Smart Journey (SJ) over the last years.

HCP is a project of AED, a nonprofit organization working globally to improve education, health, civil society and economic development—the foundation of thriving societies.

Gather Insights from Other Efforts Worldwide

In the initial design of the Smart Journey program, HCP invested good time exploring a whole range of programs --- not only those focused on HIV prevention, but those concerned with the sex worker as a whole person. We looked at everything from: the International Network of Sex Work Projects, to the Helping Individual Prostitutes Survive (HIPS) program in Washington D.C., to the Centro de Promoción y Solidaridad Humana (CEPROSH) work in Latin America.

Studying this existing work provided a broad foundation, as well as empathy and perspective before beginning.

Focus on Emotions as Well as Skills

The recent comprehensive evaluation of Smart Journey was done through an emotion-based lens. The findings are astounding. They show transformative, internal changes among women who participated.
Below is quick list of some universal emotions. Next to each I note a few ways in which I believe a design can influence women’s internal emotions.

- **Desire for social standing** – Keep a big picture view of commercial sex work as in international industry. Find ways for women to reduce their own shame by seeing the standing that this work has in other “circles” around the world, and by raising awareness that they are part of an international network of sex workers trying to stay safe.

- **Longing for peer companionship** – Keep attention to pairings (of peer leaders) and groupings of peer women during and between the sessions. Design sessions so that the women take something away which they might bring to their peers in their day-to-day life, outside of the session.

- **Wish for approval/ acceptance** – Take special care to weave affirmation into each session and to directly fight against negative judgments toward the women. Affirmation doesn’t mean telling a woman it’s okay that she doesn’t go to the clinic; affirmation means understanding why it can be hard to do that and to affirm any effort she made to get there.

- **Longing for romance** – Acknowledge that the women have personal love relationships and address these (as well as their client relationships). Leave time for the women to delve in to their personal lives if they choose – it’s part of who they are. Don’t pack the content of a program so tight that there isn’t room for this.

- **Excitement of discovery/ curiosity** – Actively invite women’s questions at each session, and provide them with new information and perspectives to satisfy inner curiosities. Again, leave room for questions that the group leader might not anticipate. Create a safe space for all of these by leaving time and setting just the right amount of structure to the learning/ dialogue.

- **Urge to obey moral code** – Create time/ space for the women to discuss “unwritten” codes of honor in their sex trade or place of work (i.e. banding together to all use condoms and support each other on this).

- **Desire to Influence** - Emphasize women’s individual power to choose (i.e. to deny a client who won’t use a condom). Make sure to focus program design not only on the sex workers but on those who hold power and influence over them (i.e. the venue owners).

**Keep the Women’s Reality as the Reference for all Design Decisions**

At Global Learning Partners (GLP, Inc.) we use a tool we find extremely important in program design. It’s called the “Steps of Design/Planning.” This tool ensures that the people (in this case primarily the sex workers) and their current reality guide all program decisions. In Smart Journey, decisions such as the selection of the peer leaders, the timing of the sessions, and the topics of the session were all
made with the women’s own preferences and personal needs.

Be Transparent and Clear with Objectives to Guide the Program
At the start of the program, HCP and GLP worked with sex workers to decide together what we would aim for. These objectives name what we really believe an individual or group could do as a result of participation in the program. They are a guiding light. We put them at the start of each peer learning guide and came back to them periodically in the peer leader training.

ORIGINAl TRANSFER OBJECTIVES FOR DESIGN OF SMART JOURNEY:

As a result of this project, we expect to see:
- New and stronger networks of sex workers in and across venues;
- Active support of venue owners through access to sex workers (SWs) and clients as well as on-site condom promotion; and,
- Clients talking about HIV prevention with SWs and with family members.

Through participation in peer learning sessions, we expect that:
- SWs will protect themselves through more consistent and correct use of condoms with their clients;
- SW clients and partners will be more likely to accept condom use with SW;
- SW client will use a condom when having sex with their other women/mate in order to protect their family;
- SWs will be more assertive in their interactions with clients and partners as needed (especially in negotiating condom use but also in protecting themselves from other emotional or physical harm);
- SWs will expand their self-identity and see themselves not only as sex workers but as mothers, students, ... people with a future; and,
- SWs who have made changes to better protect themselves also influence their peers in a positive way to protect themselves as well (positive peer pressure spread).

A Dialogue-Based Approach
HCP chose to use a dialogue –based approach both with the Sex Worker Peer Learning Guides and with the Peer Leader Training (all developed in collaboration with GLP). The elements of this approach are more than can be named here. The SJ evaluation findings suggest to me that the following elements of the approach were particularly valuable:

- A focus on principles of Dialogue Education™ such as safety, affirmation and respect;
- Inclusion of the establishment owners in the program planning and design;
- Careful selection of past and current sex workers as peer leaders;

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• Pairing of peer leaders;
• Focus on dialogue (not on messages) and focus on individual decision–making rather than on “persuading” people to follow messages;
• Careful sequence and timing of sessions over the program;
• Intensive fieldwork to learn from – and give input into – the peer leaders’ as it unfolded; and,
• Extensive training of peer leaders, with emphasis on three complementary legs of their work (group sessions, condom distribution, and clinic referrals).

The Need for Job Skills, Education, Support
I believe that any effort to build the health and safety of sex workers anywhere in the world is going to confront the hard reality: for many of these women there IS not viable alternative. In Ethiopia, I dare say this is the case. Maybe women want out of sex work and maybe we want to encourage their aspiration for that, but I’m wary of encouraging dreams that we can’t help fulfill. Programs that work with women in sex industry, I believe, owe it to them to also explore ways to build alternatives for them – through links with jobs, education, and alternative means – for those who want a different way of life for them and their families.

I loved “Learning to Listen, Learning to Teach” ...it has been extremely useful in organizing. I just came back from Swaziland and Uganda and I used the planning matrix which was so helpful. My skills in training have improved tremendously within the last year since I took the course. I consult my binder often for ideas on things like how to keep people engaged. It’s not about them having fun – it’s about having them learn. [GLP, Inc.] gives you such a practical approach. When I went to Swaziland I even packed the ring of cards with 18 million ideas. The approach gives me a starting point and something to measure myself against. I would recommend it to anyone who does any kind of training or facilitation.

-Kristen Cashin, Academy for Educational Development
Style Matters:

Empowering Disputants through Learning Preferences

by P. Marshall Yoder
Of Counsel, Wharton, Aldhizer & Weaver, PLC; Assistant Affiliated Professor, Eastern Mennonite University
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Recently, I was in a session with a couple going through divorce using a collaborative practice model. In collaborative practice, the disputants agree not to go to court to resolve their differences and to do their negotiations in sessions where attorneys serve as facilitators, rather than as legal physicians who give them legal “prescriptions” grounded primarily in “the law” which may or may not fit their situation. Key to the collaborative practice model is clients who are empowered and engaged in creating their own ideas and solutions. A primary component of our job as collaborative attorneys is to create the space for them to do that. Another attorney and I were explaining some options that this particular couple might have regarding their home. I confess that I am a “numbers person” and am blessed (or cursed as the case may be) with the ability to do somewhat complex calculations in my head. Indeed, I often have to remind myself to stop thinking about numbers and focus on what is at hand.

After several minutes of my financial wizardry, Margaret*, the wife, looked at me with exasperation and said, “I’m not following you. These just seem like numbers to me. I don’t understand what you are saying.” Even though Margaret was not my client, each person in collaborative practice is encouraged to talk with the people on the other side, be it the attorney or client. In other words, I could not just turn to my collaborative counterpart and say “Can you explain it to her?”

Instead, I paused and began to ask Margaret some questions. What could I do to help you better understand these numbers? Tell me how you think you learn best. What things do you remember learning in elementary school that you still recall today? Was there a project you were especially proud of? Tell me about your favorite teacher—what did he or she do that kept you interested? As Margaret answered, I listened to her describe her favorite teacher’s classroom in detail and how they would “do” things. She remembered a particular art project where she created a flower out of Popsicle sticks and described the smell of the glue as she pieced her project together. She even described where her flower hung on the classroom wall of painted cinderblocks. She also made a point of describing how this teacher would often place a reassuring hand on her shoulder when speaking with her.
After a while, it became apparent that Margaret was a kinesthetic learner who also had a strong visual affinity. She was decidedly not auditory, and I clearly understood why my explanations were not working for her.

Fortunately, we make frequent use of flipcharts in collaborative practice so one was close at hand. Traditionally, one of the attorneys does the chart work. However, before we could even suggest it, Margaret stood up, picked up a marker and asked if she could write on the flipchart. We began to talk about the numbers again. Margaret would write them down, pause, step back and study them, letting us know when she was ready to move on. By the time we had finished, we had several flipchart sheets stuck on the walls. Margaret sat back down and we went through the options again. Eventually, a session later, she and her husband were able to agree on one that satisfied both their needs.

It was a reminder again that principles and practices of Dialogue Education™ simply should not be confined to the classroom. So much of what we do as in our work centers on empowering the disputants. We need to hear about their needs, interests, hopes and even dreams for the future. It is critically important that parties feel safe in this environment but beyond that, we need to dialogue with them about what it will take for them to actually learn in an environment that will likely lead to have a fair amount of sadness, anger, frustration and demonizing of the other. Traditionally, attorneys were loathed to have their clients engage in such emotions, at least not in the presence of another attorney or client (they might say something they shouldn’t!). Yet, out of these intense emotional sessions where clients are swimming in a primordial soup of “fight, flight or freeze”, the seeds of resolution and transformation are sewn. It is through learning that the disputants begin to pull themselves out of this soup.

For deep learning to take place, we must understand the disputants’ learning styles. Although I do not have empirical evidence for it, I believe that in the midst of their deep emotions, they will return to that style that is most natural to them. Listen to them: Do they see, hear and/or feel what you mean? Do they squirm or look uncomfortable in their seats? Is their tone expressive? Do they hear
things in other’s voices that we may not hear? Do they take notes? Do they think aloud? Do they speak in terms of actions? Do they paint pictures with their words or speak in metaphor? Do they talk about “gut feelings”? How much eye contact do they make? Would it help if they had a stress ball to squeeze or could stand during the meeting? Do they seem to be looking beyond you? Do they like talking or are they inclined just to sit quietly? Do they want to walk outside for a bit? Ask them!

In the end, perhaps what we need is a kind of learning needs and resources assessment (LNRA) that focuses on learning styles for the people that we work with in conflict. Some questions I normally put to new clients include: “How do you most often resolve conflict? What about your spouse? How do the two of you interact around conflict?” Perhaps we also need to ask the questions that will give us insights into their learning styles and then share that information with them to see what they think. Perhaps when they appear to be stuck, we should be prepared with questions that can take them to their preferred learning style where they can gain a foothold and continue climbing. Through principles and practices of Dialogue Education™, we can resolve conflict with more respect, inclusion, authenticity and transparency.

*Names have been changed to protect their identity.

**Welcome to our newest Dialogue Education™ Practitioners (CDEPs)**

Global Learning Partners is very pleased to welcome two new Certified Dialogue Education™ Practitioners:

**Heather Mohan-Gibbons, MS  •  Ojai, CA**
- Registered Veterinary Technician (RVT)
- Certified Professional Dog Trainer (CPDT)
- Associate Certified Applied Animal Behaviorist (ACAAB)

http://cwAnimalBehavior.com
888-798-WISDOM (9473)

Heather is active in the animal field in a number of ways which include: animal behaviorist, dog trainer, veterinary technician, business owner, consultant, researcher, and published writer and photographer. Currently she owns her own business, Collected Wisdom Animal Behavior, where she provides the Ojai area with group classes, lectures, and in-home behavior modification for dogs, cats, birds, and other exotic animals. She performs research for the ASPCA and travels around the nation to facilitate some of their programs for animal shelters.

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Dialogue Education™ as a Tool for Building Peace in the Philippines

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The Alliance of Christian Development Agencies (ACDA) has been training facilitators in Dialogue Education™ (DE) for some time. We now have a pool of trained DE practitioners who all graduated from both the introductory and advanced courses in DE offered by Global Learning Partners. This group of dedicated DE practitioners facilitate trainings and workshops for our members, churches, NGOs and even government offices. Their work is important.

Of special note, I would like to highlight three (3) examples of how the principles and practices of Dialogue Education™ are leading to peace in The Philippines:

**EXAMPLE 1:** The Use of Dialogue in Negotiating for Peace (included below)
A case study of an actual peace negotiation facilitated by one of our partner organizations, The Caraga Convergence (CARCON). They were able to facilitate a peace process in a community between rebel groups (aka New People's Army a left-wing group), the military and an indigenous people group during a conflict situation sometime in 2003.

**EXAMPLE 2:** International Workshop of Faith-Based Groups and Civil Society – Strengthening Partnerships with Governments on Interfaith Dialogue and Cooperation
A 1-day workshop design: March 16 2010. The participants wanted to share their approaches and experiences in interfaith dialogue. They were eager to learn from other countries the results of the well-being of their people because of interfaith dialogue. They also had an interest in being partners with the government in promoting peace and development. They wanted to submit a consensus document containing recommendations for partnership with governments in the pursuit of peace and development.


**EXAMPLE 3:** Inter-Faith Consultation on Religious Freedom
A 2-day workshop design: February 18-19 2010. The participants wanted to identify current issues on religious freedom in the Southeast Asia region and in The Philippines. They wanted to share their
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approaches and experiences in protecting and promoting religious freedom. They were interested to pursue an inter-faith and inter-government effort in advocacy and programs supporting freedom of religion and related human rights. They drafted specific steps to advocate, build capacities, mechanism for monitoring in implementing international standards and guidelines in religious freedom. View Example 3: http://www.globalearning.com/sample-designs/example3_Ovalles.pdf

EXAMPLE 1

The Use of Dialogue in Negotiating for Peace

A conversation with one person can solve a problem, or help heal a wound. A conversation with several people can generate commitment, bond a team, generate new options, or build a vision.

--The Art of Focused Conversation, p.6

Background

The Caraga Convergence (CARCON) started as a geo-group member of the Mindanao Convergence (MINCON) in 2003. MinCon (now known as MINPEACE) was part of Alliance of Christian Development Agencies’ (ACDA) strategy of forming regional alliances for social transformation. MINPEACE’s centerpiece program is peace-building, given the context that any transformation work in Mindanao is anchored on the issue of peace.

CARCON became one of the fastest growing geo-group in terms of mobilizing for peace-building initiatives. ACDA’s interventions for CARCON through MINPEACE were substantially strengthened in the areas of capacity-building particularly in adult teaching and learning (through the Basic and Advance courses in Dialogue Education™ as taught by Global Learning Partners), transformational development, and strategic planning. Christian Reformed World Relief Committee (CRWRC), as a member of the Alliance of Christian Development Agencies (ACDA), provided Disaster Relief Management Training. CARCON’s participation in the workshop on “Designing of Peace-building Curriculum” in 2004 propelled the launching of the peace-building seminars in Davao, Kabacan, Cotabato, General Santos, Iligan City, Cabadbaran in Agusan Del Norte and Marawi.

The participation of an indigenous people’s representative from Barangay Hinandayan, Nasipit, Agusan Del Norte in one of these peace-building seminars was pivotal in shaping CARCON’s niche in negotiating for peace between rebel groups and the military. CARCON’s initial involvement in peace negotiations was in 2004 when they facilitated the peace process between an armed group in Hinandayan and the Armed Forces of the Philippines (AFP). CARCON operates in a geographic area which is the target of AFP’s search and destroy operations as these areas are breeding grounds for the leadership of New People’s Army (NPA, a left-wing rebel group). In 2005, CARCON was able to facilitate the surrender of 139 NPAs to the government in exchange for the removal or deletion of their names in AFP’s order of battle. The planned attack to flush out rebels in Hinandayan was put to a halt and this paved the way for the surrender of more rebels. CARCON was later acknowledged by
the local government of Nasipit as the lone NGO recognized to sit with the Provincial Development Council to plan the economic development of Hinandayan.

**Negotiating Peace using Dialogue Education™ in Las Nieves**

Being duly recognized by government for its peace and development efforts, CARCON was tasked by government to facilitate a “peace dialogue” in Las Nieves, Agusan del Norte November, 2006. The dialogue was facilitated by Carcon’s Rogel Lausa with Leo Oliveros and Maximo Tiguman as co-facilitators, using the principles and practices of Dialogue Education™.

*Datus* (tribal chiefs) from the different tribes in Las Nieves, representatives of the local government unit, the Armed Forces of the Philippines (AFP) and the NGO BREAD (Bread for Rehabilitation, Emergency Assistance, Relief and Development) participated in this Peace Dialogue. The most suitable venue they could find was a cockpit arena that could accommodate all the participants in the dialogue and hundreds of observers.

Initially, a participant from BREAD expressed that the facilitators were not actually conducting a peace dialogue but a workshop. The facilitators took some time to explain the rationale for the whole process. In facilitating a peace dialogue, the use of the traditional method wherein each participant is allowed to talk, proved ineffective. Full documentation of the whole process is impossible considering the number of, and the continuous verbal exchanges among the entire participant which at a certain point can be highly emotionally charged.

Using principles and practices of Dialogue Education™ has proven to be more effective in real peace mediations as experienced by the Catholic Relief Service (CRS), a major partner of the Mindanao Peace Institute. Each participant in the dialogue is given the opportunity to contribute to the discussion and the value of having all the contributions documented and processed allows for focused discussions on issues, real problems and possible solutions as shared by the key stakeholders.

**From a fighting to a peace arena**

The cockpit arena was soon converted into a workshop area where participants worked silently and seriously, writing down their thoughts, feelings and experiences on the meta-cards to be used later for further processing and discussions.

**Laying down expectations**

As in most workshops and dialogues, expectations of all stakeholders in the event are expressed, in this case, the deep desire that this peace dialogue will facilitate the identification of solutions to their issue. Ultimately, they wanted a dialogue that will lead to the restoration of security and peace for their tribes.

**What is the situation?**

To identify solutions, they needed to come up with a common baseline of information. What is the real situation in their communities? What are the relevant facts and critical events that precipitated
their current situation? What were the consequences? The output was a list of issues they wished to resolve and these were: pagpatay (killings), pagbakwit (forcible evacuation) and pagpangamang (abduction and threat to the lives) mostly of datus (the tribal chiefs).

If these are the issues, what then?
A dynamic dialogue will always lead to the identification of actions and solutions to issues. The solutions will have to come from all the stakeholders. As regards to the issue of pagpatay (killings), representatives per community and the Local Government Unit (LGU) of Las Nieves will investigate the incidents of killings and present a final report. On the issue of restoring normalcy of living conditions, people were now free to immediately return to their abandoned territories in Lawan-lawan.

Crafting the Peace Covenant
Having laid out all the cards, literally and figuratively, a commonly agreed upon statement of the terms and conditions they desire was crafted, so they can all work and live peacefully with one another. The hand-written Peace Agreement was signed by all the participating tribal groups. The LGU was tasked to formalize the Peace Agreement and Terms of Reference culminating the historic peace dialogue in Las Nieves (by Ruby Lavarias, ACDA, March, 2007).

LEARNINGS AND INSIGHTS IN THE USE OF DIALOGUE FOR PEACE NEGOTIATION

1. Real dialogue gives equal opportunities for all key stakeholders to express their thoughts, opinions and feelings on issues and the situation of conflict. Asking participants to write down their responses to open questions and posting them for everyone to read and see, gives everyone a voice. Often in a free-for-all discussion, only the most articulate and powerful personalities get the chance to be heard.

2. When participants see that the thoughts and opinions they have written are read and posted in front, they feel their opinions and recommendations are valued (they feel included). When they are honored and respected as stakeholders, they also become more willing to participate in the process.

3. The process creates a greater understanding of the situation and possible solutions as everyone is given opportunity to present their perspective and analysis of the conflict situation. Not only one perspective or analysis is highlighted.

4. As the groups look for the most common perspectives and analysis, and focus on these instead of their differences, they are more likely to agree and come up with acceptable solutions. In this case, it is their experience that peace negotiations usually take three days. The first two days, they quarrel, shout, accuse each other and argue over issues and analysis (as to why conflict exists between them). On the third day, someone proposes a solution or an agreement and often, the others are forced to accept it even if they are not happy with it. Often such a solution or agreement is short lived and the groups have a hard time complying
with the guidelines and rules. With the dialogue approach, it took the groups only one day to come up with a consensual peace agreement that everyone had a hand in drafting and accepted. This time, there is greater ownership and compliance to the peace agreement.

5. The role of the facilitator is crucial in dialogue. In this case, not only were the facilitators trained in using Dialogue Education™ as a process and guiding principles, but they were also neutral participants (they were neither the victims nor perpetrators of the conflict). It is important that facilitators learn to build bridges, bring about clarity and understanding of issues to ensure that a safe and respectful environment prevails for peace to triumph over conflict.

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**Coming Soon!**

**A new resource for Learning to Listen, Learning to Teach Graduates**

Development of a new resource is underway - an e-book which will provide step by step guidance and resources for designing a workshop or course using the Dialogue Education™ System.

The e-book is designed as a valuable resource for graduates of Learning to Listen, Learning to Teach or those who are new to Dialogue Education™ but who have at least read Jane Vella’s Learning to Listen, Learning to Teach: The Power of Dialogue in Educating Adults.

Designed as a reinforcement and refresher for the learning gained from the course or Jane’s book, the e-book will guide readers through the Seven Step© process in a practical way and provide reminders and further insights around some of the most valuable practices of Dialogue Education™ (such as the 4As, the LNRA, ABOs, etc).

Spear-heading development of this resource are its author, Darlene Goetzman, GLP Partner, and Certified Dialogue Education™ Teacher (and driving force and primary contributor to GLP’s monthly e-publication Dialogue Education™ Tips & Tools), and Joan Dempsey, GLP’s Program Director.

Expected to be available later this year, the e-book will be offered both as a standalone resource, and as part of learning and coaching packages. Stay tuned!
Working with Young Migrant Farm Workers

by Germán Bezares
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About ten years ago we began to work with the Migrant Education Program in San Diego County, teaching and supporting young farm workers under the age of 22.

The project required continuous innovative effort given that there was no defined curriculum available for this population. We had applied various strategies to inform them of the services available, primarily the educational ones that had relevance to young migrant farm workers.

For different reasons the project had not always been able to continuously develop and strengthen its services. Consequently, there had been some advances but steps backward.

One very important step we took was to give presentations in the ranches, for which we had to overcome the initial distrust from the owners, who feared our intentions had nothing to do with education. Over time, they did allow us in the lunch areas, where we gave 15 to 20 minutes presentations during their half-an-hour lunch break. We did not want to interfere with their work.

We developed a presentation that involved acting and humor, and also had a clear and relevant message: Something similar to what Luis Valdez did at the Farm Workers Union with a political message. With a little intuition and good planning we managed to develop an excellent presentation... but only one. Unfortunately, the inspiration ended there and we needed a road that would allow us to continue this important work. We also realized that our presentations consisted mainly of reciting the new information, which our learners found very boring.

One positive practice we had at the time was the daily use of a field diary. This allowed us to reflect on our daily practice, celebrating what went well and what was challenging. In this way, we concluded that it was imperative that we get additional training on teaching and learning. And, we discovered Dialogue...
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Education™, an educational method that was eminently practical, with a philosophy and educative technique that centers on the student, valuing his experience, knowledge and motivations.

Our imminent need at the moment of our encounter with Dialogue Education™ was to develop a series of presentations for the farm workers. In 2002, we took the course Learning to Listen Learning to Teach in New Orleans with Global Learning Partner trainers Valerie Uccellani and the late Debbie Howard. This experience launched us in the right direction. We had the immediate ability to design a course with seven sessions around generative themes, including: migration, money management, interpersonal relationships, English learning and driving a car in California.

The sessions we designed have been an important link to achieve other goals. The most immediate one was to gain the trust of the workers and the farm owners towards the services that we offer. This was a crucial step, since without trust it would have been impossible to working together for positive change.

The young farm workers that fill the profile in order to participate in our program are invited to assist in weekend events such as: computer classes, small businesses, museums visits, and the like. These experiences are then combined with exercises that enable them to identify their aspirations, challenges and the necessary steps to take toward their goals. Also, these meetings could then be focused towards programs that have more consistent and congruent goals, such as learning English on-line, life-coaching sessions, or assisting to programs to get their General Education Diploma (GED) diploma.

After eight years of using the Dialogue Education™ method of teaching and learning, I can easily say it is one of our best pedagogical resources our program has ever used. It has changed us and our work in many positive ways.

These participants are sharing their personal goals with the group.
Workshop Design: Meeting and Managing Conflict

By James Isaacs
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Follow the link below to a workshop design offered at a parish retreat at the Shrine Mont Conference Center in Virginia, October 2010. It was design and facilitated by James Isaacs as part of his course work in Designing Learner Centered Trainings for Conflict Transformation at the Summer Peacebuilding Institute (SPI) of Eastern Mennonite University.

Please contact James directly with your questions or comments: rev.isaacs@gmail.com.

The Design: Meeting and Managing Conflict

Continued from page 15: Welcome New Certified Dialogue Education™ Practitioners:

Ellen Taylor, CPDT – KA  •  Suffolk, VA
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Ellen was introduced to Dialogue Education™ principles years ago when she attended a workshop in Ohio that was hosted by the ASPCA. She reports that: “Two things happened that day; I was engaged in the topic and left inspired and energized; and I made the decision I would work for the ASPCA one day.”

Ellen did begin work at the ASPCA three years ago and says she’s been learning and practicing Dialogue Education™ ever since. “For my learners, I have seen Dialogue Education™ work as an ‘ice breaker’ bringing animal welfare staff, volunteers and other vested parties together in a non-threatening and respectful environment.”

Currently with the American Humane Association, Ellen serves as Director of Animal Welfare & Education in which role she is expanding and enhancing the organization’s work to educate and support animal welfare professionals throughout the United States.
Helping Us Find Our Voice

by Mie E. Aurore B. Dalencourt
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Je suis de nationalité haïtienne et vit actuellement en Haïti. Depuis l’âge scolaire, je n’ai jamais totalement accepté l’enseignement apprentissage dispensé dans les établissements parce que trop oppressif. Le dialogue était quasi inexistant entre professeurs et élèves ; les premiers détenaient le monopole de la prise de parole et imposaient le silence aux seconds. Cette situation concordait bien avec le système culturel et politique établis. Les enfants devaient un respect absolu aux aînés et les civils obéir aveuglément à ceux qui portaient les armes. Au cours de mes études Normales Supérieures mon opinion sur cette grande lacune du système éducatif haïtien s’est renforcée et la formation avec Global Learning Partners a outillé ma volonté d’y apporter un changement.

Dans mon parcours professionnel le Dialogue est devenu mon cheval de Bataille, un instrument incontournable. Je l’ai utilisé dans plusieurs domaines et diverses circonstances :
Dans mes pratiques professionnelles pour : l’élaboration d’un programme de formation pour des guérisseurs de la région du sud’ouest d’Haïti. De ce dialogue nous avons pu tiré de multiples informations (un répertoire de plantes utilisées dans la guérison de plusieurs maladies) et obtenu la collaboration entière de la population qui ne se plaignait guère des déplacements des distances de 2 à 5 kms de route à pied.

L’Education par le dialogue a été l’axe fondamental de mon travail de recherche pour l’obtention du grade de licenciée en Sciences de l’Education pour démontrer comment on peut mettre en exergue le rôle d’acteurs des participants adultes dans la planification de la formation. De ce dialogue nous avons obtenu les thèmes de la formation, les dispositifs pédagogiques (objectifs, horaires), bref le plan de formation. Cette même expérience nous a permis d’élaborer avec des membres d’organisations paysannes du Nord’ouest un plan de formation devant leur permettre de pouvoir gérer eux-mêmes la Fédération après le départ des Bailleurs de Fonds.
Pour répondre à nos préoccupations, nous avons donc fondé l’Institut de Recherche Pour l’Éducation et la Créativité (IRPEC) pour faciliter la vulgarisation de l’approche par le dialogue visant une éducation pratique et vivante. Dans nos réflexions pour l’élaboration d’un plan de formation adapté aux réalités haïtiennes, destiné aux professionnels de l’éducation, nous avons opté en priorité pour un module sur le dialogue. Puisque l’instrument principal, le fondement de l’approche prônée et appliquée dans nos interventions est le dialogue, il est évident qu’il faut que ceux qui interviennent maîtrisent la notion et acquièrent une pratique qu’ils développeront durant leur parcours. D’une part inspirée par la nécessité de développer le sujet pour permettre aux enseignants d’approfondir le sujet afin d’être plus à l’aise en salle de cours pour construire et cristalliser les relations avec les élèves ; et d’autre part pour contribuer à l’apaisement social dans les familles et la société haïtiennes étant donné l’état actuel des relations sociales au sein de la population haïtienne.

En effet, pour résoudre leurs problèmes dans la majorité des cas les haïtiens ont recours à la violence. La démocratie mal appréhendée a de préférence conduit à la débâcle. Car, si autrefois sous la dictature le respect de la personne était imposé, aujourd’hui il est piétiné, si les enfants et les civils n’avaient pas droit à la parole, actuellement parents, enseignants, et autorités sont sous la férule d’un langage grossier et désabusé dans certains cas de cette catégorie autrefois silencieuse.

Interpellée par cet état de fait, notre analyse de la situation veut que l’éducation par le Dialogue s’impose dans les salles de classes, dans les familles pour avoir un effet inducteur sur la société. Nous croyons que Haïti pour se reconstruire a besoin de Dialogue, si nous devons répéter Paolo Freire « c’est dans le dialogue que nous parviendrons à construire ». Mais, quel dialogue ? C’est quoi le dialogue ? qui peut dialoguer ? Comment Dialoguer pour résoudre les conflits et construire ? sont nos principaux items de notre plan de formation.

Dans toutes mes démarches d’enseignement apprentissage en situation formelle ou non formelle, la porte d’entrée est le Dialogue. Car il facilite une EBRA rationnelle, la formulation d’objectifs corrects adaptés aux attentes et besoins, visant à améliorer les performances, satisfaire les attentes, rassurer le vis-à-vis en difficulté, impliquer les acteurs dans la tache et la lutte pour les changements positifs- les engager dans l’appropriation et l’application de nouveaux savoirs, élaborer des plans de formation qui tiennent compte des besoins exprimés lors de l’EBRA par les apprenants et la progression de l’apprentissage.

Quand les attentes et les besoins sont comblés, il n’y a pas de frustration à se dégénérer en violence ; mes apprenants et moi évoluons dans un climat de paix que nous aurons construit par le Dialogue.
I am Haitian and presently live in Haïti. Since school age, I have struggled with teaching, learning, and training, experiencing feeling of oppression and domination. Dialogue between professors and students was almost non-existent – monopolizing conversation was common and imposed silence an accepted practice. This educational system was seemingly well-suited to the cultural and political system. However, training with Global Learning Partners equipped and inspired me to want change.

In my career, I have become obsessed with dialogue. It is a major tool for my work and dreams. Some of the ways I have used it include:

**In my professional practices.** In a training program for South West Haiti, we were able to pull diverse information from multiple sources, including the collaboration from various population groups, to initiate change. Getting so many groups and resources together was rich and fruitful.

**In my professional career and studies.** Dialogue Education™ (DE) was also the foundation for my research in my graduate work in the Science of Education. I used it to demonstrate how training should and does occur. I also used this method to do research with peasants in the North West. DE allowed me to attain unexpectedly rich data to do effective and needed work in the area.

**To establish a new company.** To help facilitate the spread of training and utilization of Dialogue Education™ in teaching and learning in Haiti, we established Institut de Recherche Pour l’Education et la Créativité (IRPEC) - Institute of Research For Education and Creativity. We want to train education professionals in this method, so have adapted the principles to the Haitian context. Our purpose is multi-fold, including wanting to give teachers the tools to feel more comfortable in the classroom and with their subject matter, build a more respectful relationship with their students, and increase learning. It is our hope that the ripple effect of more effective teaching and learning will help families, relationships, and the country itself.

Sadly, it is common in Haiti for individuals to try to resolve problems through violence. Democracy is not functioning and the former dictatorship taught people to mistrust imposed power. Leaders such as parents, teachers, and other people in authority were taught to be disrespected. Open and trusting relationships were and still are questioned.
We believe that one tool for reconstructing and strengthening Haiti is dialogue. We are committed to Paolo Freire’s words, “It is in the dialogue that we shall succeed in building”. But... How can we start this dialogue and with whom?

My training in Dialogue Education™ offers answers: The thoughtful formulation of meaningful objects, careful checking of the learners’ needs, patient waiting for learners as they work with new content, and wise waiting as learners to personalize the change they are looking for in their lives. We need to focus more of the learner and their learning, less on ourselves and our own agendas. Dialogue-based learning and interaction with others will help to maximize respect among each other and help us all find back our voice. Through dialogue, IRPEC is helping to change Haiti so all people are treated as equals, all ideas and life are valued, and peace and hope are felt.

Coming Soon!
DIALOGUE EDUCATION™ ONLINE COURSE

Registration is expected to open later this spring for the first offering of GLP’s Dialogue Education™ Online course, which will be co-facilitated by Karen Ridout and Marian Darlington-Hope, with Jane Vella.

This eight week intensive online course, designed by Dr. Vella and Dr. Darlington-Hope, uses the principles and practices of Dialogue Education™ to teach participants how to use these same principles and practices to design effective educational events online.

During this course, which is designed for graduates of Advanced Learning Design, participants will read or re-read On Teaching and Learning, Jane’s 2008 book, and work with that content online in diverse learning tasks, using a variety of online tools.

By the end of this course, participants will have answered for themselves the question: How can the principles and practices of Dialogue Education™ be implemented in the online universe?

Registration will be limited to twelve participants. For those who would like to receive direct notification when registration opens, a sign-up form is available on our website.
Our Growing Seeds!

Saba Yassin
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“You shine like a sun in the room when you train!” I would never have heard this statement said to me, if I had not gone to training in Dialogue Education™ (DE) with Global Learning Partners, Inc (GLP). It had been a process that I had been eager to go through long before my first course in April of this year, but I had no idea how it would change my life and work.

As a trainer with 4 years experience, I believe that GLP touches the core of successful training: the structure and values that DE promotes learning that lasts and leads to positive change in the world. It was interesting how much of the way I used to teach was built on this structure and these values, unbeknownst to me. However, at long last I had the language, principles, theory and deeper understanding to root my teaching in a strong foundation and make me more committed to teaching in this way. It also gave me the confidence to justify my method of teaching: this ensures learning and change.

After my first 5-day course, I had the privilege of co-training with Peter Noteboom, a Senior Trainer and Partner in GLP. This was a turning point in my training journey. To be given the opportunity to use my new learning and help others learning content that was so fresh in my mind, strengthened my skills, highlighted why the teaching method is so important in the world, and excited me to share the importance of this teaching method with others. It was challenging, but the learning I witnessed (and experienced!) during the course was powerful!

The second course with GLP further deepened my learning about teaching and learning. The most striking thing for me was how important having emotions and “heart” are in the learning process. This made me even more excited about strengthening my training and work with all the principles of DE: this was not only an exercise of the mind, it was a mental, physical and emotional change!

Dialogue Education™ is starting to become a life style for me! Now I always wait before I speak, work on my listening skills, and spend time finding ways to include everyone in group discussion or learning.
process. I strongly believe that dialogue is a gateway to healthy relationships and personal evolution; it is the key to learning about and from others’ interests, skills, experiences, questions, passions and dreams. The DE seeds planted in workshops, courses, and meetings are growing... and making lives, work places, families and communities better.

Indeed, what Jane Vella says in Taking Learning to Task is true: “The means is dialogue, the end is learning, the purpose is peace.” ☺

New Course:
The Art of Effective Facilitation

What better way to start a new year than with a new course! GLP’s new course “The Art of Effective Facilitation” is now available. Co-designed by GLP and World Vision Canada, this new course represents a unique partnership in which both organizations can freely teach, market and adapt this course as desired and needed.

Because it’s based on the principles and practices of Dialogue Education™, practitioners of this approach would note familiar content and a familiar feel. However, this course is meant specifically for learners who:

- Need to facilitate and plan for a course and not design for one
- Have designs given to them (hopefully dialogue-based) and need skills to execute them well. (This is a great course for organizations who design their courses using Dialogue Education™ but often have other trainers, who are not trained in Dialogue Education™, facilitate them.)

And since the course focuses on facilitation only, it’s a 2-day course - an additional benefit for those who may not have the time at present to attend a longer course.

Response to the course has been overwhelmingly positive; here’s what a couple of the first attendees say:

“Overall this was one of the best workshops I have attended. The content and materials provided were excellent and I was immediately able to implement them into my current professional role. I would recommend this workshop to all individuals who lead meetings, workshops and training sessions in their personal and professional life.”

“This was probably one of the better, if not the best learning experience I have had. The workshop was carefully structured and thoughtfully facilitated to not only use and model the very material being taught but also to optimize the amount of material learned. Very practical.”

The Art of Effective Facilitation is not currently offered as a public course, but may be added to the public course schedule in the future. For information about bringing this course directly to your organization, contact Joan Dempsey, GLP Programs Manager (joan@globalearning.com; 888.432.2763, ext. 101).
Learning to Listen in Guatemala

by Nancy Link M.S., R.D.
nancy.link@cdph.ca.gov

With three days to go before leaving on a 10-day medical mission to Guatemala with Catholic Healthcare West, I still was not ready. My first day there I would be teaching prenatal nutrition to Guatemalan nurses. I had tried to find the Guatemalan prenatal nutrition recommendations, but to no avail. In researching, I found that Guatemalan women don’t recognize the need for additional food in pregnancy. Their inadequate nutrition and lack of iodine during pregnancy contribute to a high incidence of low birth weight infants, mental impairment and subsequent stunting and/or chronic malnutrition in 47 percent of the children. To address these needs, Guatemala has regional nutrition centers to refeed severely malnourished children and to teach parents how to maintain the gains.

I recognized that I could not apply our prenatal nutrition recommendations to these women because many Guatemalans have very limited variety and supply of foods. Low income families eat primarily tortillas and beans but when drought or heavy rains ruin the bean crop, they eat mostly tortillas. Previously, I had spent hours on the web learning about foods available, prenatal eating habits, cultural taboos and local influences. I had identified edible weeds and wild fruits that grow in the area and printed pictures of them for hands-on activities. I had planned and practiced my class in a Learning to Listen, Learning to Teach course. I refined my messages based on feedback from my classmates and others. Still, I knew little about these prenatal women and the daily reality that dictates their ability or inability to eat. In addition, I knew nothing about the education, experience and work settings of these nurses.

I believed I needed to connect with the nurses more as a professional peer than as an “expert” and to reinforce their importance and ability to promote good nutrition. I perceived that our role as short term missioners was to interact with the local people and develop their strengths and abilities to help each other and themselves.

Shortly before I was to leave, I found the recommendations for Guatemalan prenatal nutrition.
They are the same for any adult woman in Guatemala and are based on the “Olla Familiar” or family pot which is the Guatemalan image divided into food groups like our pyramid. Luckily too, the prenatal class was moved to Day Two allowing me to be an observer on Day One. During a four-hour ride to and from a clinic in a remote village, I sat with Hilda, a local health promoter that I had connected with on a previous trip to Guatemala. My recent research had prepared me with some open ended questions. Hilda shared her first hand knowledge about the people, food availability and the communities the nurses serve.

The next day in class I again practiced listening. I asked the nurses to share, first in pairs and then with all of us, especially me, their hopes and dreams for the families they serve and to tell me something they thought I should know about the strengths of Guatemalan woman. We moved on to having the nurses identify and practice ways to encourage better nutrition with pregnant women.

I listened and together we learned! It was a humbling experience.
Gender Equality – A workshop series

by Jan Disselkoen
Learning and Innovation Coordinator, Christian Reformed World Relief Committee (CRWRC)
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Gender Equality is a cross-cutting theme of the Christian Reformed World Relief Committee’s work in community transformation. One of the recommendations of an organization-wide gender evaluation that took place in 2009 was that we provide resources and training for our partner staff around the world to help them bring gender mainstreaming to the community level. I’m in the process of creating a series of 15 designs related to gender mainstreaming and have just completed six on participatory gender analysis. Below you will find Module 1 Lesson 4 “Introduction to Gender Analysis”. Other lessons include:

Lesson 5 - Participatory Gender analysis Tools - Focus Group Discussions
Lesson 6 - Participatory Gender Analysis Tools - Roles and Responsibilities
Lesson 7 - Participatory Gender Analysis Tools - Access and Control
Lesson 8 - Participatory Gender Analysis Tools - Power and Decision-Making
Lesson 9 - Participatory Gender Analysis Tools - Strategic and Practical Gender Needs

I would love to receive your feedback on this design and any of the others, if you’d like to see them. Just e-mail me at jdisselkoen@crwrc.org.

CROSS-CUTTING THEMES – MODULE 1, Gender Mainstreaming - Lessons 1-15

WHO?
These 15 lesson designs in Gender Mainstreaming are for
- CRWRC international consultants
- Partner organization staff
- Community-based organization staff
- No fewer than 12 and no more than 30 participants, balanced by gender
- Facilitator/s with experience in leading participatory workshops

WHY?
In its Gender Policy, CRWRC has committed itself to “work for gender equality in all aspects of its organizational culture and programs”. According to the Gender Cluster Evaluation of 2009:

- Many of the intended program-level outcomes from the CRWRC Gender Policy are being achieved over a wide variety of CRWRC fields, but to varying degrees.

- Some fields are more intentional and explicit about gender mainstreaming than others. The knowledge and skills related to gender mainstreaming tend to be concentrated in pockets of CRWRC (certain fields or partners). The degree of awareness about how to do gender analysis varies widely.

- There here are inconsistencies in staff knowledge about gender mainstreaming as a CRWRC priority and . . . newer staff have little knowledge of CRWRC’s gender policy or history with the issue of gender. There is a need to plan for progressive engagement with gender issues as part of the longer-
Based on these findings, the evaluation recommended that CRWRC “ensure effective training in gender mainstreaming at all levels (board, staff, partners, communities)”. The gender-mainstreaming module is one aspect of an organization-wide effort to implement this recommendation with the goal that “that women and men have equal conditions for realizing their full human rights and potential to contribute to national, political, economic, social, and cultural development and to benefit from the results.”

(Definition of gender equality from CRWRC Gender Policy)

<table>
<thead>
<tr>
<th>WHEN?</th>
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<tbody>
<tr>
<td>To be determined by facilitators. Each task includes the amount of time it will take. For the entire 15 lessons, you will need about ..... days.</td>
</tr>
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<table>
<thead>
<tr>
<th>WHERE?</th>
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<tbody>
<tr>
<td>Any appropriate location with tables, chairs, walls, and access to nearby communities where CRWRC or its partners’ work.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>HOW?</th>
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<tr>
<td>Each lesson is designed to be facilitated by anyone who can provide the needed materials and facilitate the defined Task steps. Facilitators should feel free to modify designs according to the needs of the learners and the time/place. Note, the case studies in lessons 5-8 build on each other so these lessons cannot stand alone.</td>
</tr>
</tbody>
</table>

The learning designs are based on the Dialogue Education™ approach to adult learning as synthesized by Dr. Jane Vella and promoted by Global Learning Partners, Inc.

Designs:

- Module 1 / Lesson 4
- Module 1 / Lesson 4 Advance Reading
- Module 1 / Lesson 3 Handout
- Module 1 / Lesson 8
Where in the World is GLP?
Looking Back at 2010 and Forward to 2011

Peter Perkins
GLP Partner and Certified Dialogue Education™ Teacher

New York, NY, USA: ASPCA - Animal Adoptions Shelter and Bergh Memorial Animal Hospital. 10 Curriculums for the Skills Based Pay Program designed at 2 levels of skills.

This is the first skills based pay increase program for unionized employees at the ASPCA Shelter and Hospital. The employee groups include Animal Care Technicians, Veterinary Technicians and Customer Services Representatives. In 2011 we will work with four additional groups of employees as well.

Sacramento, San Diego, and San Francisco, CA, USA: California WIC Statewide Learner Centered Education Support.

In 2010, we provided 4 customized Learning to Listen, Learning to Teach courses, primarily to Local Agency WIC staff. WIC added one more course in the fall for State WIC staff only. We also provided two Advanced Learning Centered Design courses in San Francisco, and another in Sacramento. Mike Elfant¹ co-taught one course this year with Peter to help bring into the design most current thinking and practices of facilitation and one-on-one counseling at WIC.

Also in 2010, the long awaited research study² was finally published and shared. We encouraged WIC staff to read the research to support their work.

WIC now has people who assess the local agency classes for a small set of principles, similar to those chosen for Finding the Teacher Within. Demand for all courses is high and results in a wait list for most of them.

2011 will see an increase in requests by the new Director of Training, Brent Walker, for both more Learning to Listen, Learning to Teach and Advanced Learning Design courses. In 2011, we’ll now begin to offer courses in some new areas such as Fresno and Santa Ana in order to make them even more accessible to local agencies.


Peter will be teaching a session of this public course in Vermont again in 2011, along with a session of Advanced Learning Design. Check the 2011 Public Course schedule for details.

¹Michael Elfant is a Public Health Nutritionist with the California Department of Health Services, WIC Program. Contact Info: 916 928-8520. melfant@dhs.ca.gov.

²For a summary of the study’s findings, see our case study, “CA-WIC Research Study: Using Learner-centered Education to Improve Fruit and Vegetable Intake in California WIC Participants”. For more details of our work with California WIC, see our case study, “Improving Nutrition Education in California.”
Karen Ridout  
GLP Partner and Certified Dialogue Education™ Teacher  
Tacoma, WA, USA: Madigan Army Medical Center  

Jane Vella and Karen Ridout engaged sixty teaching staff, resident physicians, nurses, psychologists and business management faculty from area universities in the half-day keynote experience of Dialogue Education™ at the 16th Annual Madigan Army Medical Center Fall Faculty Development Conference in October. Following the keynote, the physician fellows, led by Dr. Gary Clark, a long-time advocate and practitioner of Dialogue Education™, presented eight learning sessions on leadership, all designed in grand Dialogue Education™ style. The final task for the sixty participants was to evaluate the learning, transfer and impact of each of the sessions. (The Evaluation Indicators were introduced in the keynote.) The posted indicators of the learning and projected transfer and impact reflected the enthusiasm and excitement of the participants.

Raleigh, NC, USA: City of Raleigh, Office of Sustainability

The City of Raleigh is initiating a focus on sustainability and green living. One of the initial programs is to educate all City of Raleigh employees to “live” green—both at work and in their homes. The top city experts in the various areas of sustainability and green construction, maintenance, environment will be conducting Learning Sessions for all employees. The Office of Sustainability chose GLP to train these content experts, who are not formal trainers or teachers, in the Dialogue Education™ approach. Twenty-three completed a customized Learning to Listen Learning to Teach in October and November.

Chicago, Illinois, USA: Evangelical Lutheran Church in America (ELCA)

In 2010, Peter Noteboom and Karen Ridout provided a customized Introduction to Dialogue Education™ course designed to assist 21 participants from the ELCA to redesign their mission education program around the theme of accompaniment. This is an immensely promising initiative that may provide leadership across the church. Dialogue Education™ has been selected because of its congruence with this leading theme of accompaniment.

Darlene Goetzman  
GLP Partner and Certified Dialogue Education™ Teacher  
New York, NY, USA:

Darlene made a number of trips to NYC in 2010, working with the Brooklyn Botanic Garden’s Green-Bridge program, and the NYC Department of Health. In addition to her curriculum development and Dialogue Education™ coaching work with Global Learning Partners, Darlene spent one week in Denver this fall as a part of a longer certification program that allows her to master the art and science of using journal writing and poetry as tools for personal and professional development. She has already begun to integrate both mediums into her Dialogue Education™ work, as well as in her private practice of coaching and business development.
Peter Noteboom
GLP Partner and Certified Dialogue Education™ Teacher

Kassala, Sudan: Canadian Red Cross – National Community Health Volunteer Program, Sudanese Red Crescent Society

Midway through a program designed to grow the level of community empowerment and the engagement of community members in the Kassala Region. We are using the 4A learning sequence on cue cards to guide the volunteers in their work with community members on the topics of Community Based Heath and First Aid, Volunteer Management, and People’s Committee Capacity Building efforts.

Addis Ababa, Ethiopia: Integral Alliance – Integral Ethiopia Project Group

Multi-Party stakeholder process facilitation for the final consultation of the Evangelical Church Fellowship in Ethiopia (ECFE) and their members with the Integral Alliance and their members. Over the past 5 years, a platform for cooperation has been built to work together on advocacy, HIV/AIDS, and food security. This final consultation focused on capacity building, an assessment of impact, and recommendations to both the ECFE and the Integral Alliance for future cooperation.

Addis Ababa, Ethiopia: Tearfund United Kingdom

Process facilitation for a mid-term review of their High Intensity Area Framework program of intervention in Ethiopia. Highlights include substantial progress on addressing poverty through the promotion of self-help groups.

Amman, Jordan: Academy for Educational Development – Civil Society Program Partners in NGO Excellence

The Partners in NGO Excellence program is working with leading civil society organizations in Jordan to strengthen their training departments. GLP is offering Dialogue Education™ as a quality standard for trainers to upgrade their performance. Successful participants complete a series of learning events (Learning to Listen, Learning to Teach, Advanced Learning Design, and Learning Evaluation by Design), demonstrate application of their new learning on topics they normally include in their training programs (human resource management, press freedom, strategic planning, project management, advocacy, communications, etc.), and submit upgraded training materials for a final determination on receiving the Certified Dialogue Education Practitioner (CDEP) status. In addition, due to the high demand for Dialogue Education in Jordan and the region, a program has been established to develop Certified Dialogue Education Teachers (CDET).
Jeanette Romkema
GLP Partner and Certified Dialogue Education™ Teacher

Harrisonburg, VA, USA:
May 20-28 of this year, Marshall Yoder and Jeanette Romkema taught the course Designing Learner-Centered Trainings for Conflict Transformation, in the Summer Peacebuilding Institute (SPI) at Eastern Mennonite University.

The course focused primarily on design creation and practice, and explored adult learning theory. Similar to other GLP courses, this course examines and uses the principles of Dialogue Education to design learner-centered trainings. A unique difference in this course is its focus on learning events that involve conflict transformation and peacebuilding. The learners in this course all work in the area of peacebuilding, and other social justice issues. Most participants travel from around the world and gather for multiple weeks on campus to complete courses in their Master’s program. This is course is one of these.


Cluj, Romania:
March 9-12 of this year Jeanette Romkema and Zsuzsa Bakk, co-facilitated another course in Cluj, Romania. Years ago the Christian Reformed World Relief Committee (CRWRC) Romania hosted Dialogue Education™ courses.
This year the strengthening and investing in staff and local partners model was taken up by Dorcas Aid Romania (DAR). This is the field office of Dorcas Aid International, a Christian relief and development agency. In Romania, DAR works in partnership with 5 organizations to help the poor and the needy, in 5 counties across Transylvania. These partners are involved in various types of training and teaching, and they are interested in building their skills in these areas. The Executive Director is Attila Daray, and is himself a trained DE practitioner believing in the importance of DE principles for making sustainable and accountable learning and development work.
Valerie Uccellani
GLP Partner and Certified Dialogue Education™ Teacher


Three years ago, V.Uccellani and J. Romkema worked with an inter-organizational team to create, field test, and adapt a multi-city HIV and STD prevention among female sex workers. GLP provided overall consultation on project design, drawing from innovations and lessons learned by similar projects worldwide. We worked with the team on development of peer leader network, training of peer leaders, creation of peer learning guide, conceptualization and implementation of field test process among network of NGOs working in the field. Valerie conducted a multi-site visit to coordinate training to launch the program. She also offered input on the joint training of establishment owners and government officials, the influence of sex worker clients, and the monitoring/evaluation of the project.

Smart Journey has recently been evaluated using an emotion-based qualitative approach, as well as more conventional quantitative methods. The findings show that the program has affected participants’ behaviors as well as their sense of self and of their future. Here are just a few highlights recently published by AED from the Smart Journey evaluation:

- Women who participated in Smart Journey were more hopeful about their futures than women who did not. Peer educators were transformed in their sense of identify and aspirations for the future.
- Women who participated formed a more cohesive sense of community than those who did not, and scored significantly higher on measures of social capital such as social support.
- Participating women reported greater knowledge about HIV-related issues and expressed greater patience, perseverance and creative-thinking when negotiating for condom use.

All of the materials used in Smart Journey have been built on principles and practices of Dialogue Education™. The project has now been expanded and is taken as the standard of excellence for HIV prevention in Ethiopia. The success of Smart Journey offers evidence of the value of a thorough learning needs and resource assessment, the power of dialogue-based learning, and the need to design with the end-in-mind.

See the article in this edition of Voices in Dialogue for a more in-depth view on the approach we used and on some lessons learned about working with women in the sex industry: “Proven Approaches and Key Principles for Program Planners: Working with Women in the Ethiopian Sex Industry.”
Ethiopia: TransACTION Project

Valerie Uccellani, Jeanette Romkema and Peter Perkins

Save the Children Federation, Inc. and its partners, the Academy for Educational Development (AED), Population Services International (PSI), Marie Stopes, and three local NGOs, Mekdim, ProPride and OSSA, are implementing the TransACTION project in Ethiopia.

The project seeks to reduce HIV and STI transmission along transport corridor routes. The five-year project began in May 2009 and will extend to May 2014. TransACTION expects to work in a total of 120 towns located throughout the country along eight high-risk corridors.

The TransACTION project will help prevent new HIV infections among at-risk populations and strengthen access to care and support services in towns and commercial hotspots along or linked with major transportation corridors. The priority groups include:

- commercial sex workers
- truck drivers
- male and female daily laborers
- waitresses
- people living with HIV.

The overall intervention strategy with these groups is similar. It emphasizes:

1. Development of dialogue-based story cards, built on realistic stories and visuals;
2. Training and support of peer leaders to use these cards and lead discussion in order as a means to foster reflection and action.
4. Linkage between peer education and private health facilities through referral of clients to private clinics for STI and HCT services using subsidized vouchers.
5. Utilization of mass media to address social norms.
related to transactional sex, and to increase brand name awareness of private clinics and drug retail outlets.

6. Establishment of Information and Prevention Centers (IPCs) to provide counseling and preventive services such as condoms, STI screening and management, HIV testing and condom distribution to long distance transport workers.

7. Working through NGOs and, HIV and AIDS committees to ensure sustainability of the program.

Since its beginning, Valerie Uccellani and Jeanette Romkema have been working with TransACTION on this five year project. Peter Perkins joined us in the initial secondary research phase. The work has been wonderfully exciting and challenging, and has included:

1. Production of story cards for multiple priority groups;
2. Design of training guides and peer leader manuals for multiple priority groups;
3. Facilitation of training events; and,
4. Production of the five year Strategic Plan.

Please contact Kokeb Kassa, TransACTION Technical Director, for further information on this work: kkassa@savechildren.org.

Jane Vella
GLP Founder

Plainfield, VT: Discovering Dialogue at Goddard College

In January 2011, Jane lead a conversation for the faculty, staff, graduates and students at Goddard College as part of a celebration marking graduation weekend and the opening of the winter residency. During this two-hour conversation/celebration, Jane shared the story of her first day of teaching in 1953 and introduced selected principles and practices of Dialogue Education™. Participants were engaged in reflection and conversation on the ways they’ve learned through dialogue, and on the ways dialogue is vital to Goddard now and in the future.

Peter Perkins, who attended that evening, observed that Jane’s design and teaching fully engaged those in attendance, and “beautifully used poetry and literature to inspire dialogue and the examination of the concept of dialogue.”
الحوار التعليمي

نجح في العلم بإصرار
بالعمل الصافي البناء
نحترم نشارك بحوار
المأشر العظم نتركه
عالمنا مرئي بمنظار
ماذا و لماذا نتعلم
تعلم شتى الأسرار
تقييم موارد أسعار
تعليم مهام ابتكار
أين هي كل الأفكار
سمعى أو حركى وأخبر
متعلمون..... بمقدار
حركى ومشاعر شعار
متى كان وفي أي قطار
بأمان نشعر وفخار
كي نسبق زمناً غدار
لنواكب عظمة كبار
والوسيلة معناها حوار
والهدف الأسمى زملائي

تأليف: محمد الزعبي وزوجته أمل الزعبي
For Dialogue Education
Co-Composed by Muhammad Al Zoubi & his wife Amal Al-Zoubi
Translated into English by Heba Al-Nasser

We are determined to learn and succeed,
through a system of principles and hard work.
Through role plays we learn and respectfully participate in a dialogue.
We are committed to leaving the greatest impact on people's minds.

Why and what will we learn?
Our world is full of visual things!
The principles of education weave our exploration
through the various secrets of our world.
Our efforts create pride because we assess the resources and values,
and, through our efforts we can identify our learning needs, tasks and innovations.
It is accountability which leads us to all the great ideas.

We transfer our experiences
through visual, auditory and kinesthetic analyses.
We affirm the acts of great minds
by cognitive, affective, and psychomotor messages.
Do not ask how we have learned,
where and at what place.
Because we feel that it is our responsibility
to create safety and pride around us.

So many trainings we attended
to follow the steps of great minds',
the objective was to learn
and dialogue was the only means.
The noblest objective of all was PEACE.
Top 5 Reasons to Attend Learning to Listen, Learning to Teach in 2011

5. Helpful Resources and Tools

- “I frequently refer back to my course binders (LLLT, Advanced Learning Design, Design Reinforcement, even a co-worker’s SURE-Fire Meetings binder) – I can’t say that I have done that with any non-GLP course I have taken!”
- “I’m blown away by the amount of ongoing support available to us to continue to develop our DE skills.”

4. A framework for design and facilitation that works for learning events and meetings of all kinds.

- “An organized, easy, and successful way to design.”
- “The course was great! I really learned a "process."
- “The 7 elements of design really helped.”
- “The 4As...are very targeted and easily applicable. The 4As and the 7 Steps were the meat of the course for me – a cohesive way to plan a learning event and know I’m on the right track.”

3. An opportunity to put theory into practice.

- “The highlight was the theory behind the practice. This training great help me put my own thoughts into a structured design. I always knew learner-centered education was key, but I never learned HOW to make it happen. This workshop did just that.”
- “This course solidified adult learning principles for me.”

2. Tools and techniques that you can implement immediately to improve your training results.

- “Practical, meaningful information that works and that I can take and use NOW.”
- “Take away knowledge that is possible to implement.”
- “Thank you for introducing such a meaningful approach. I appreciate the training, ability to put the concepts into practice (even though it was challenging to stretch!) I also appreciated the targeted feedback. I feel like I’ve grown as a presenter and facilitator.”

1. Real learning that “sticks”, and will transform your work and results.

- From a new trainer: “This course was amazing. My mind is a new thing now!”
- From a veteran trainer: “This structure is SOOO useful to help organize your thoughts, no matter how long you’ve been training.”
- “It was such a great course – I use it in so many ways. Sometimes I don’t even realize that I’m drawing on it because it just becomes a part of how you approach your work. A lot of people don’t have that grounding – they come to me for ideas on how to make their work more interactive, in a meaningful way... it would be so useful for so many people I work with.”
- ’This has been a revolutionary course for me!”
- “I believe this is one of the best learning experiences I’ve had since I have been with the City.”
- “I actually feel that in 4 days I have learned more than I have in 50 years.”

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