

**T6123-REG
Promoting Effective Water Management
Policies and Practices (Phase 3)**

**Pilot Demonstration Activity
of Developing and Testing
Environmental Education and Awareness
Methodologies and Tools**

**Learning Circle
Facilitators' Guide to Promote
Sustainable Development in the Tonle
Sap**

**Tonle Sap – Cambodia
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TABLE OF CONTENTS

I.	INTRODUCTION	2
II.	THE ROLE OF A LEARNING CIRCLE FACILITATOR.....	3
III.	PRACTICAL ARRANGEMENTS	4
	Contact details	4
	Taking notes.....	4
	Organising visiting speakers.....	4
	Evaluation	5
IV.	THE FIRST MEETING.....	6
	1. Getting to know each other.....	6
	2. Setting some ground rules	8
	3. Agreeing on some objectives.....	9
	4. Developing 'road maps'	10
	5. Agreeing on themes/topics/priorities.....	11
	6. Practical arrangements.....	11
	7. What can we do?.....	11
	8. Wind-up	13
V.	FACILITATOR RESOURCE #1: WHAT DOES YOUR ROLE INVOLVE? 14	
VI.	FACILITATOR RESOURCE #2: SUGGESTIONS FOR KEEPING THINGS ON TRACK.....	15
VII.	FACILITATOR RESOURCE #3: TIPS FOR DEALING WITH CONFLICT AND EMOTION.....	17
VIII.	FACILITATOR RESOURCE #4: ENCOURAGING PARTICIPATION, DEALING WITH DOMINANT PEOPLE.....	21
IX.	FACILITATOR RESOURCE #5: USING QUESTIONS EFFECTIVELY	23
X.	GETTING ORGANISED #1: LEARNING CIRCLE REGISTRATION FORM	25
XI.	GETTING ORGANISED #2: PARTICIPANT EVALUATION FORM.....	26
XII.	GETTING ORGANISED #3: FACILITATOR'S EVALUATION FORM.....	28
XIII.	GETTING ORGANISED #4: FACILITATOR EVALUATION FOR STUDY CIRCLE PARTICIPANTS.....	30
XIV.	LEARNING CIRCLE RESOURCE SHEET #1: AN INTRODUCTION TO LEARNING CIRCLES	31
XV.	LEARNING CIRCLE RESOURCE SHEET #2: HOW ADULTS LEARN.....	33
XVI.	LEARNING CIRCLE RESOURCE SHEET #3: DIALOGUE VERSUS DEBATE.....	37

I. INTRODUCTION

This guide provides general background material and suggestions to support you in your role as facilitator. A series of Facilitator Resources provide specific guidance related to your role, covering topics such as

- Effective facilitation – what is it and how you can do it
- Dealing with conflict, dominating people and encouraging to participation

The **Learning Circle Resources** provide more general background information about learning circles and how adults learn. These might be useful in thinking about how you want to facilitate and in introducing participants to the learning circle. The material might also be of interest to participants.

- What is a learning circle? – what does it look like, how does it work, history, its strengths as an approach to learning, problem solving and action
- How adults learn

The **Getting Organised** series contains handouts to assist you with administration, monitoring and evaluation.

This guide also provides specific guidance on running the first meeting of the learning circle, which is the time when a group gets to know each other and decides its direction, priorities and how it will work together. There is a companion participant guide to the first meeting called **Getting Started**.

This Facilitator Guide has been designed as a general resource that can be used with any learning circle. Additional guides are planned to assist you to facilitate the specific subjects you will be exploring in this learning circle – ie the work of the group after its first meeting.

The material in this guide is a resource for you. Read it through. Use it in whatever way you think will work for you and your group. If you think that some examples need more explanation, then provide this. If you think some material should be dropped, that's fine too. Go through those parts that you think are most useful a few times. Decide what parts you want to explore with participants. You may want to use some of the background material as a basis for introducing participants to the idea of learning circles or discussing how adults learn.

Issues and challenges facing your community may not be the same as those in another area. So each module provides opportunities for participants to adapt the material to their local situation. Encourage participants (you included) to keep their own media file of newspaper and magazine articles on issues that interest them - so your group can see how the issues you are exploring are dealt with and discussed in your area.

The main role of a learning circle facilitator is organisational; actual facilitation plays a secondary role. In many learning circles, people take turns to facilitate the leaning circle meetings, once they see how the trained facilitator has facilitated. This is a valuable way of encouraging involvement, de-mystifying the role of facilitator and extending the range of skills people can build through their participation in the learning circle.

II. THE ROLE OF A LEARNING CIRCLE FACILITATOR

As a facilitator of a learning circle, your main role is to help the group clarify what it wants to focus on and then help keep discussion productive. You are not expected to be an 'expert' or know more than others in the learning circle. An important part of the philosophy of a learning circle is that everyone learns from each other and everyone has something to contribute. If you do have expertise in some of the topics you are covering, be careful not to be drawn into the role of 'teacher'.

Your most important task is being organised and familiar enough with the issues to help discussion to flow. Going through the material beforehand and thinking a little about it will help you be effective.

Your job also includes coordinating (but not necessarily *doing*) the practical organisation — making sure the group has what it needs for the session (e.g. photocopies of relevant resource material, butcher's paper and pens).

As a facilitator, you can also play an important role in helping the group work well together, setting a positive tone, letting others have their say before expressing your own opinions, and reminding the group of the 'ground rules' they have agreed to use in their dealings with one another.

The group may decide to share the role of the facilitator so those participants who want to can have a chance to develop their skills in this area. If so, people need to read this guide before they start to facilitate.

III. PRACTICAL ARRANGEMENTS

There are a few practical things that will help the learning circle work well and provide the opportunity for the group to contribute to broader community discussion.

Contact details

The registration form included with this guide is designed to record some details for each participant (name, address, other contact details like phone or email.). This information enables members of the group to contact each other between meetings — for example, if a meeting time needs to be changed or someone wants to organise an extra activity.

The registration form allows people to choose not to make their contact details available to other learning circle members. It also allows them to indicate if they are willing for their details to be provided to other learning circle groups, to enable networking and sharing of information.

Taking notes

Recording the work of the learning circle can help people to focus. It makes it possible for the group to see how its views have developed and to share experiences with other groups. Written notes also make it easier to include any initiatives or activities undertaken by the group in a newsletter or on a website, so learning circles can learn from one another and participants see a visible outcome from their activities. Keeping notes also shows that the knowledge and experiences of members is valued.

Talk to the group about how they want to organise note taking. It doesn't need to be a big job. Notes could cover such things as:

- what the group covered/discussed
- key issues/ideas
- points of particular controversy
- issues where participants agreed to disagree
- agreed action outcomes, activities, eg. visiting speakers, videos watched by the group etc.

If the group thinks it is a good idea, then decide whether one person will take on the job or it will be shared around. At the end of the learning circle, the group might want to consider sending the notes to a local library or other community resource centre so they provide a resource for other community groups or researchers.

Organising visiting speakers

Hearing direct from people who are actively involved in an issue can be a good way to find out about a subject quickly. If the group wants to invite a speaker — say a local community representative, a local politician, an expert in crime prevention — be sensitive to the commitment this involves. Ask the group to think about how it might recognise that the speaker has contributed their time - eg provide a meal. You might also think about joining with another learning circle group in your area when planning a guest speaker, to reduce the demand on a speaker's time.

If the group has identified someone they would like to speak to the group, and that person has agreed to come, it is a good idea for you to make contact before the meeting to see if the speaker needs transport to and from the meeting. You can also give the speaker an idea of the range of people in your group before the meeting, so they can prepare appropriately.

Evaluation

Make time during the group's final meeting to fill in the evaluation sheets included with this Facilitator Guide (*see Getting Organised #2, 3 & 4*).

Evaluation is an important part of the learning circle process. It provides an opportunity for participants to reflect on their work and their learning. Organisers get feedback about what worked well and any changes that need to be made to the resource materials or how the learning circles are conducted and supported.

IV. THE FIRST MEETING

Your role and input at the first meeting is perhaps the most important part of your job as facilitator. The following section provides some suggestions on how you might run this session.

A key aim of the first meeting of a learning circle is for people to get to know one another and for you (the facilitator) to explore participants' main interests, why they have joined the group and what they want to achieve. Participants then need to plan and agree on their objectives and how they will work together.

Getting Started is a companion guide to the first meeting for participants. The following section is designed to help you work with the participant guide.

1. Getting to know each other

Facilitators might consider bringing some food and drink to the first meeting, or organising for participants to each bring a plate to share. If not all members of the group know each other, mixing informally over refreshments can be a good way to get things started. Name tags can be useful too. If you don't know everyone, introduce yourself and talk informally with others about issues they are interested in. Your objective is to welcome everyone and create a friendly and relaxed atmosphere.

Once everyone has arrived, introduce yourself and the learning circle. You need to decide how much time you want to spend giving an overview of the general principles of a learning circle, and the objectives of this specific learning circle program. The resource sheets give you some background material to draw on. You might decide to be very brief and provide some handouts for people to read at their leisure, or lead people in a discussion of learning circles as an approach to adult learning.

Then participants need to get to know one another.

Activity: Who are we?

Ask people to pair up with the person sitting next to them. One participant asks questions of the other before switching roles. Find out something about the person, their background, what they do, any special interests and why they have joined the learning circle. After five minutes or so, each member of the group should introduce their pair to the larger group.

Alternatively, you might begin with each person telling a story that conveys some things they think are important about who they are and what they believe.

It might be helpful for someone to take brief notes as each person talks. Allow time for follow-up questions to each other.

Activity: Active listening

Explain that an important principle in discussion circles is respect for other participants and one aspect of this is being an active listener. Many people believe they are good listeners but listening is a skill that needs to be practiced and refined. People who participate in the follow exercise are often pleasantly surprised to have the experience of *really* being listened to for an extended period of time.

Choose an issue that you think most people in the group will be able to talk about. Write a few questions on butchers paper that help people connect with the issue, such as:

- Why are you concerned about this issue?
- How would you describe the issue?
- How have your experiences effected your opinions about this issue?
- What effect do other people's opinions have on your views?

Ask everyone to reserve discussion *about the exercise itself* until it is completed.

Ask people to pair with someone they do not know well. One person will talk for three minutes without interruption in response to the questions you have written while the other listens. After three minutes the partners reverse roles.

Explain that the task for each listener is to give full attention to the person talking and to say as little as possible. The listeners speak only to ask questions in order to understand better what is being said, not to give advice or express opinions. The listeners should demonstrate active listening through body language (nodding head in agreement, facial expressions etc.) or short phrases ("I see", "Yes, I understand" etc)

When each pair is finished, go through the following questions.

A question for all

- What are your main reactions to this exercise? In what ways was your experience of this listening exercise different from the first exercise where you had to introduce your pair?

Questions for speakers

- What was it like to be really listened to?
- What types of phrases or body language did your partner use to communicate that he or she was listening well?

Questions for listeners

- What was it like to focus completely on someone else's ideas, without thinking about how you would respond?
- How would you rate your listening skills on a scale of 1 (poor) to 10 (excellent)?

2. Setting some ground rules

The group needs to agree on some basic ground rules for conducting their meetings – for example listening to one another, letting everyone have a say, respecting people's right to hold different views.

You can do this step later, after the group has decided on its general directions. But the advantage of doing it now is that you have a framework of principles to assist you in managing the process of objective setting.

Activity: how will we work together

Introduce the suggestions below (they are also included in *Getting Started*), noting that these are some ground rules that other learning circle groups have found useful. Invite the group to review the suggestions and brainstorm additions and changes. The main thing is to agree on some principles that everyone feels comfortable with. Make sure any changes are noted and known to each participant, and display the rules where everyone can see them – eg on butcher's paper on the wall. If you are short of space, just write up the main point (eg the words in bold).

1. **Listen carefully and actively**, making sure the group hears what each member has to offer.
2. **Maintain an open mind**. Be open to exploring ideas that you might have rejected in the past.
3. **Try hard to understand the point of view of those with whom you disagree**. Understanding an opposing viewpoint doesn't mean adopting it, or even being sympathetic. In fact, it can make you a better advocate for your own views.
4. **Help keep the discussion on track**. Don't leave it all up to the facilitator and try to make your own comments relate to the main points being discussed.
5. **Speak freely, but don't dominate**. If you are a good talker, encourage others. If you tend to be quiet, try to have your say more often. You need to find ways of ensuring all voices are heard.
6. **Talk to the group as a whole, not the facilitator**. Feel free to ask questions directly to other group members, especially ones who aren't saying much.
7. **If you don't understand, say so**. Chances are, other people will feel the same way.
8. **Value your own experience and understanding**. Everyone has a contribution to make.
9. **Be prepared to disagree**. Conflict is healthy and can help a group progress. But focus on the issue, not the person, you disagree with.
10. **Try not to become angry or aggressive**; it might discourage others from putting forward their ideas.

3. Agreeing on some objectives

Participants in a learning circle have already decided that they want to know more about an issue or address a problem that concerns them, their family or community. They also need to agree on some broad objectives so that the learning circle meets the needs and interests of its members, and decide what particular topics the group will focus on and in how much detail.

Explain that the group does not need to stick to rigidly to the learning circle material. It is a resource, to be used as the group sees fit. It's up to the group to decide whether to focus on one or two modules or sections of modules, or work through each one from start to finish.

Start by taking the group through some of the topics and issues covered in the learning circle, using Road Maps (*see over*) if you have them. Then refer to what people said at the start of the session about why they joined the learning circle. Ask people to build on this and talk about what they want to achieve by the end of the learning circle. Note down the main points. Try to agree on four or five key objectives. The aim is to give participants the opportunity to discuss and agree on what they want to get out of the learning circle. You'll probably find a lot of people say they want to learn more about an issue, or find a solution to a problem they are facing. Some may have more specific objectives.

If the group can come to a collective agreement, this is great. But it is not essential. All participants need to take responsibility for meeting their own learning objectives. The flexibility of the learning circle should enable everyone to pursue their own goals, even if this involves doing some extra work outside the group. It should be possible to agree on some common objectives, plus some that are supported by a majority of members.

You might find it helpful to record the group's agreements in a table like the one below and make a copy for each participant. This should provide you and participants with a firm base to work from.

Who are we, what are our interests	Learning objectives	Topics and themes we will focus on	Practical arrangements

About halfway through your meetings, check if the group is on track with its objectives. At the end of the learning circle, as part of the evaluation, the group will have an opportunity to discuss whether the objectives have been realised.

4. Developing 'road maps'

A 'Road Map' is a way of providing brief overview information about the modules/sessions in a learning circle. It can help you and the participants find your way through any resource material to be used for the learning circle. Developing a Road Map for your learning circle can be a good way for you to get to know what is covered. It will also help participants decide how to spend their time and what issues to concentrate on. Alternatively, you could suggest that participants take responsibility for developing the Road Maps, using the following framework as an example. Sharing out the modules among willing individuals or groups of participants offers a way for people to get to know others in their group and at least one section of the resource material.

MAP: Learning Circle Module		
<i>Session / Topics</i>	<i>Issues covered</i>	<i>Page</i>
1.	What does this session/module cover? What issues does it explore? Which perspectives/debates does it cover? What activities can you participate in? What action can you take?	
2.	What does this session/module cover? What issues does it explore? Which perspectives/debates does it cover? What activities can you participate in? What action can you take?	
3.	What does this session/module cover? What issues does it explore? Which perspectives/debates does it cover? What activities can you participate in? What action can you take?	
4.	What does this session/module cover? What issues does it explore? Which perspectives/debates does it cover? What activities can you participate in? What action can you take?	
5.	What does this session/module cover? What issues does it explore? Which perspectives/debates does it cover? What activities can you participate in? What action can you take?	
6.	What does this session/module cover? What issues does it explore? Which perspectives/debates does it cover? What activities can you participate in? What action can you take?	
7.	What does this session/module cover? What issues does it explore? Which perspectives/debates does it cover? What activities can you participate in? What action can you take?	
Wind-up	Reflect, review, organise	
Interesting or useful resources		
Additional resources		

5. Agreeing on themes/topics/priorities

If Road Maps have been developed for the learning circle modules, invite participants to look through them and decide on the themes, issues or topics that interest them most. If the group is finding it difficult to agree about what to focus on, you could suggest they decide what to cover in the next two sessions, by which time participants may have a clearer sense of priorities. Emphasise that the group is also free to make changes as it goes along and people find what they are most interested in.

It will help if you have an understanding of the material and how it is structured, and possibly some ideas of what a work program for the learning circle could look like when you go to the first meeting.

At the start of each subsequent meeting, the group should briefly review its priorities and agree what it will focus on how much time to spend on particular issues. This will help to keep discussion on track. If discussion gets off the topic, note that this has happened and suggest that the new topic be added to a list of issues to be raised at a later stage, or at another meeting.

6. Practical arrangements

The group needs to discuss and agree on details such as:

- when and where it will meet (sometimes this is already decided by the coordinating organisation)
- whether to schedule a break for smokers
- whether everyone will bring some food and drink to share, contribute money to buy refreshments, or a different person will take responsibility for food and drink for each meeting
- whether one person will facilitate the whole learning circle or the task will be shared around
- whether notes will be taken and who will do this
- whether people are able to give time to the learning circle between meetings – for example, reading or finding out information, talking to people about an issue, working on joint projects or participating in activities such as visits or meetings.

7. What can we do?

Participants may feel disappointed if the first meeting focuses just on organisational matters. They may be keen to get into discussing the substantive issues your learning circle is addressing. This section is designed to provide an opportunity for participants to talk about what they think it means to be a citizen, the relationship between citizens and decision makers, and who in a community is responsible for the way that community works. If you have time, it can be a good way to encourage general discussion on ideas that are relevant to the general philosophy of learning circles and the particular concerns and issues you are exploring in your learning circle.

Suggest that participants read through the material headed 'What can we do?' in their guide, *Getting Started* (repeated below for your reference). Ask them to respond to the questions in the section 'Whose responsibility?' on their own. Then lead a group discussion about people's responses.

Whose responsibility?

Everyday, we make choices that influence how we and others live and what kinds of communities we see around us. How we deal with other people, how we treat our neighbours, how we treat the environment, how we bring up our children — all of these choices influence the quality of life we and others enjoy. How we act as citizens creates the society in which we live.

'How we choose to live with others, how we work with others to solve problems is the foundation on which economies and societies are built.'

Lynden Leppard, *Learning Citizenship: Solving Community Problems in Public*, 1995, p.7

What sort of influence do you think you have — or can have — on your community? Below you'll find some statements that reflect different views about power and decision-making, plus columns headed 4 and 8, according to whether you agree or disagree. Spend three or four minutes going through the table on your own, marking the boxes you think most appropriate.

Statement	4	8
The kind of community we live in is determined more by the actions and choices of ordinary people than by the rules and regulations of governments		
Most people don't know enough to really help solve the complex problems that communities face		
Community problems can be solved successfully only by members of that community working together		
Communities are made up of people — we can all do something to make our communities safer and more enjoyable places to live in		
Feelings, perceptions and emotions (like safety, security, fear, anxiety) can be as important as facts (like levels of unemployment or crime) in determining a community's level of well-being		
We can't afford to leave the fate of our community to experts. They can never know the whole situation and anyway, they're influenced by values and assumptions just as much as we are		
Ordinary people aren't interested in being involved in community activities — family, work and leisure are more important		
Sooner or later individuals that make up a community (a school, street, a suburb, town or country) have to find ways to live together and solve common problems, whether they like each other or not		

Discussion starters

- When everyone has finished, go through each statement as a group, identifying how many people agreed and how many disagreed. Did the group make common assessments? Or were you divided in your views? Why?
- Is it possible for the group to reach agreement on what it considers an appropriate role for citizens in helping to address community problems?
- Do you think there is enough opportunity for ordinary people to participate in decision making on issues that affect them?
- What kinds of factors influence you in deciding whether and how far to get involved in an activity on an issue?
- Would your group be interested in meeting with local politicians to discuss your ideas on how people in the community might contribute more to decision making?

8. Wind-up

The last part of each learning circle session is an opportunity to reflect on what has been learnt, evaluate the way the session has run, and allocate any tasks the group agrees need to be done before the next session. You might like to sum up your discussion under the following headings.

Difficult points

- Are there areas where you need more information? You might like to invite a guest speaker or find more information from an expert group or government department. Don't forget local libraries, community groups and the Internet.
- Briefly summarise where you have agreed to disagree, so minority views are identified as valid.

Decisions

- Is there anything that the whole group has decided about your discussion?
- Is there anything you would like to do differently next time?
- Did you achieve what you had hoped?
- Is there any other action you want to take? This might include contacting your local council or politicians about an important issue, or it might be sharing a meal, or watching a video.

Finally

- Remember to collect articles for a local media file.

V. FACILITATOR RESOURCE #1: WHAT DOES YOUR ROLE INVOLVE?

Facilitating a learning circle means:

- Making things easy and smooth
- Making it easier for members to share their ideas and learn from one another
- Encouraging participants to share ideas and experiences with each other
- Ensuring both women and men are comfortable about participating
- Using inclusive language
- Providing or creating an environment where participants can learn quickly
- Helping the group focus on the subject being discussed
- Helping each other give and receive feedback about the learning circle activities and management
- Assisting in solving problems or conflict situations
- Summarising ideas or reports at the end of the session or the day
- Sharing new ideas and other information related to the subject being learned
- Assisting the group to arrive at decisions
- Sustaining the interest or motivation of the group in the learning activities
- Maintaining order and good feelings within the group
- Initiating, or posing ideas/questions that stimulate participants to talk and discuss among themselves
- Clarifying unclear messages or questions
- Providing direction to the discussions and learning activities
- Monitoring time and process
- Responding to the needs expressed by or observed among the participants
- Providing a role model for the group, demonstrating how respectful interactions between people with different opinions, life experiences and abilities can be achieved.

Qualities of an effective facilitator

- Stays neutral and objective
- Paraphrases continuously
- Asks good probing questions
- Ask open ended and closed question
- Ask question using different formats
- Encourages participation
- Makes clear and timely summaries
- Moves smoothly to new topics
- Knows when to stop
- Listens actively
- Uses good body language
- Maintains eye contact
- Other comments

VI. FACILITATOR RESOURCE #2: SUGGESTIONS FOR KEEPING THINGS ON TRACK

These suggestions can help you assist the group's meetings to run smoothly.

1. **Be relaxed and comfortable about your role.** Go through the material before the session, check out where the group will meet, what facilities are available and how you might use them.
2. **Set a friendly, relaxed and respectful atmosphere** from the start. Make sure people know each other. Review the suggested activities to check everyone understands and agrees on what is planned.
3. **Try to involve everyone in the discussion** – if this isn't happening naturally, try something like *'let's get the full range of views in the group on this issue'*. If some people tend to dominate, try *'those are interesting points. Let's go round and see what others think'*.
4. **Create a secure and comfortable environment** for participants to express their views:
 - avoid a sense of competition
 - ensure participants have opportunities to identify issues or ideas they don't understand
 - value participants and their views. Learn people's names and use them (name tags can help). Draw conclusions/ summarise discussion based on people's contributions
 - don't allow others to interrupt while someone is speaking
 - ensure the group deals with issues such as respect and confrontation as part of its 'ground rules' for working together
5. **Draw out the quiet people.** Support them and ask if they have thoughts that they would like to share with the group.
6. **If the group gets bogged down on unprovable 'facts' or assertions,** ask how relevant they are to the issue and maybe get someone to find out for the next session.
7. **Listen carefully** to what people are saying so you can help guide discussion.
8. **Try to stay impartial when there are disagreements.** The facilitator's role is to assist the discussion and draw out the different viewpoints, not to come down in favour of one of them. If there are strong differences, summarise and move on.
9. **Conflict is OK if it's focussed on the issue not the person.** Everyone has to feel safe about expressing their views, even if they are unpopular.
10. **Pauses and silences are OK.** They probably mean people are thinking. Count to 10 before trying to answer your own questions to the group.
11. **You are not expected to have the answers.** If the group asks you a question, throw it back to them. Invite others to comment on what someone has said, even if he/she has addressed the comment to you. Encourage people to talk to each other rather than to you.

12. **Help people connect with the issues** — by encouraging participants to tell their own stories and draw on their own experiences.
13. **Encourage cooperation among the group** — eg. by joint activities such as research projects, meetings with local politicians, a visit to a local youth project.
14. **Regularly summarise** where you think the discussion has got to. Don't get stuck on a topic; move on if people don't seem interested.
15. **Ask the 'hard' questions**, point out issues that people are ignoring, help the group examine its own assumptions.
16. **Use questions that encourage discussion** rather than yes/no answers, eg. 'Why do you disagree with that point?' rather than 'Who agrees/disagrees?'
17. **Make sure there is some 'closure' to each meeting.** This might be a brief question that each person can answer in turn, eg. 'What do people feel they have gained from this session?' Note down any suggestions for improving the process, to help you with the next session.
18. **Collect and keep any points written on butcher's paper;** you may want to come back to them in later sessions.
19. **Organise who will do what between meetings,** eg. photocopying, organising refreshments.

VII. FACILITATOR RESOURCE #3: TIPS FOR DEALING WITH CONFLICT AND EMOTION

Some scenarios/indications of conflict in a learning circle:

- People pushing their points of views
- People become angry, defensive and personal in response to other's ideas
- Negative body language like glaring/scowling and finger pointing
- Sarcastic or dismissive remarks
- People butting in / interrupting and criticising each other's ideas
- Quiet people shutting down to stay out of the conflict

How you might respond

The facilitator's job is to handle negative emotions as soon as they emerge, so they don't disrupt discussion. Here are some strategies that you could use:

- Slow things down
- Stay totally neutral
- Stay calm
- Emphasise listening
- Create closure – assist people to close discussion on an issue and move on
- Use a structured approach if the conflict is serious and goes to a key issue you are exploring through the learning circle (such as force field analysis, below).

Facilitating the resolution or dissipation of conflict often involves two separate steps:

Step one: get things out in the open This involves listening to people so that they feel heard and any built-up emotions are diffused. People are rarely ready to move on to solutions until their emotional blocks have been removed.

Step two: resolve the issue Involve people in solving the 'problem' – for example, by accommodating or consciously avoiding the conflict. Once emotions have been aired, you might choose among several basic approaches to resolve the underlying issue:

- Ignore the conflict in the hope that it will go away. Keep quiet and don't encourage the discussion, or try to change the subject.
- Ask people to be more tolerant and accept each other's views.
- Look for middle ground between highly polarised views.

Force Field Analysis

Force field analysis is a structured method of looking at the opposing forces acting on a situation. It can be used to analyse a situation and identify problems that need to be solved. (It also has many other uses, for example as a tool to analyse your circumstances when planning an advocacy campaign.) Force field analysis works like this:

Step one: identify the topic or situation causing the conflict (eg the role of youth in decision making).

Step two: Help the group state the goal (eg all youth should have the right to participate in decisions in the village).

Step three: Draw a line down the down the centre of a flip chart sheet. Use one side to identify all the forces (resources, skills, attitudes) that will help reach the goal. On the other side, identify forces that could hinder reaching the goal (barriers, problems, deficiencies etc). The following example was used in a Live and Learn workshop earlier in 2004.

Goal Statement: Increase women's participation in decision making	
Forces that help us	Forces that hinder us
Level of education	Culture
Role models in villages	Traditional norms
	Poor communication skills of youth
	Attitudes
	Pre-conceived ideas
	Age
	Race
	Family and work commitments
	Disabilities

Step four: once all help and hinder factors have been identified, you can use different decision making process to determine which of the hindrances or barriers are priority for immediate problem solving, for example by using a simple 1-5 ranking system.

You can vary this approach by using other headings for your two columns:

Pros	Cons
Things that we are doing well	Things we could do better
Hopes	Fears
Best case scenarios	Worst case scenarios
Asset	Liabilities
Strengths	Weakness
Positives	Negatives

Emotion, anger and sensitivity

People will come to a learning circle with a wide variety of interests, views, attitudes and personal experiences. This is one of the features that makes learning circles such effective environments within which to discuss, explore, learn and problem solve. Everyone has experiences, views or attitudes from which others can learn something — even if it something like the importance of tackling prejudice or how to argue effectively against a position you strongly disagree with.

But with diversity can come argument and conflict. And sometimes people will come to discussions with very clear views about a topic and how to deal with it. The suggestions for keeping things on track give you some ideas about how to approach such situations. The main thing is to get people to focus on issues and ideas, not the person, and to avoid getting stuck in debates when there is no one right answer.

Getting the group to think about such issues at the first meeting and agree on a set of group 'rules' can help. If people have agreed, for example, to respect the views of others even if they don't agree with them, to focus on the issue, not the person, and to acknowledge that everyone can learn something from others in the group, you can point to these 'rules' if things get difficult. If everyone has agreed at the start that the learning circle will be run on the basis that all members are equal, this can be quite a powerful tool in managing conflict.

If participants' lives have been directly affected by the issue being discussed in the learning circle, they may respond in a very personal or emotional way, or tend to dismiss the views of people that haven't had the same direct experience (*'you don't really know what it is like'*). It's important to acknowledge and respect people's feelings and experiences, even if you do not share them. A learning circle works best when it provides an environment in which people feel safe and comfortable about expressing themselves.

As a facilitator, you can encourage participants to be supportive and understanding of one another and give people space to talk. But in the end, a learning circle is not a counselling session. It's not fair for anyone to expect this of others in the group, and the group shouldn't feel uncomfortable because it can't or doesn't want to take on a counselling role.

Checking how things are going

Facilitators might find the following a useful exercise to use during meetings. It takes about 5-10 minutes, depending on the size of the group. It can serve two purposes — a quick check on how participants are feeling about a session, or a check that people understand what is being discussed and their needs are being met.

Stock take exercise

Choose an unfinished sentence appropriate to the aim of the exercise (see some examples below). Ask each person to complete the sentence in a few words. Ensure everyone has a turn then summarise the responses and, with the group, address any issues that arise.

Examples:

- 'Right now I feel...'
 - 'The thing I find hardest to understand is...'
 - 'I would like to change...'
- Or
- Ask the group to 'Choose one word that explains what is happening for you right now?'

VIII. FACILITATOR RESOURCE #4: ENCOURAGING PARTICIPATION, DEALING WITH DOMINANT PEOPLE

Be open from the start, and say there is a common problem in all learning circles - some people talk a lot while others stay silent. Emphasise that we learn both by listening and talking, and we all need to talk and we all need to listen.

Give turns. This is the most common technique to encourage involvement and prevent one or two people dominating. Say politely, 'you have already spoken on this issue, let's hear from someone else who has not yet had a chance.'

Hold the conch. Let the group choose an object (a ball, book, pen or whatever) that gives authority to speak. Only the person who holds it may talk; others must wait. When finished, the speaker hands it to someone else. This promotes the idea of talking turns and listening, regulates itself, draws attention to who talks and who does not, reduces interruptions, and can give time and confidence to some who otherwise might have stayed silent.

Recognise those who tend to dominate and give them responsible roles. For example, make those who dominate recorders and observers.

You can ration remarks by everyone, by giving each member of the group five or more match sticks (or stones or seeds). Each time a person speaks they put one of the matchsticks into the centre. When they have none left they cannot say any more in that session.

High participation techniques to get everyone involved

Discussion partners. After posing a question to a large group, ask everyone to find a partner and discuss the question for a few minutes. Have people report on what they talk about.

Tossed salad. Place an empty cardboard box on the table, give out small slips of paper and ask people to write down one good idea per slip. Have them toss the slips into the box. When everyone has tossed his or her slip ask someone to toss the salad. Pass around the bowl so that each person can take out as many slips as they tossed in. Go round the table and have people share the ideas they picked out.

Pass the envelope Give each person an envelope filled with blank slips of paper. Pose the question or challenge to the group, and then have everyone write down as many ideas as they can within a given time frame and put the slips into the envelope. Tell people to pass the envelopes, either to next person or in all directions. Pair off participants and have them discuss the ideas in their envelope. What are the positive and negatives of each idea? What other ideas should they add? Then ask the pairs to present their discussions to the whole group.

Brainstorming can be a fun way to encourage creativity and participation and come up with lots of ideas. Some ideas will be high quality, some will not. Once people know there is no censorship on their ideas they will have a lot of fun without the facilitator having to give too much direction.

To make the most of a brainstorm, categorise the responses at the end according to things like their appropriateness, their importance, their feasibility or the urgency with which they will be acted on.

IX. FACILITATOR RESOURCE #5: USING QUESTIONS EFFECTIVELY

Ask questions—this is the most important tool you possess as a facilitator. Questions test assumptions, invite participation, gather information, and probe for hidden points. Effective questioning also allows you to go past the symptoms to get to underlying causes.

Repeat what people say—to make sure they know they are being heard, to let others hear their points a second time, and to clarify key ideas. (i.e. *'Are you saying . . .? Am I understanding you to mean . . . ?'*)

Seek comments from others in the group about the individual ideas put forward by participants. In this way you can build on and enrich the input. This will help build a feeling of group ownership and represent collective thinking about an issue. (eg. *'Dulce, what would you add to Greg's comments?'*)

If participants make comments that are unclear or ambiguous, ask them to **clarify so all the participants will clearly understand**. You should do this before the group continues. (eg. *'Dulce, what is the comment you are making based on? Could you explain in more detail how you arrived at that conclusion?'*)

Choosing the right question

As a facilitator, it is important to choose the right question to ask. Different questioning techniques can result in different outcomes.

Questions such as who, what, when and how, where, and how much are targeted at obtaining verifiable data. You can use them to find out about where things are *at the moment*. For example:

What training or briefing have youth received about leadership issues?

Questions about opinions, feelings, values and beliefs will help you understand some of the views and feelings of participants. For example:

What did you think about your local youth leader?

Do you think that she has received satisfactory training in leadership skills?

You can **find out more** about what participants are thinking by getting them to explain a point in more detail—for example,

'Can you explain a bit more about the point you are making? Can you be more specific?'

You can encourage people to **think constructively about an issue** by the kinds of questions you ask. For example,

'What are some of the highlights of the'

'What are the things you think should be changed'

Sometimes it can be useful to ask questions in a way that **doesn't appear to come from you**, especially on sensitive issues. For example

'I have heard that many of your members thought the youth organisation's tactics were inappropriate and their campaign material poorly written. What is your opinion?'

You can also ask questions that will give participants the opportunity to **explore visions for the future** by asking 'What if' questions. For example,

'If you were given unlimited resources to develop a training package for your advocacy department, what would you design for your staff?'

Question types

Closed questions require:

- A one word answer
- Closes off discussion
- Usually begins with is can how many or does

For example, *'Does everyone understand the changes we've discussed?'*

Open-ended questions:

- Require more than a yes or no answer
- Stimulate thinking
- Usually begin with what, how, when or why

For example,

- What seems to be the key point here?
- What is the crux of your disagreement?
- What would you say to support or challenge that point?
- Please give an example or describe a personal experience to illustrate that point?
- Could you help us understand the reason behind your opinion?
- What experience or beliefs might lead a person to support that point of view?
- What do you think people who hold that opinion care deeply about?
- What would be a strong case against what you have just said?
- What do you find most persuasive about that point of view?
- What is it about that position that you cannot live with?
- What have we missed that we need to talk about?
- What information supports that point of view?

X. GETTING ORGANISED #1: LEARNING CIRCLE REGISTRATION FORM

This information will enable members of the learning circle to contact each other between meetings — for example, if a meeting time needs to be changed or someone wants to organise an extra activity.

If you do not want your contact details to be provided to other members of the group, please talk to the facilitator.

Name	Address	Phone	Email

I am / am not willing for my details to be provided to other learning circle groups, to enable networking and sharing of information. *(Cross out whichever is not applicable)*

XI. GETTING ORGANISED #2: PARTICIPANT EVALUATION FORM

The impact of this learning circle on you

1. Please circle the response that best reflects your thoughts:

	Increased	No change	Decreased
My ability to discuss issues openly and frankly	3	2	1
My understanding of my attitudes and beliefs	3	2	1
My understanding of the attitudes and beliefs of others	3	2	1
My understanding of the issues covered in this learning circle	3	2	1

2. Did your group set its own objectives at the first meeting? If yes, do you feel that the group achieved its objectives? _____

3. Do you feel you achieved what you set out to achieve from involvement in the learning circle?

4. What activities, if any, did the learning circle do apart from the meetings themselves?

5. What aspects of your experience with the learning circle did you find useful? Please tick any that apply:

- Guest speakers
 - Having access to reading materials about the issues
 - The learning circle material itself
 - The group encouraged me to discuss issues
 - Working with others on issues affecting our community
 - Other (Please specify) _____
- _____

6. What, if any, actions did you take, as an individual or a member of the learning circle, while you were participating in the learning circle?

7. Do you plan to become involved in decision making, or active on governance issues in your local community?

8. Do you plan to work within your organisation or workplace to strengthen governance?

9. Do you plan to keep in contact with any of the learning circle participants after the learning circle has finished?

XII. GETTING ORGANISED #3: FACILITATOR'S EVALUATION FORM

Group Profile

Facilitator's name: _____

Group location (village, town, city, region): _____

1. How was the group established? How were participants identified? _____

2. Details of participants:

Name of participant, contact details (address, phone etc)	Sex		Age					Occupation	Mark with X if dropped out
	M	F	<21	21- 35	36- 50	51- 65	>65		

3. How many meetings did the group hold in total? _____

4. Number of participants for each session:

Session 1	Session 5
Session 2	Session 6
Session 3	Session 7
Session 4	Session 8
Other sessions	

5. Where were the meetings held? (eg. private home, village/community facility, meeting room at a workplace etc) _____

6. When were meetings held? (eg weekday evening, weekend day) _____

7. Did guest speakers participate in any sessions? If so, which sessions? _____

8. Who were the guests? _____

9. What were they asked to do? _____

10. Did the group find the involvement of guest speakers useful? _____

11. Did group members receive learning circle material in advance of each session? If yes, did most people do some preparation before the meeting (such as reading, talking about issues with family or friends?) _____

12. Did the group adapt the material to suit it (eg focusing on specific issues, adding their own resources or material? If so, how? _____

XIII. GETTING ORGANISED #4: FACILITATOR EVALUATION FOR STUDY CIRCLE PARTICIPANTS



Facilitator evaluation for study circle participants

For each item, simply check the box next to the response option you select. Thank you!

Group name: _____

Location/site of your study circle _____

1. Did your group have...

- one adult facilitator a team of facilitators one youth facilitator

2. What did you like best about the way your facilitator(s) led your study circle?

3. What do you think your facilitator(s) should do differently next time?

4. Do you agree or disagree with the following statements? (Please mark one box for each item.)

	<i>Disagree strongly</i>	<i>Disagree</i>	<i>Agree</i>	<i>Agree strongly</i>
(a) The facilitator(s) began and ended sessions on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) The facilitator(s) helped the group set the ground rules for the discussion and stick to them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) The facilitator(s) set a friendly and relaxed tone for the conversation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) The facilitator(s) listened well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) The facilitator(s) remained neutral.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(f) Group members were encouraged to talk to each other, not just to the facilitator(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(g) The facilitator(s) helped the group discuss different points of view productively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(h) The facilitator(s) seemed to be familiar with the discussion materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(i) The facilitator(s) encouraged everybody in the group to participate in conversations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(j) The facilitator(s) did a good job of keeping any one person from dominating the discussions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(k) The facilitator(s) encouraged quiet members of the group to share their ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(l) The facilitator(s) worked hard to keep the discussion on track.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(m) The facilitator(s) offered periodic summaries of the discussions, and/or encouraged group members to do so.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(n) The facilitator(s) made sure that someone took accurate notes about the group's concerns and action ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(o) The facilitator(s) handled intense situations well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Any other comments?

Your name: (optional) _____

Documentation of action outcomes

The facilitator needs to note action outcomes agreed by the group (eg organise a visit to our local member of parliament), at each session and at the end of the learning circle, as part of the final evaluation.

XIV. LEARNING CIRCLE RESOURCE SHEET #1: AN INTRODUCTION TO LEARNING CIRCLES

A learning circle is a group of people who meet regularly to discuss and learn about issues that concern them, their communities or the wider society. Learning circles have been used by a wide range of organisations, in many different countries. The basis of a learning circle is a dialogue of equals - the give and take of ideas where everyone learns from each other.

Sometimes you might hear people criticise someone as 'all talk, no action'. But for most of us, talk is fundamental. The first thing we do when a problem develops is talk it over - with ourselves, family, friends or work colleagues. Talking allows us to explore different aspects of an issue, look at what it means to act in one way or another and reach a decision on the best way to go in the circumstances.

One reason for thinking and talking together in a group is that none of us possess all the relevant information needed to decide what is best to do about issues that are *more than just personal*. When we're talking about broader social issues, none of us individually can know what's best for us *as a community*. We might feel very strongly that one option is better than another - and we might have very good reason for believing this. But there's rarely one right answer. By thinking and talking together, we may be able to work towards a shared judgement about what's the best and most acceptable thing to do in the circumstances.

No teacher, no textbook

Learning circles are not dependent on teachers or subject experts, although they may be part of the group. Learning circle material is not a text book. You don't have to work through it from beginning to end; rather, you can choose to focus on those areas that interest the group most. Some groups may spend a couple of weeks discussing the material in just one module. Participants progress at their own pace, drawing on their own life experiences.

The aim of a learning circle is not to learn a lot of facts or for everyone to reach agreement. Rather, it should provide each person with the chance to increase their understanding of the issues covered and the tools and confidence to act on their beliefs, with everyone learning something from one another. Learning circles also provide the opportunity for taking action, although doing so is up to individuals. For many people, exploring issues will be enough. For others, making changes in their own life may be the outcome. Others go on to get actively involved in issues that concern them or their community. By allowing people to see that change **is** possible, learning circles encourage ongoing community participation. But it's also important that people have fun and learn in a comfortable environment. There are all kinds of personal benefits in this.

OK, but what kinds of outcomes might there be?

There are as many possible outcomes as your imagination allows. You might:

- Enjoy the learning circle as a social event, learn more and develop more confidence
- Discuss the issues you explore in the learning circle with friends, family or work mates (giving them an opportunity to understand more about the issues and maybe identify things they can do to make a difference)
- Write letters to the editor or an article for a local newspaper
- Ring a talk-back radio program
- Ask considered questions of decision makers and community leaders
- Join or start a community group or get involved with relevant organisations in your local area
- Decide to take action on an issue that really concerns you.

Sometimes the resource material will suggest questions you don't know the answer to. Learning circles encourage people to research information for themselves - to identify ways of finding things out so you don't have to take other people's word for something without checking it out for yourself.

An important aim of the learning circle is to give you the information, tools and confidence to be an active participant. This might range from feeling confident enough about an issue to talk about it in your family or workplace or challenge views in a discussion, through to writing to your local newspaper, or getting involved in practical activities on issues that concern you. Listen to the ideas, experience and common sense you will find in your group, then use what you learn to help encourage the changes you want to see in your family, your community, your work place or the wider society.

XV. LEARNING CIRCLE RESOURCE SHEET #2: HOW ADULTS LEARN

Adults learn differently from children and young people. This section briefly highlights some factors that help adults learn. You may find it useful background information.

Active learning

Adults learn by doing. They learn best when they are actively involved in the learning process and have some control over, and input into, what they are learning. This lies at the heart of how learning circles work. Most people have some knowledge that they can contribute to a group learning situation. Learning circles work best when they maximise opportunities for participants to demonstrate this.

Linking ideas to life experiences

Adults bring life experiences to their learning. Adult motivation to learn is usually practical, arising from life experiences or community problems and challenges that can be addressed by acquiring further knowledge or skills. Most adults find it easier to learn when new material is linked to something they know or have experienced. For example, if the group is struggling to understand why women do not leave violent husbands, you could ask people to think about how hard it would be to pack up and leave the homes they have created.

Adults respond best to learning methods that use, value and build from their existing knowledge and experience. Helping people link the conclusions they draw from discussion with statistics or concepts allows them to build on their existing knowledge.

Fun

Adults are more receptive learners if they are having fun and the learning environment is informal and relaxed. They respond to enjoyable, creative approaches to learning, problem solving and ideas-generation such as brainstorming, outings, watching films, visiting projects, interviewing people, story-telling, role-playing etc

Individual differences

Different natures mean that different adults learn in different ways. Some people prefer to gather information by listening and absorbing material that they later reflect on or relate to their own past experiences. Others learn by observing people doing things and prefer things like role-plays and models. Some like practical learning experiences. Others prefer emotional experiences. Those who like discussions and debate often learn as they talk. Others write down everything people say, because they learn by absorbing written material.

To be most effective, learning circles should cater for all these different learning types by providing a mix of ways in which people can explore issues. As a facilitator, you can help by being aware of the need to encourage different ways of presenting and exploring information — activities, buzz groups, overheads, visiting speakers, site visits, videos etc.

Some ways you can help your learning circle participants to learn

When introducing a topic ask participants what they already know and make that a starting point

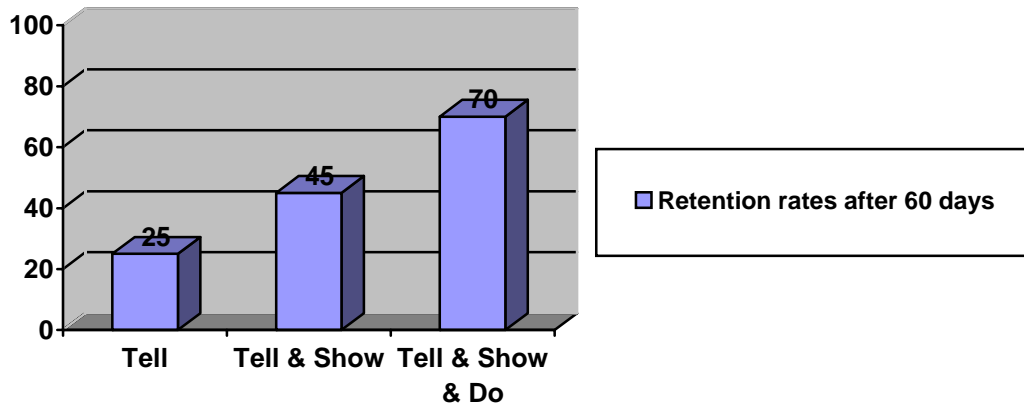
Present your material at the participants' level, not yours

Move from the things they know to the things they don't know

Use plenty of examples, illustrations and comparisons

Make your material as real as possible.

Percentage of learning retained according to methods used



Multi-sense learning

Learning methods that use two or more senses will be more effective than those that use only one sense. People take in information through all five senses:

83.3% through sight

11.0% through hearing

3.5% through smell

1.5% through touch

1.0% through taste

These figures will vary depending on the topic. A cooking class, for example, will rely more on smell, touch and taste than a management class. Overall, though, visual reinforcement is a particularly important learning tool.

As a facilitator, you can promote multi-sense learning:

- Combine talking with showing
- Use audio and visual aids where possible
- Let participants feel and handle examples
- Where possible, use the real thing.

Remember: Check if there are participants with sensory impairments such as hearing or sight and provide for their special needs.

First and last impressions

People tend to remember best the things they learn first and last in a sequence. The first few minutes of learning activities are crucial, particularly at the start of a course/program. Participants need to know where they are going, why, and how they will get there. At the end of a session, they need a summary of what has been covered, what they have achieved, where it fits into the course/ program and what comes next.

As a facilitator, you need to

- Outline what will be covered in a session
- Summarise key points as appropriate during the session
- Plan your introductions and conclusions to the session
- Remind participants of what has been covered and how the 'bits' fit together.

Practice and reinforcement

Adult learners benefit from frequent opportunities to practice and apply new skills and knowledge. Motivation and confidence can be damaged if people are expected to immediately apply new learning without a chance to practice and develop what they have learned.

As a facilitator, you can help by:

- Allocating adequate time for participants to practise new skills when planning sessions
- Getting participants to summarise a learning circle session
- Including exercises that encourage people to recall and apply previous learning
- Asking questions frequently.

Differences between classroom and adult learning

	Traditional classroom learning	Adult, non-formal learning
Learner's role	Follow instructions Often passive reception of information Little responsibility for learning process	Offer ideas based on experience Interdependent Active participation Responsible for learning process
Motivation for learning	External: society (family, religion, tradition etc) Learner does not see immediate benefit	From within oneself Learner sees immediate application
Content	Largely teacher-controlled Learner has little choice	Centred on life or workplace problems/issues expressed by the learner
Method/focus	Gain facts, information	Sharing and building on knowledge and experience

XVI. LEARNING CIRCLE RESOURCE SHEET #3: DIALOGUE VERSUS DEBATE

Learning circles aim to encourage dialogue rather than debate. But debates can arise, especially on issues people feel strongly about. Below are three tables that outline some differences between dialogue and debate, and between healthy debate and dysfunctional or unhelpful argument, followed by some tips on ways to encourage healthy debate and discourage dysfunctional debate.

Dialogue	Debate
In dialogue, sharing ideas and finding common ground are key goals.	In debate, winning is the goal.
Dialogue enlarges and possibly changes a participant's point of view.	Debate affirms a participant's own point of view.
Dialogue encourages people to look at and evaluate their assumptions.	Debate defends assumptions as truth.
Dialogue encourages people to reflect on their own position.	Debate encourages critique of the other position.
Dialogue opens the possibility of reaching a better solution than any of the original proposals.	Debate defends one's own positions as the best solution and excludes other solutions.
Dialogue creates an open-minded attitude: an openness to being wrong and to change.	Debate creates a closed-minded attitude, a determination to be right.
In dialogue, you can put forward your best idea, knowing that other peoples' reflections will help improve it rather than destroy it.	In debate, you submit your best thinking and defend it against challenge to show that it is right.
Dialogue requires you to temporarily suspend your beliefs.	Debate calls for investing wholeheartedly in your beliefs.
In dialogue, you search for basic agreements.	In debate, you search for glaring differences.
In dialogue, you look for strengths in the other positions	In debate, you look for flaws and weaknesses in the other position.
Dialogue involves a real concern for the other person and seeks to alienate or offend.	Debate involves countering the other position without focusing on feelings or relationship and often criticises or puts down the other person.
Dialogue assumes that many people have pieces of the answer and that together they can develop a workable solution.	Debate assumes that there is a right answer and that someone has it.
Dialogue is open-ended.	Debate implies a conclusion.
In dialogue, you listen to the other side(s) in order to understand, find meaning, and find agreement.	In debate, you listen to the other side in order to find flaws and to counter its arguments.

Healthy debate	Dysfunctional Argument
<ul style="list-style-type: none"> • People are open to hearing others' ideas • People listen and respond to others' ideas even if they do not agree • People focus on facts and ideas, even when putting their view firmly or passionately 	<ul style="list-style-type: none"> • People assume they're right • People wait until others have finished talking, then state their ideas without responding to the other person's idea • No one is interested in how the other person sees the situation • People get personally attacked and blamed

Techniques that the facilitator can use to create a healthy debate	Techniques that allow dysfunctional arguments to develop
<ul style="list-style-type: none"> • Stay totally neutral • Acknowledge all responses • Refocus on the subject • Get closure on a point and move on • Create ground rules • Point out differences between perspectives so they can be understood • Make people focus on facts 	<ul style="list-style-type: none"> • Join the argument • Ignore particular groups • Let an issue drag on and on • Sidestep a hot issue • Get defensive • Stand by passively