

# Welcome!

## Thinking about communication

“from the abundance of the heart the mouth speaks”. Matthew 12:34

Let's listen a story









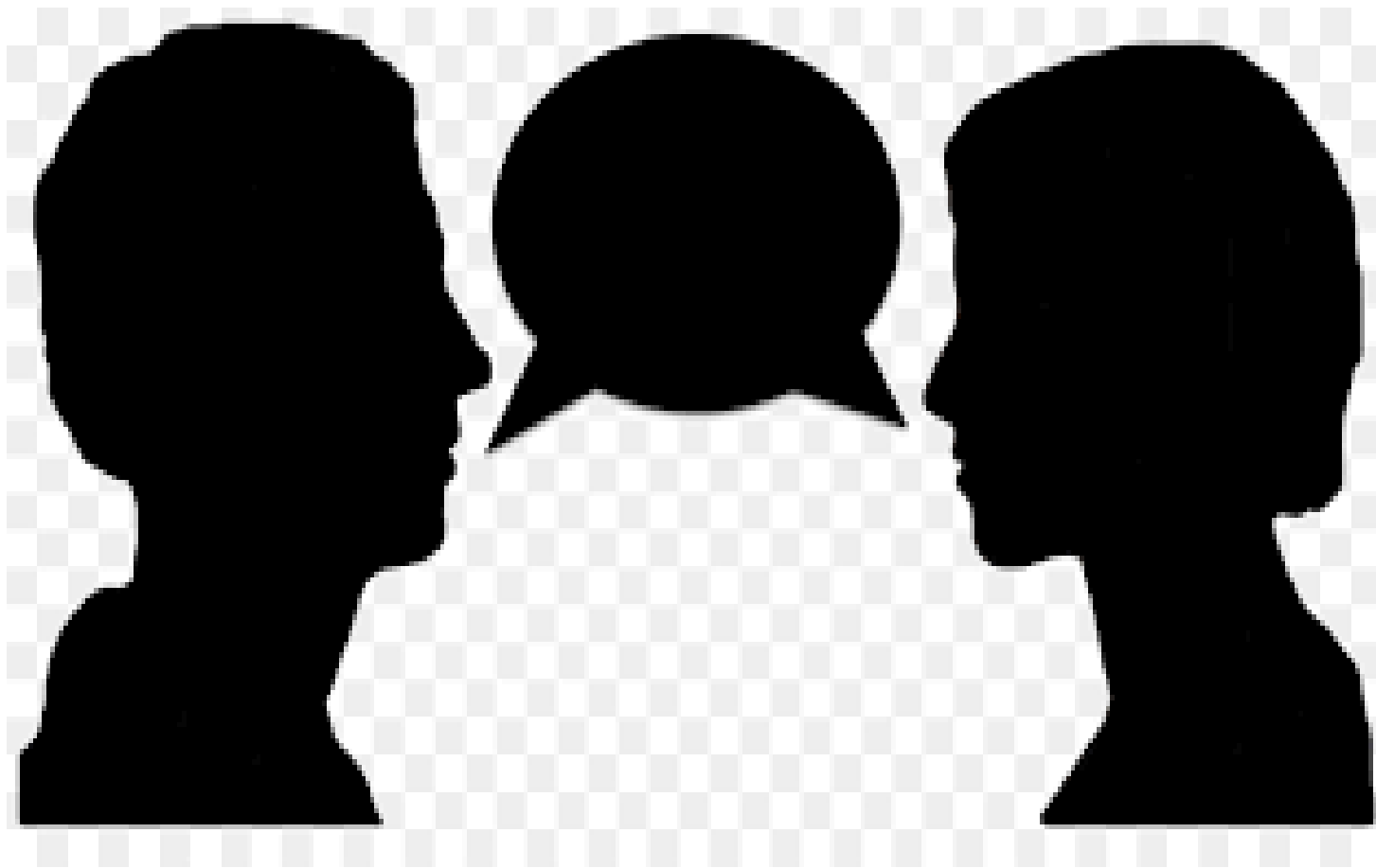


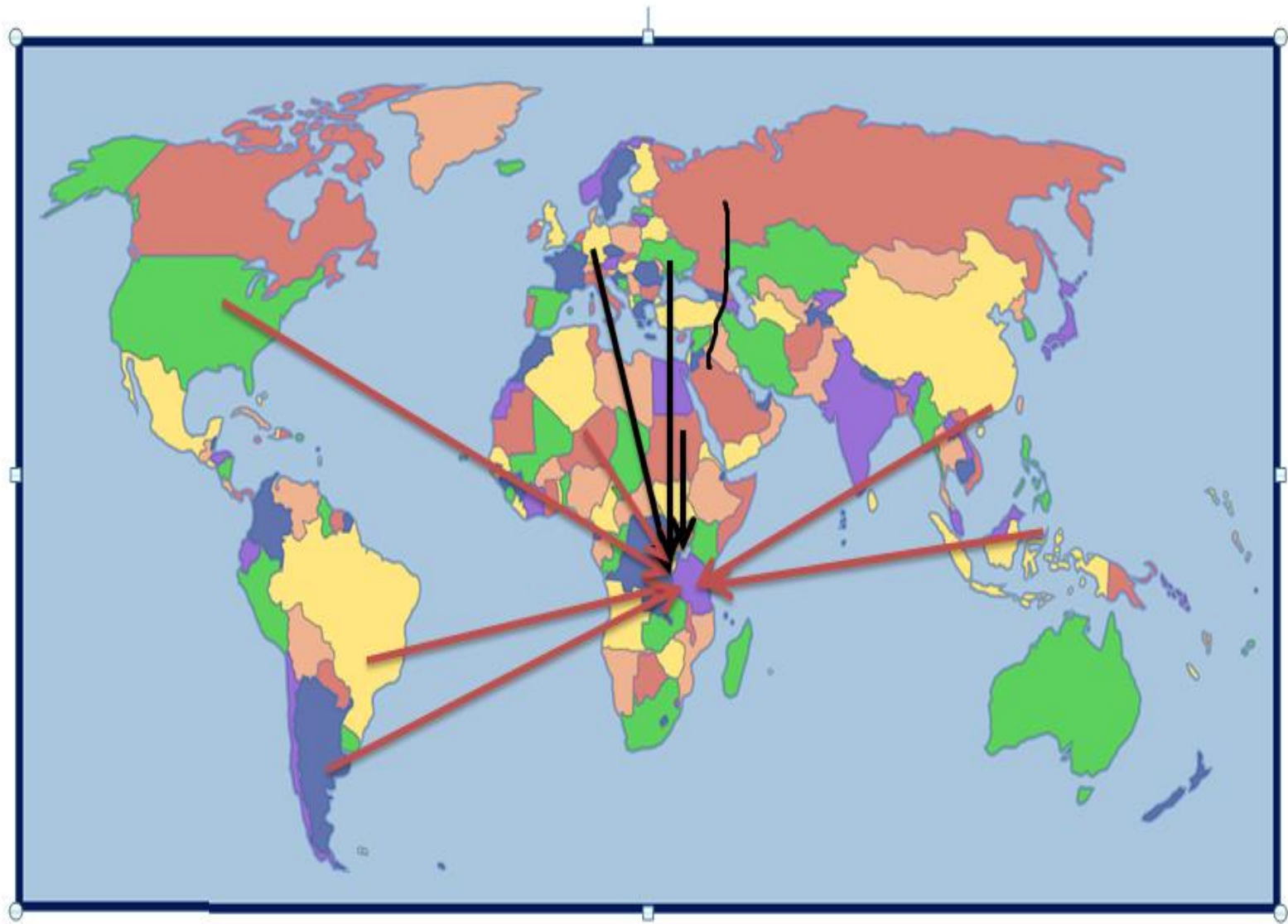


# People talking – Listening?









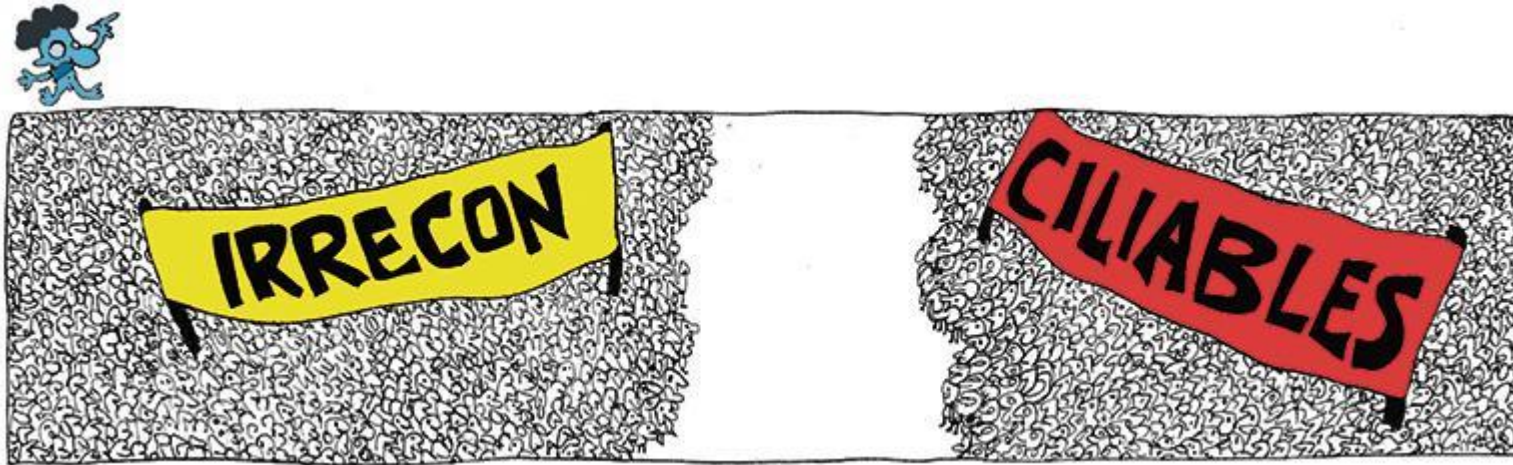
Proverbs 15:1 “A soft answer turn  
away wrath,  
but grievous words stir up anger.



That means:

ene

mies



Communication is essential  
constructing peace



## **GPENreformation Ambassadors' Assembly 2018**

Communication as a Contribution to  
Educational Quality and Peace Education



# Schedule of the Ambassadors' Assembly

Saturday, November 24

## Communicating for Quality and Peace Education

- Morning Devotion
- Welcome and Introduction of the Tanzanian Participants
- Communicating for Quality and Peace Education
- Communicating in the Context of Quality and Peace Education (Workshops)
- Starting Communication
- Plenary Discussion: Major Outcomes and Recommendations

## Networking and Farewell

# Schedule of the Ambassadors' Assembly

Sunday, November 25

Service and Departure

Sunday, November 25 to Wednesday, November 28

Visitors Program



Photo: Nils Laengner



# Communicating for Quality and Peace Education

# Communication in the Context of Quality Education

Rev. Frederick Njobati (GPENreformation Ambassador, Cameroon)



Evangelical Lutheran Church  
in Tanzania



Evangelische Kirche  
in Deutschland

# **Communication in the context of Quality Education**

**GPENreformation Ambassadors Assembly, Arusha - Tanzania  
22-25.11.2018**

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**Njobati Frederick Fondzenyuy**  
GPEN Ambassador & Coordinator, ISTP – PCC/CBC  
Cameroon

## Outline

1. Context
  2. Communication
  3. Challenges
  4. Effective communication: Dimensions
    - „I“ messages
    - Non-violent Communication (NVC)
    - Forum Theatre
    - Constructive feedback
  5. ISTP experience – Cameroon
  6. Conclusion
- References

## 1. Context:

### (Connectivity of quality education and communication)

Quality education is enhancing human, social and economic development

(UNESCO, 2011, p. 7)

SDG4 and Education 2030 framework for action ⇒  
**quality**, access, equity, inclusion, lifelong learning  
for all

(UNESCO et al, 2015, p. 7-8, Messiou, 2017, p.148)



Need for quality to

- develop individuals: learner outcomes  
(competences and skills, self-esteem, self-concept),
- develop system levels of education
- develop the society  
(economic growth, social cohesion and globalization in learning)

Requires involvement of all stakeholders (heterogenous)

This calls for effective communication

(Opubor, 2001, p. 5, UNICEF, 2017, p. 2)

Behavioural, social, psychological and emotional factors have great influence on attainment of quality and development

Communication  $\Rightarrow$  impact on conceptual change of attitudes and norms: critical for educational quality

(UNICEF, 2017, p.3)

## 2. Communication

Feelings, interests, values, goals are shared through communication

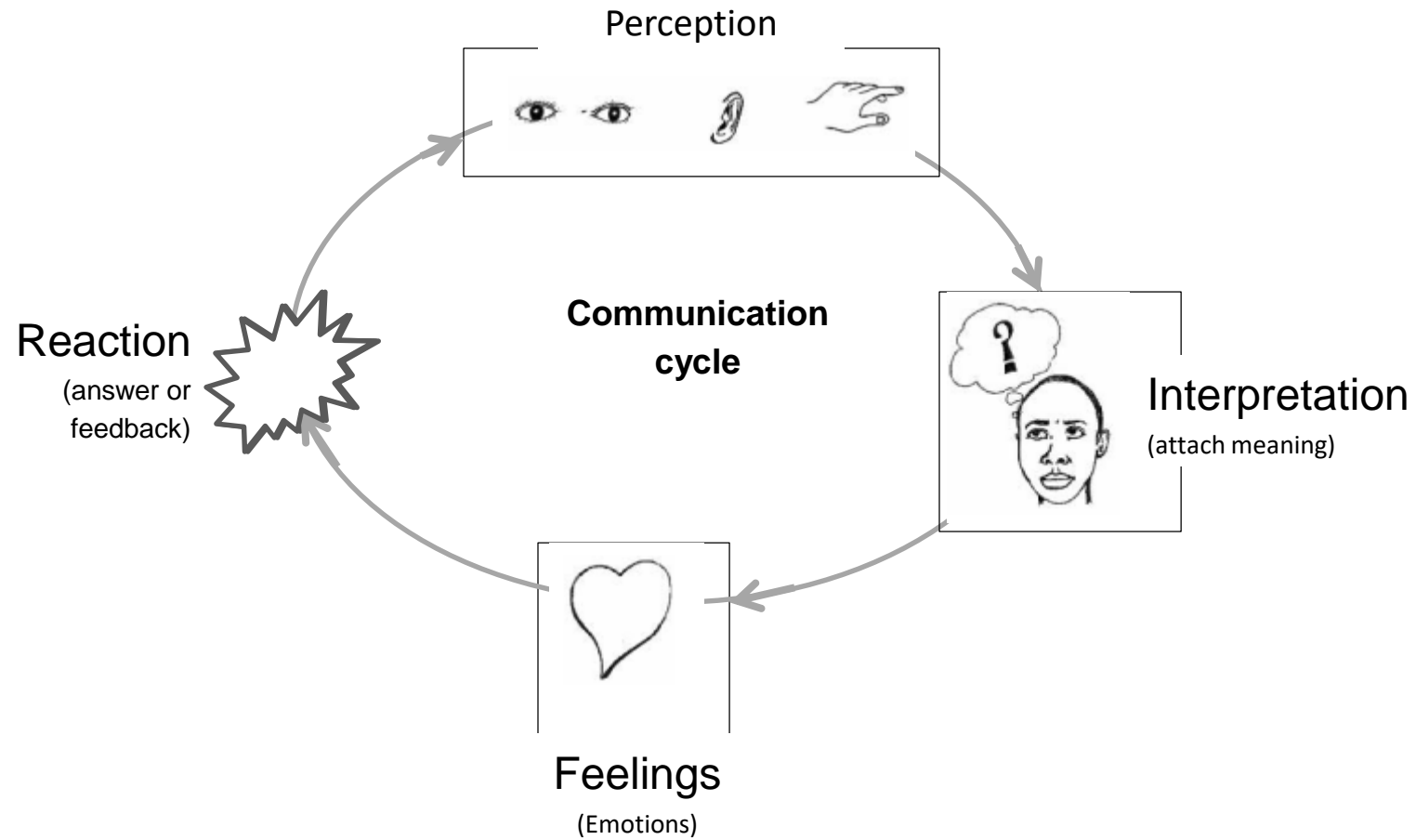
Poor communication:

☞ root of many conflicts, misunderstandings, defensive mechanisms and inertia to development

„one cannot *not* behave“ ⇒

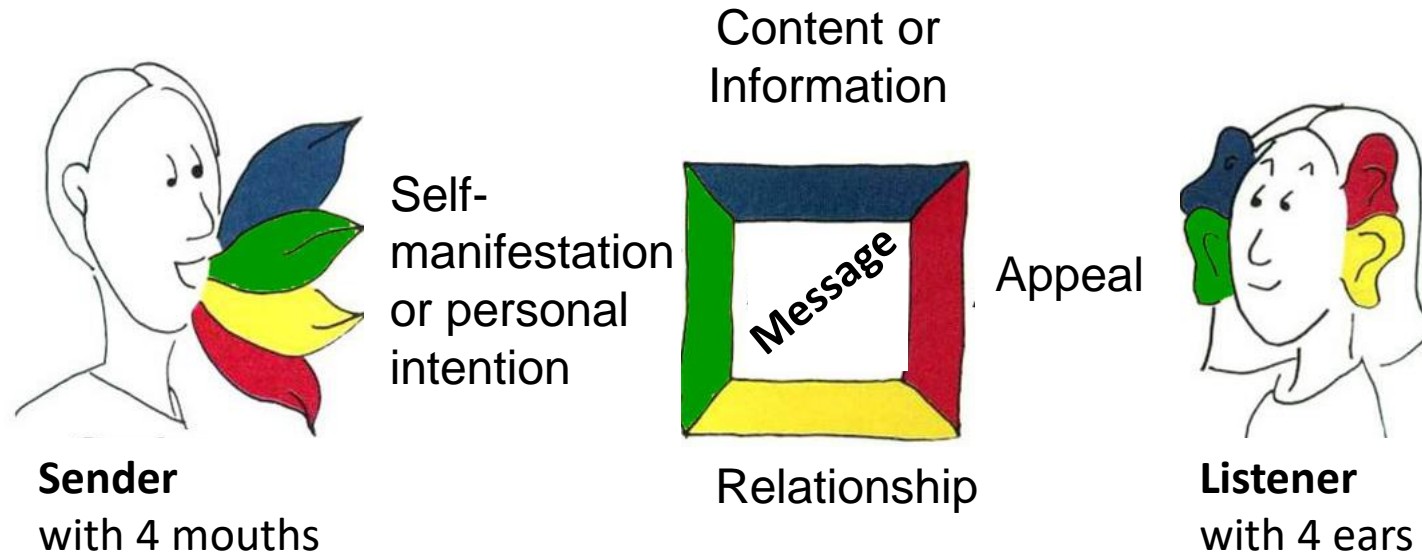
„one cannot *not* communicate“

(Paul Watzlawick)





### 3. Communication and challenges

#### Four sides of a message



*Adapted from „Sculz von Thuns four sides model“  
(Schilling, 2012, p. 64-70)*

Example: Teacher (sender), tells student (receiver),  
*„There are many cancellations on your paper“*

	Sender 	Receiver 
<b>Content</b>	<b>There are many cancellations on your paper</b>	<b>There are many cancellations on your paper</b>
<b>Self-manifestation</b>	<b>I do not know the content of the paper</b>	<b>I do not like that</b>
<b>Relationship</b>	<b>You know the content of the paper</b>	<b>You are a bad writer</b>
<b>Appeal</b>	<b>Tell me the content of the paper</b>	<b>Learn how to write well</b>

## 4. Effective Communication (for quality education)

Requires

- the active understanding of the partner
- change of perspective: Reflect how the other person understands the message
- the reflection and flexibility of how to say something
- reflection on the questions of power and their effect



Effective communication promotes human rights, mobilize leadership and societies, influences attitudes and social norms, and transforms behaviour (most influencing factors to development and social cohesion)

(UNICEF 2017, p. 3)

## Responsible freedom in communication

People want to feel self-effectiveness and have autonomy

Communication should take this into account, especially in asymmetric relations as those between teachers and students

Non judgmental approach: **Talk about you and not about other people**

## 4.1 „I“ Message

is an effective form of communication as it

- Enhances the readiness for personal change
- does not judge the another person negatively
- does not hurt

## 3 parts of „I“ message

Parts	Description	Example
<b>Behaviour</b>	related to the behaviour of the student/colleague	“I observe that you shout at me when I am reading“ ....
<b>Effect</b>	should address the effects	„....it is very difficult for <b>me</b> to concentrate and understand the content“
<b>Feeling</b>	it should show the own feelings	„.....and <b>I</b> fear that I will make mistakes in paraphrasing“

## 4.2 Non-violent Communication (NVC)

Language of Life (Marshall Rosenberg's model)

Intention: to connect from the heart

4 steps in NVC:

**Observation, Feelings, Needs and Request.**

NVC quarantees emotional and physical safety of the learners and teachers

Remark: Observation is not judging, evaluating or blaming

## Feelings and Needs

Reflect on words to express

- a) your feelings
- b) Your needs

(Use your examples from yesterday)

## Feelings

A feeling is not a reaction. A reaction comes from a feeling

### Words to express feelings

Afraid	Bored	Annoyed	Confused
Nervous	Fatigued	Angry	Troubled
Insecure	Tired	Disgusted	Curious
Startled	Weary	Vexed	Worried
Ashamed	Delighted	Appreciative	Unclear
Shocked	Happy	Grateful	Undecided
Surprised	Joyful	Glad	
Upset	Elated	thankful	



## Needs

Needs are universal

Not specific to a particular place, time, race, culture, circumstance or person

Peace (inspiration, order)

Safety (security, relief)

Celebration (creativity, play)

Cooperation (support)

Effectiveness (Competence,  
growth)

Authenticity (Honesty, self-reliance)

Health (Healing, balance, harmony)

Connection (empathy, trust)

Autonomy (choice, self-expression,  
responsible liberty)

### 4.3 Forum Theatre (Theatre of the **oppressed**) (Augusto Boal)

- Interactive theatre with audience participation (No spectators but „*spectactors*“)
- NVC dimension: translate actual problem into stage narrative structure
- Plurality of voices

## Forum Theatre: Uses

- Change (opinions, views, relations)
- Controls power asymmetry and oppression in communication
- Safe forum for discussing issues
- Creates sense of empathy
- Gives voice to those who do not have one or cannot defend themselves
- Promotes conceptual, social and political change

## 4.4 Feedback

Reaction towards a behaviour

Is an aspect of communication and is directly linked to teaching and learning.

is information about what was or was not accomplished, given a specific goal

Allows positive or negative feelings about the learning

## **Constructive feedback**

- Is stimulating new perspectives
- Is very effective for a good teaching
- relate to what is correct and to be done next
- what should be better related to an objective (or criterion)
- should be related on time

## Constructive feedback

- Engage students in the feedback process
- Allows for comparison on ones self earlier and now (individual) or ones self and objective to be learnt (criterion)
- Short, clear, and not blaming
- Should give time and space for reaction

## 5. ISTP– Cameroon: Experience

### In-Service Teacher Training Programme

Presbyterian Church in Cameroon (PCC) and  
Cameroon Baptist Convention (CBC) in  
Cooperation with Bread for the World



System levels: ECE, Primary and secondary schools

No. Of schools covered: 444

No. of teachers: 2,600

No. of Teacher trainers (Multipliers): 107

## 5. ISTP cameroon: Experience



Competent team of trainers in non-violent communication  
(by conviction, theory-content-process-practice)



Communication connected to quality education, inclusion, peace and justice



## ISTP cameroon: Experience



Over 80 school-based  
trainers on NVC,  
Constructive feedback,  
peace and quality education  
functioning in schools



- 3 ECE Centres of best practices:
- ⇒ NVC centres
  - ⇒ Compassionate classrooms
  - ⇒ Network of “Giraffe Schools”
  - ⇒ Intercultural/Intercontinental







Enhancing effective  
communication in  
teacher training



## ISTP cameroon: Experience

Weekly radio program  
„Quality Education for  
sustainability – QUEST ISTP“



Forum theatre for  
students, teachers,  
school administrators  
and parents

NVC/support for internally  
displaced children in current  
crisis situation in Cameroon



Host NVC workshops with  
local and international  
experts

Conduct NVC training for  
teachers, school leaders,  
parents and care givers

Enhance quality  
teaching followed by  
constructive feedback



# ISTP Challenge

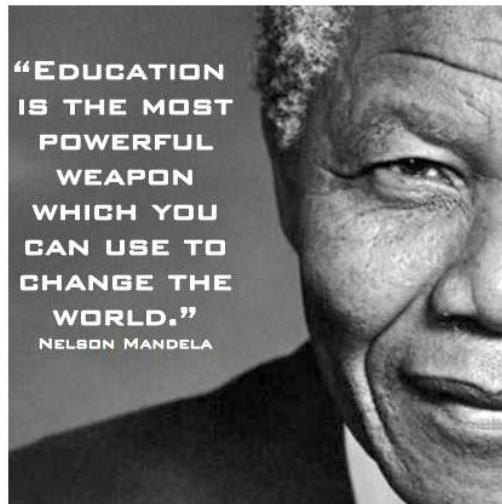
- i. In the face of escalated crisis in Cameroon
  - children deprived of right to education
  - No signs of dialogue by powers that be
  - Fear, trauma, pain and despair increase

**What is the future for innocent young Cameroonians who are currently paying the bloody price?**

- ii. Learn from and share with others
- iii. Improve visibility and cooperation



## Conclusion



Take ownership of effective communication as you journey on the path to quality and peace education

Thank you for your time and attention

Shalom

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# Communication in the Context of Peace Education

Stefan Maaß (Peace Commissioner, Germany)



Evangelical Lutheran Church  
in Tanzania



Evangelische Kirche  
in Deutschland

# Communication in the context of peace education

**Stefan Maass**

# Principles of constr. communication

1. Express yourself clearly
2. Listen exactly
3. Find a solution together

## Discussion of Peace ethics

2012 started a discussion process in 25 church districts

2013 the synod decided to become a just peace church:

*“Working for peace and reconciliation is at the heart of the Church's witness. This witness cannot just be left to the Church as a whole; It requires long-term commitment at every level within the Church.”*

## Tasks and challenges

- Jesus Christ's message of peace and nonviolence opposes a culture of violence
- Skills for conflict resolution can be learned
- Peacemaking is a challenge and an opportunity
- The profile of the Protestant School shall be shaped by peace education

# Peace education in the Schools Foundation's schools

- Peace education encompasses every aspect of the school life
- Raise awareness of violent situations; to develop and offer nonviolent forms of action
- Reduce the influence of structural violence

## Cornerstones of the peace education profile

- Social skills are at the heart of peace education
- Conflicts and violence are always openly discussed
- Practising active nonviolence
- Orientation based on the biblical message of peace
- Four dimensions of peace

## Peace education profile concret

- Training courses for teachers
- Skill trainings for pupils
- Mediation
- Peace discussion with politics
- Introducing the civil peace service
- Becoming a peacemaker school



Become a  
Peacemaker!



Teach  
Qualitatively  
for Peace!



Learn for  
Peace!

Communicate  
Effectively for  
Peace!

# Communication in the Context of Quality and Peace Education



Participate  
for Peace!



Speak for  
Peace!



Involve  
Everyone  
for Peace!



# Starting Communication

Tom Laengner (GPENreformation Ambassador, Germany)



Evangelical Lutheran Church  
in Tanzania



Evangelische Kirche  
in Deutschland

Communication is no myth but a mystery.



# Starting Communication

Tom E.Laengner





Just a moment before we start dancing



with

Nathanaël Emeka Njoku

1.) Is this two year old able to communicate?

2.) How will he communicate?

3.) How would you communicate with him?

4.) Would you communicate with him the same way in 15 years?

Just think this for about 30 seconds

I communicate.  
But who is the „I“?







What impacts you the most,  
impacts your communication as well.



Communication is too complex for an instant fix.  
And so is our entire life





## The principle of the path

- 1.) When you get lost, you'd better make a U-Turn
- 2.) It's not about intention – it's about direction
- 3.) Direction determines destination



What do I communicate in my world ?

NO IDEA?

What about : faith, hope and love

This idea is from the Bible.

And it is not only good because it is in the Bible.

Because this concept is brilliant, it has found it's way into the Bible.



Kampala Cycling Club on the Lake Victoria, Uganda

Encouraged to encourage

Share your story





Jackson Kivuyirwa of theMajengo Institue in Goma, DRC

Inspired to inspire

Share your story



### Encourage and inspire – Part I

Find a partner and share your stories to each other

Two people – four stories – 20 minutes



## Encourage and inspire - Part II

Form groups of four.

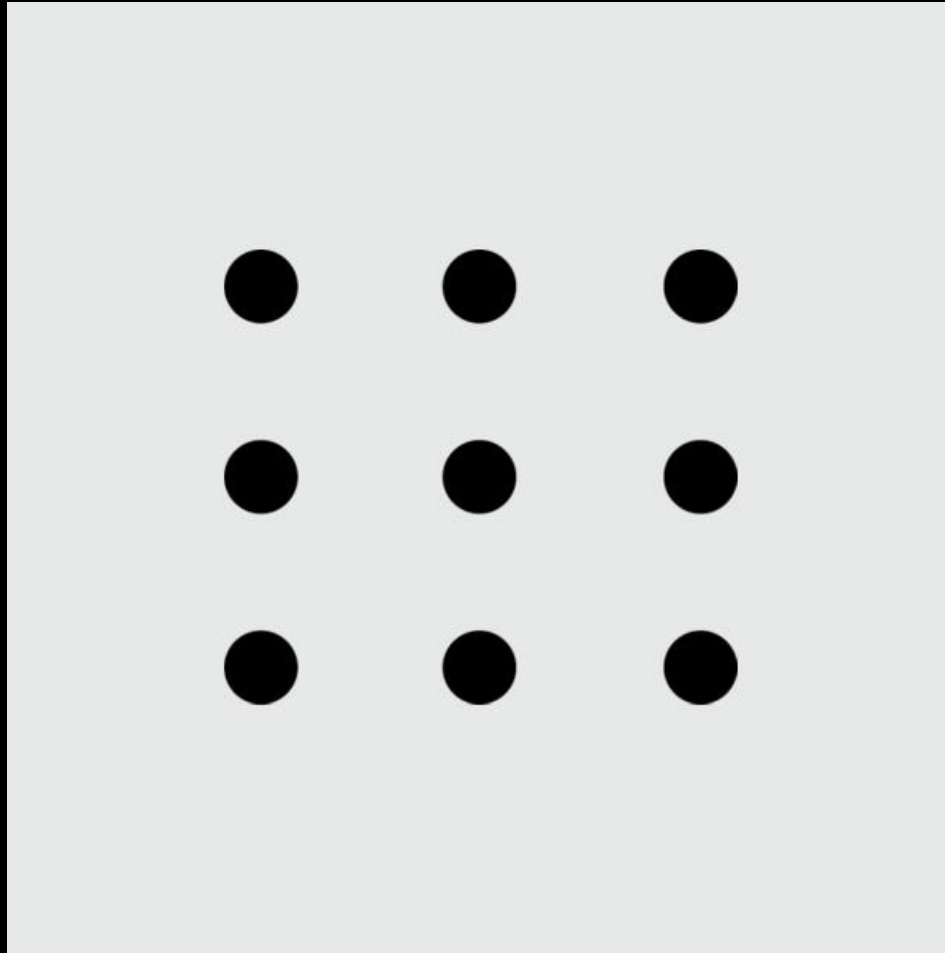
Make sure that your former partner is also in the new group

Four people share one of the stories they have just heard

4 people – 4 stories – 10 minutes

The background of the image is a blurred, out-of-focus photograph of a green field, possibly a grassy area or a forest floor. The colors are various shades of green, from light to dark, creating a textured, bokeh-like effect. The word "Imagine" is centered in the lower half of the image.

Imagine

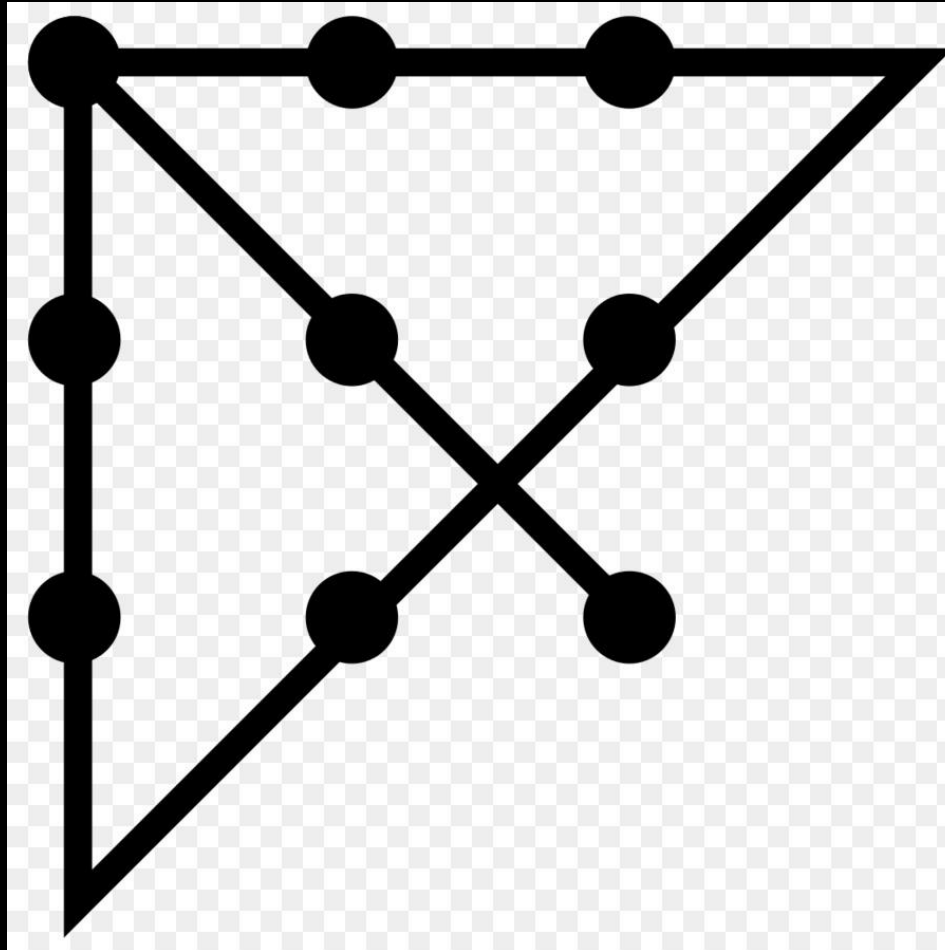


You see nine dots.

Connect them by drawing four straight lines.

It is possible.





Samuel Loyd, Chess player from Philadelphia, USA 1914

We have to think outside the box

**Ann hasn't spoken to anyone for a month**  
Will you send a text and invite her for lunch?

Almost a million older people say they haven't spoken to a friend, neighbour or family member for weeks on end. Will you send a text and help Age UK fight loneliness for one older person?

Just £3 from you today could pay for a lonely older person to come to a local lunch club, giving them something to look forward to – and the companionship they need.

**TEXT LUNCH to 70007 to give £3**  
enough to pay for a friendly meal at a local lunch club

 **ageUK**  
Love later life

Age UK provides a range of services and your gift will go wherever the need is greatest.  
To make a regular gift, please call 0800 700 007 or visit [www.ageuk.org.uk](http://www.ageuk.org.uk). Your gift will be used to support the work of your local Age UK branch. For more information, please call 0800 700 007 or visit [www.ageuk.org.uk](http://www.ageuk.org.uk). Your gift will be used to support the work of your local Age UK branch. For more information, please call 0800 700 007 or visit [www.ageuk.org.uk](http://www.ageuk.org.uk).

Europeans have a need – Africans are the solution



Cockraoches, bugs and locusts might be the new pizza

Breed them ship them and sell them.

Yummy!



Eine Initiative der Kommunalen Spitzenverbände

1000Schools for our World  
is an initiative of the  
German Association of Cities

to promote partnership and  
cooperation on a local or urban  
level





## Part I

Take a pen and a blank piece of paper :

- What do you want ?
- What do you need to accomplish your goal?
- Whom would you like to choose as a partner?

Take your time : 10 minutes  
and give an outline of your plans

## Part II

- Find a partner
- introduce your ideas to each other
- inspire each other, encourage each other and question each other



Do not try to slain the giant – Feel, think and ask !

Instead of saying : But you do not have the means!

ASK : What do you think wheer the money could come from?

Instead of saying : What a useless plan !

ASK : What benefit people might have from your pans?

How do you realize your plan?

Could you please explain?

**New ideas are difficult to defend. That's a problem with a new idea.**



# Major Outcomes & Recommendations