

Training of Trainers in Nonviolent Conflict Transformation — Evaluation Report

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Table of contents

Executive Summary	4
1. Introduction.....	5
2. Results / Findings.....	6
2.1 Achievement of objectives	6
2.1.1 Curriculum / Manual	7
2.1.2 Model of training course	9
2.1.3 Homepage	15
2.2 Project Management	17
2.2.1 Cooperation / Coordination / Communication	17
2.2.2 Monitoring and Evaluation.....	19
2.2.3 Finances	21
3. Conclusions / Recommendations	23
4. Appendix	26
Annex 1.....	26
Data basis (documents).....	26
Data survey.....	26
Other sources	26
Annex 2.....	27
History of the project.....	27
Annex 3.....	29
Overview of project partners.....	29
Annex 4.....	33
Questionnaire handed out to trainers and resource persons / representatives	33
Annex 5.....	36
Questionnaire sent to participants	36

Executive Summary

The idea of the project "*Curriculum for a Training of Trainers in Nonviolent Conflict Transformation*" originated in 2002 intending to find a universal set of tested training standards in order to improve the training opportunities for becoming a qualified trainer in the field of Nonviolent conflict transformation in a European context. Now, after the project was brought to an end in March 2007 the achievement of objectives has been assessed in a final evaluation which results are presented in this report.

Passing in review, the unlucky way of failing in the first attempt in 2004 had formed many obstacles for the progress of the re-designed *Training of Trainers* project. However, despite of the fact that it "was not born under a lucky star" as an interviewee put it simply, it has to be recognized that in the end it was successful below the line. Giving a reason for this, one of the tremendous advantages of the project was to having had an eligible set of partner organisations. It was found by analyzing the partners' share in project management, that each of them contributed to the project within the realms of possibility even though sometimes not as effectively as possible.

With regard to the achievement of intended project outcomes, a "*Curriculum for a Training of Trainers in Nonviolent Conflict Transformation*" was tested successfully in a pilot course and new knowledge of implementing a Training of Trainers was gathered. According to the project proposal, one of the main objectives of the project was to find formal and content-related standards to obtain a comprehensive agreement as a universal basis for a "*Training of Trainers in Nonviolent Conflict Transformation*". The training course intended to draw on different experiences and to contribute building a *European* approach to Nonviolent Conflict Transformation. It can be declared that this special goal was achieved only to a certain extent, not least because of not having a well-balanced project ownership.

A comprehensive training manual was produced and a project homepage was set up, the latter unfortunately with very low practical usage. The objective of having qualified 12 graduated trainers in Nonviolent conflict transformation was not fully achieved.

Competencies for conflict transformation have been strengthened only to a limited extent, because of the small number of participants. It was assumed that at least six trainers would disseminate their newly attained competencies in the field of nonviolent conflict transformation by implementing trainings. This was an overestimation of multiplier effects to be obtained by the project. As far as is known at the present moment, some of the trainees are not going to work as a trainer in future. Therefore, the aim of increasing potentials and capabilities of de-escalation methods in society was only partly achieved.

To sum up the projects achievements, it was successful in achieving its goals by producing a curriculum and a manual as well as having tested a model course, but it was not successful in having trained a sufficient number of trainees. Eventually, it can be declared as thoroughly successful if there will be a follow-up in the near future, avoiding a few malfunctions made in the last attempt by scaling it down to a feasible dimension.

1. Introduction

The EU-funded 36-months GRUNDTVIG project "*Training of Trainers in Nonviolent Conflict Transformation*"¹ now, in March 2007 has been finished. The overall goal of the project was the development and distribution of a Curriculum of a "*Training of Trainers in Nonviolent Conflict Transformation*". The purpose of this summative evaluation² is to review the achievements of the overall objectives of the *Training of Trainers* project. Additionally, it can be seen as an outside agent's review on design and findings of the internal evaluation taking place after every single training day during the whole course. Therefore, it was a desired need of the project partners to have an external evaluator who is seen as objective and unbiased. The purpose of this summative evaluation is to assess the project's success in reaching its stated goals. In addition, there will be several remarks on the impact of change of partner organisations as well as on technical aspects of logistics and organisation. It addresses these basic questions:

- Was the project successful?
- To what extent did the project meet the overall goals?
- Were the results worth the project's cost?
- Which components were the most effective? Which components are in need of improvement?
- Was an adequate number of trainees from diverse backgrounds receiving certificates and showing increased interest in a "career" as a trainer?
- Were there any side-effects during the trainings? Were there any changes?
- What are the outcomes of the *Training of Trainers* project pointing out to improve or develop trans-European training standards?
- Can the project be sustained?
- Is the project replicable and transferable?

The evaluation was realized ex-post on basis of face-to-face and telephone interviews as well as on analysis of written responses on email questionnaires and participatory observations during the final partner's meeting and the Workshop "European Perspectives of Training Courses on Nonviolent Conflict Transformation" in Berlin, 9th-10th of March 2007. In addition, various data sources were taken into account (see Appendix). For instance, a solid basis of revealing information was extracted out of the training reports prepared by the trainer team after every training day. This continuing self-evaluation during the course comprising feedbacks of participants and observations of trainers could be used for further investigations leading to new conclusions, which could be drawn out of reflections and recommendations of the trainer team. Hence, it was possible to get highly valuable insights into the trainings, which were used, for pointed questions in the interviews with trainers, trainees and resource persons / representatives of the partner organisations.³ This may clear up any doubts in quality, deepness and profundity of results of this ex-poste evaluation, because any limitations caused by its character are compensated through the methods of validation and cross-checking mentioned above. The evaluation results ought to be utilized by the stakeholders of the project as decision guidance for further project activities and should be taken as "food for thought" in following activities in the field of Nonviolent Conflict Transformation.

¹ The official project title as mentioned in the GRUNDTVIG programme 2003 is: "CfT - Curriculum for trainers. Development of a European curriculum "Training of trainers in Nonviolent Conflict Transformation" with training model" (GRUNDTVIG - EUROPEAN COOPERATION PROJECTS IN ADULT EDUCATION. SOCRATES Compendium 2003. p. 10.)

² A summative evaluation (sometimes referred to as impact or outcome evaluation) collects information about outcomes and related processes, strategies, and activities that have led to them frequently addressing many of the same questions as a progress evaluation. THE NATIONAL SCIENCE FOUNDATION (2002): The 2002 User-Friendly Handbook for Project Evaluation (NSF 02-057). Arlington. <http://www.nsf.gov/pubs/2002/nsf02057/start.htm>

³ Appraisal of statements found in the training reports of units B1-A5 basing on 90-120-minute face-to-face/telephone interviews supported by pre-given guidance questions; Berlin, March 2007. For catalogue of Guidance questions: see Annex 4-5, p. 32.

2. Results / Findings

Itemizing the achievement of project objectives following the demands made in the project proposal in the first part of this chapter, in the second part special emphasis is placed on aspects of coordination and monitoring and evaluation aside from financial aspects. According to that policy, before evaluating the overall goals as defined in the project proposal they will be shortly outlined in Chapter 2.1, ensuing an assessment of the overall project management in Chapter 2.2. In both parts, for one thing important facts and circumstances are described in a manner of reconstructing procedures as they had happened and, for another thing additional background information is given if considered necessary. Also, it will be commented on aspects of the European dimension, which are substantial to consider. Summarizing results of these inspections are to be found after each paragraph to be headlined as "Findings".

2.1 Achievement of objectives

Stepping backwards approximately ten years ago, in Germany there was no existent common understanding with regard to unique standards for selection of contents, target groups or even length of a "*Training of Trainers in Nonviolent Conflict Transformation*". Variety in quality and disparity between providers was to be noticed. Thus, in this context, from around 2002 the founders of the project came up with the original idea to prepare a draft for a convention to agree on standardized rules and regularities with having the overall goal to level up the grade of quality and professionalism in this unclear field.

The project was titled "*CfT - Curriculum for Trainers. Development of a European Curriculum "Training of Trainers in Nonviolent Conflict Transformation" (NVCT) with model of Training Course*".⁴ As given in the full project proposal of 2003, the overall goals of the project were:

- to strengthen conflict transformation competencies,
- to increase potentials / capabilities of de-escalation in society,
- to promote preventive and communication-oriented work in local communities,
- to support sustainable development of a democratic conflict culture and atmosphere of constructive debating,
- a sustainable development of a democratic culture of transforming controversies and conflicts,
- to improve trans-European offerings of training modules for qualification in Nonviolent Conflict Transformation,
- to increase the quality of a *Training of Trainers* by developing a model of a curriculum and
- to exchange experience between European organisations/institutions of adult education in the field of Nonviolent Conflict Transformation.

According to the project proposal there were the following expected outcomes:

- a curriculum for a "*Training of Trainers in Nonviolent Conflict Transformation*",
- a training manual,
- a tested pilot course,
- a homepage of the project and
- twelve new trainers.⁵

⁴ „CfT - Curriculum for Trainers. Entwicklung eines europäischen Curriculums „Ausbildung von Trainern/innen in ziviler gewaltfreier Konfliktbearbeitung" mit Modellausbildung.“ (ISOC - SOKRATES PROJEKTDATENBANK; [HTTP://WWW.ISOC.SIU.NO/](http://www.isoc.siu.no/) - Quick search: "Wustrow").

⁵ PROJECT PROPOSAL 2003, p. 24.

In this context, the main purpose of the project - besides the training course - was to develop a manual and to produce and test a curriculum for a "*Training of Trainers in Nonviolent Conflict Transformation*" - these were "two main pillars of the project".⁶

2.1.1 Curriculum / Manual

As mentioned above and also mirrored in the project title, one of the two main purposes of the project was to develop a curriculum consisting of two parts. On the one hand a curriculum setting formal and content-related standards for a *Training of Trainers* and on the other hand an integrated manual containing training modules, working materials, methods and examples with practical relevance.⁷ Both components, as results of a "pilot" training course were supposed to be used as an instrument for a formal standardized education meeting the challenges for trainers in nonviolent conflict transformation on a European level.⁸ In May 2005, one of the trainers - Hagen Berndt - has worked out a draft of the **curriculum** which was used as a working hypothesis for the training course starting later in autumn the same year. The curriculum was intended to be the basis for the trainers team to conduct a basic and an advanced course for the *Training of Trainers* handling these issues (among others):

- Terminology and general aims,
- criteria for participants` selection (target group),
- transversal topics,
- specific aims and contents as well as
- methods and structure of the training course.⁹

The intention was not to give a tight time schedule in advance but to have an overview of the distribution of programme content (modules) and also a rough copy for seminar planning. In this sense, the curriculum was understood more as a guideline than an instruction how to implement a training course to qualify trainers in nonviolent conflict transformation.

As criteria for participants` selection it was stated that "...persons are needed who understand the dynamics of conflict, who are able to develop visions and perspectives in intricate situations and who are willing to play a constructive role as a supporter of one, several or all conflicting parties. They will need to consider their own motivation, capacities and possibilities in relation to a given conflict scenario."¹⁰

The **manual** was finalized in March 2007, also by one of the trainers - Ruth Mischnick - as "the product of a process by a consortium of partner organisations" containing a diverse compilation "of approaches and opinions on training for conflict transformation in various geographical and institutional contexts. [...] The goal was to identify, synthesise, complement, teach and enable conflict transformation for trainers from a European point of view."¹¹ Asking for an instruction to use the manual, a chart drawn by the author may help as a guideline (see next page). In this understanding, in a system of a nonviolent conflict transformation training basing on contents in theory and in practice, conclusions for agents and institutions can be made throughout reflections and expectations. The personality of the transformer in this system can be seen as the "flexible part" of it.

⁶ MINUTES OF THE PARTNER MEETING IN FLORENCE/ITALY, 31 July-01 August 2006.

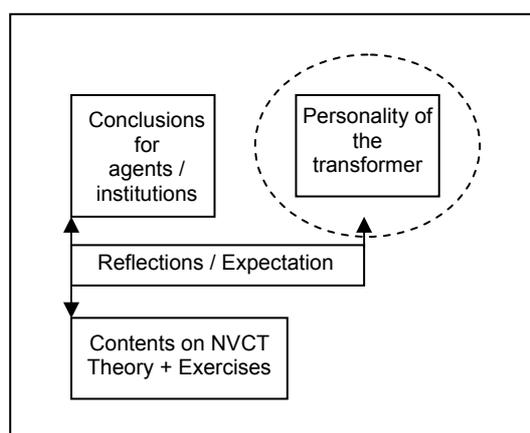
⁷ The "curriculum inside the curriculum" must not be mixed up with the overall goal of developing a final curriculum containing also the manual. In this regard, KURVE WUSTROW has tried to remove ambiguities by internally defining the term "curriculum" before re-starting the project in 2005.

⁸ cp. concerning this: DRAFT CURRICULUM, May 2005, p. 1-2.

⁹ DRAFT CURRICULUM, May 2005.

¹⁰ DRAFT CURRICULUM, May 2005, p. 1.

¹¹ MISCHNIK, RUTH: Nonviolent Conflict Transformation. Training Manual for a Training of Trainers Course. First edition in Bratislava/Slovakia, March 2007, p. 5.



RUTH MISCHNICK, Final Workshop, 10 March 2007

Findings:

According to the project proposal, one of the main objectives of the project was to find formal and content-related standards to obtain a comprehensive agreement as a universal basis for a “*Training of Trainers in Nonviolent Conflict Transformation*”. The training course intended to draw on different experiences and to contribute building a *European* approach to Nonviolent Conflict Transformation.¹² It can be declared that this special goal was achieved only to a certain extent - there is a statement recorded at the Florence partner meeting giving proof: “...the [draft] curriculum has a German perspective.”¹³ The sentence should not be overvalued, but taken as one example illustrating the dominance of the AGDF-standards¹⁴, which somehow did not bring in the partners “to be in the same boat”.¹⁵ Therefore also the manual was seen as “another compilation” of training methods or - more positive - “as a quarry, where you can find the stones for construction of your trainings”.

Pursuing the discussion at the final workshop in Berlin, there was observed a still widespread range of varying understandings of underlying standards to be subject to negotiation. Quoting one representative at this point, mentioning that it is “difficult to set written standards in the context of different cultural backgrounds”, it was criticized that particularly for this major point for discussion the cultural dimension “was never debated” explicitly before. Nevertheless, when interrogating representatives of the partner organisations it was stated that “there is a necessity for having some European standards” with regard to a “professionalisation of working environment” in the field of Nonviolent Conflict Transformation. For that reason the already tested standards will be more than helpful also for non-German organisations.¹⁶ But likewise it was figured out, that the differing national backgrounds and genesis as well as different fields of activities of the cooperating organisations often were an obstacle towards a convergence in finding corporate training standards. Additionally, as previously mentioned, debating on the issue occurred only on a limited scale. In this context, the curriculum was merely reckoned as an “effort on finding an agreement about what are the topics of nonviolent conflict transformation which should be included in a *Training of Trainers*”. At this point there must be already named the field visits

¹² DRAFT CURRICULUM, May 2005, p. 2.

¹³ MINUTES OF THE PARTNER MEETING IN FLORENCE/ITALY, 31 July-01 August 2006.

¹⁴ „Standards des Qualifizierungsverbundes für zivile, gewaltfreie Konfliktbearbeitung der Aktionsgemeinschaft Dienst für den Frieden (AGDF) für Kurse der zivilen, gewaltfreien Konfliktbearbeitung“ (Stand 25.01.2005).

([HTTP://WWW.FRIEDENSDIENST.DE/FILEADMIN/AGDF/AGDF-DOWNLOADS/2006/STANDARDSQVB.PDF](http://www.friedensdienst.de/fileadmin/AGDF/AGDF-DOWNLOADS/2006/STANDARDSQVB.PDF))

¹⁵ Not to put too fine a point on it - this certainly must not be misunderstood as disregard of the great achievements of training team and trainees. But to take into account the intended “European Dimension”, that goal was not achieved in this regard.

¹⁶ In particular because the existing AGDF-Standards are unfortunately only in German language.

and exposures as new found element, which originally was not designated in the draft curriculum and in retrospect referred to as “highlight in the training”. As further subject of discussion for a future *Training of Trainers*, the general question of aiming at which target group was raised at the final workshop: “What do we want from the project - do we want to train trainers or peacemakers?”. Bringing up aspects of marketing and promoting the products of the project, it was asked how to consolidate an alliance between “private sector” and academic institutions such as universities of applied sciences. In this regard, there was a common understanding to be careful with standards bearing in mind that always a “deep personal commitment is needed”. As someone put it: “A good physician doesn’t inevitably make a good doctor”, which means that formalising standards will not necessarily lead to highly qualified trainers in any case.¹⁷ In summary, the standards given in the draft curriculum can be seen as a good basis for further development of the course. A final assessment of the curriculum as one of the project objectives cannot be given so far, because the final version is still work in progress. The manual as “stand-alone” handbook for future training work seems to be a solid compilation helpful for already experienced trainers in the field of Nonviolent Conflict Transformation.

2.1.2 Model of training course

The training course was appointed for seven training seminars (units), each of them consisting of seven programme days. In total therefore the training reached 49 programme days. It was divided into two phases: an introductory (basic) course (units B1 and B2 / training weeks 1-2) and a qualifying (advanced) course (units A1 -A5 / training weeks 3-7).

The training was in pursuit of an interactive, practical, participatory and elicitive training approach, the latter understanding training as a process that emerges from already existing knowledge about managing conflict within the group. Its members were challenged to view training as a process aiming at discovery and creation of models that emerge from their own resources. The overall goal of these activities is to enable one to discover and name the approach that emerges out of an own way of understanding and responding to conflict. The aim is to foster an indigenous, self-sustaining peace process in practice.¹⁸

In this context, the trainers saw themselves primarily as catalysts and facilitators rather than as experts in a particular model of conflict resolution. Their central roles was more to provide a highly participatory educational process in which the participants gained a better understanding of conflict. Participants were encouraged to participate in the creation of the training model and to articulate their own understandings of how to approach conflict whereas the given thematic framework was certainly not touched. The following topics have been covered during the course “to provide the practical background to test, revise and adapt the working hypothesis for the *Training of Trainers* curriculum with a European group”¹⁹:

- Conflict and Conflict analysis,
- Conflict and Person,
- Conflict and Society,
- Conflict and Culture,
- Conflict Transformation and Mediation,
- Training - Approaches and Techniques.

¹⁷WORKSHOP “EUROPEAN PERSPECTIVES OF TRAINING COURSES ON NONVIOLENT CONFLICT TRANSFORMATION” in Berlin/Germany, 7-10 March 2007.

¹⁸cp.: MAIESE, MICHELLE: "Elicitive Training." Beyond Intractability. Eds. GUY BURGESS AND HEIDI BURGESS. Conflict Research Consortium, University of Colorado, Boulder. Posted: September 2004; http://www.beyondintractability.org/essay/prescriptive_elicitive_training/

¹⁹Including both trainers supposed to have their origin and live in different European countries and to be selected according to criteria developed by the partners.
DRAFT CURRICULUM, May 2005, p. 4;10.

The background of these choices made was the historical experience related to aspects of conflict transformation in different European societies. The course was seen as an attempt to bring together different approaches and to develop a synthesis for the first time. It has had an “experimental character”, because the course concept was regarded as work in progress developed by inputs, questions and difficulties within the group.²⁰ Hence, from the trainers view there have been no ambitions to follow a tight timetable in a very strictly manner. To a greater degree they aimed to achieve the objectives of the curriculum in a more flexible way. That means, e.g. that in situations of a tight schedule due to unforeseen time limitations it was possible to shift or switch training sessions.

The basic and advanced courses both were designed for people working in the field of nonviolent conflict transformation at various levels of experience and skills:

- people wanting to become more effectively involved in alleviating or transforming conflicts at the interpersonal, national or international level,
- activists and professionals working for peace, environmental or human rights organisations,
- teachers and coordinators involved in educational programmes, youth programmes and social work,
- professionals in community development, human service or religious organisations,
- people working with humanitarian projects,
- those who want to work as trainers in nonviolent conflict transformation, either at home or abroad.

The requirements for participation were:

- professional training completed,
- working knowledge of English,
- experience in working with groups and in the field of conflict transformation in social or international settings.

For application interested people had to send:

- an application form,
- a Curriculum Vitae (with list of completed education and trainings as well as work experience),
- an essay explaining the motivation and interest in nonviolent conflict transformation and training work and
- to pass an interview with the trainers.²¹

For graduation, additional conditions were set up for participants to receive a qualified certificate (“has successfully participated”) as following, aiming at recognition by universities in different European countries:

- He/she has demonstrated willingness and ability to get involved in concrete conflict transformation work;
- He/she has demonstrated his/her capacity to facilitate a training unit during the course;
- He/she has worked as part of a trainers’ team in a training on nonviolent conflict transformation lasting at least two training days;
- The partner organisations receive a recommendation signed by both of the trainers and the participant him-/herself evaluating his/her performance according to the following criteria:
knowledge on conflict transformation, strengths and weaknesses in conflict transformation work, team ability, ability to deal with frustration and ambiguity, feedback and intervision skills, performance as a trainer.²²

²⁰ DRAFT CURRICULUM, May 2005, p. 4ff.

²¹ As found on homepage WWW.TRAININGOFTRAINERS.ORG (March 2007).

²² DRAFT CURRICULUM, May 2005, p. 11.

Findings:

First of all, it was found that the open concept of the course described above helped to be flexible in regard to have consideration for the speed of learning of participants. Additionally, agenda adjustments could be made due to the availability of the partner's resource persons on-site. The conception of the training course according to the topics given by the seminar planning of the draft curriculum did work out as far as possible. The guidelines of the draft curriculum by this means were widely followed and the content was completely covered - partly even more deepened if proved to be necessary.

Shortage of time in promoting the course e.g. by a concerted publicity campaign on a European level was leading to a missing diversity within the group's composition in terms of having different nationalities. Furthermore the abilities and expectations of the participants have been strongly deviating from each other.

Group forming

Until the end of the basic courses B1 and B2 it was not clear to trainees and training team, if there were some more participants supposed to turn up. In addition, the participants felt the need of having a formal welcome at their first evening in Bad Meinberg in September 2005. Those occurrences should not be overestimated, but it should be recognized that even the basics (not to call it "trifles") determine the conditions for a good and clear start into such a long training period: "Static and unconvincing official start of the training; Lack of orientation; Frame conditions not clear; No welcoming welcome; Participants seemed to be not important" (Feedback from participants, 25/09/2005).²³

Finally, two new participants were entering the training course on 3rd of March in Seneč/ Slovakia - recently at the beginning of the first advanced course A1 on 5th of March. Within two days, the newcomers were updated from the minimum requirements in a crash course accomplished short-dated by one of the trainers. Despite of some concerns related to not being able to catch up with the knowledge of the other participants at the beginning, this intensive preparation was highly valued afterwards.²⁴ When starting with the seminar in relation to the integration of newcomers it was observed: "Could be dealt with, because the participants were eager to other work with each" and, in fact the "newcomers saved the group". (Reflections of the team, 12/03/2006).

In summary, it was detected that the small number of the group was a drawback in terms of having a variety in group discussions to share a broad knowledge base to benefit from each other or having more possibilities to cluster for group working (Feedback from participants and reflection of the team, 30/07/2006: "We "fry too much in our own fat" due to group size; Reduced possibilities of group work; Repeatedly danger of falling into similar dynamics, because reduced number of participants"). On the contrary, at seminar A2 in Cluj/Romania there was shown how group dynamics may simply change when: "having a participant from outside was very helpful for changing group dynamics. More energy could be felt." (Remark by training team, 05/06/2006).²⁵

²³ TRAINING REPORT B1, Horn-Bad Meinberg/Germany, 18-25 September 2005 hosted by KURVE WUSTROW.

²⁴ Indeed, the newcomers had "No clear information before the contract that there was an existing group (...). Caused irritation when informed that there needed to be an up-date". (Reflections and feedback of trainers, 12/03/2006);

TRAINING REPORT A1, Senec/Slovakia, 5-12 March 2006, hosted by PDCS.

²⁵ TRAINING REPORT A3, Florence/Italy, 23-30 July 2006, hosted by CSDC.

TRAINING REPORT A2, Cluj-Napoca/Romania, 4-11 June 2006, hosted by PATRIR.
(For one time an external participant was attending this unit.)

European Dimension / Field visits & exposures

In view of group composition, the so-called “European Dimension” did not come to reality as mentioned by group members on completion of the course. They said, the “international character of the group was not given [and...] expressed their disappointment with lack of diversity within the group”. (Feedback of participants, 17/11/2006; Reflection of the team, 19/11/2006). It was found, that the “European Dimension” mainly was experienced throughout exposures and presence of resource persons during the training weeks e.g.:

“Very interesting resource persons and fruitful discussions during field visit. Important aspects of European learning concerning “integration” of (ethnic) minorities. Relevance of conflict transformation in this field.” (Remark by training team, 08/06/2006).

“European dimension was experienced in various forms: presence of Davide and field visit.” (Reflection of the team, 30/07/2006).

At the field visits the participants had been assigned with specific tasks to get done when meeting with different target groups of civil society like representatives of minorities or refugees. Testing their theoretical knowledge gained before, it was partially a great challenge to put it into practice there. In the following, some examples have been taken out of the training reports for illustrating the “challenging but very valuable experience” of the field visits with regard to the learning process of participants:

“Remark by training team:

- Very engaged and interested participation by group.
- Excellent preparation of field visit by Ján Mihálik, PDCS.
- Very well chosen conflict situation for field exercise.
- Not all agreements for meeting strategies were kept by participants.
- Participants had big difficulties in transferring training skills into real life situation, but increasingly managed better during the day.
- Doing this exercise was more than worthwhile and provided much material for learning and further work.

Reflection and Feedback:

- The field visit was a highlight in the training → include such in future courses.
- The care in the preparation of the field visit was highly appreciated.
- Thorough evaluation of field visit appreciated.
- Doing the field exercise was very useful to transfer and integrate training contents.
- Field visit very well prepared and accompanied by PDCS.”

(09/01/2006, Objectives: Field visit to practice meeting conflict parties and interview them for subsequent conflict analysis).

“Excursive “Preparing the field visit” was overloaded with too many added objectives by the participants that were not asked for”. (Observation of the trainers, 07/03/2006).

“Feedback from participants (27-30/07/2006):

- We could have profited more of field visit with more preparation time, too short before (in lunch break), no real consensus among participants about its objectives.
- Would have liked more guidance in the preparation of field visit by trainers. Important questions were only raised to the awareness afterwards (what is the relevance of the persons met in the field visit to a *Training of Trainers?* To mediation?).
- Balance between theory and practice good.
- Would have liked to see a real mediation case in Romania.
- Did not understand objectives of field visit.” (Reflection and Feedback, 11/06/2006).

“Remark by training team:

- Very engaged and interested participation by most of the members group
- Excellent preparation of field visit by Karmine
- Very well chosen conflict situation for field exercise
- Doing this exercise was more than worthwhile and provided much material for learning and further work.

Feedback from participants:

- Participants are very relaxed about the field visit, have realistic expectations on themselves and are willing to prepare the visit among themselves
- Field visit is prepared satisfactorily.
- The field visit was a highlight in the training
- The care in the preparation of the field visit by Karmine was highly appreciated
- Evaluation of field visit appreciated.

Reflection of the team:

- Doing the field exercise was very useful to transfer and integrate training contents.”

“Frustration in the group about lack of clarity on own role during field visit”.

(Feedback by participants, 08/06/2006).

“Big difficulties to define objectives for field visit and to orient further preparation on objectives. Several interventions by trainers; Participants challenge each other little during debate on objectives of field visit.” (Remark by training team, 11/09/2006). So, with regard to group dynamics “the excursions were important to provide other inputs and energies to the group.” (Reflection of the team, 17/11/2006).²⁶

Group composition

Looking upon the personal background of every single participant there was a variety of occupations. According to the requirements for participation, everyone was experienced in working with groups and in the field of conflict transformation in social or international settings before. But looking upon the group composition in general (including trainers and trainees), it was a disadvantage not to have a mixed team of international trainers as well as to have a very limited variety of nationalities within the participants` group.²⁷ In terms of trading on an elicitive training approach, it can be assumed that the limitations have been a disadvantage, too. Reflecting about missed varying experiences throughout the absence of manifold contributions resulting out of different national identities, local knowledge, intercultural disparities, etc. - this is to be regretted (Remark by training team, 17/11/2006: “The more advanced participants do not find counterparts for ongoing debates within the group which only partly can be filled by trainers; they would have benefited more from a larger group and more advanced participants around them”).²⁸ On the contrary, the advantage of the small group size was to have a more individualized coaching and a more concentrated working atmosphere during the training. Individual feedback on the part of the trainers was available on request.

²⁶ TRAINING REPORT A1, Senec/Slovakia, 5-12 March 2006, hosted by PDCS.

TRAINING REPORT A2, Cluj-Napoca/Romania, 4-11 June 2006, hosted by PATRIR.

TRAINING REPORT A4, Richterswil/Switzerland, 10-17 September 2006, hosted by IFOR-CH.

TRAINING REPORT A5, Wustrow/Germany, 12-19 November 2006, hosted by KURVE WUSTROW.

²⁷ Only three persons did not have a solely German background. This and the fact that there was a ratio of two female / four male participants was in contradiction to the ideally intended auspicious occasion to have a group “geographically diverse and balanced in gender.” DRAFT CURRICULUM, May 2005, p. 4.

²⁸ TRAINING REPORT A5, Wustrow/Germany, 12-19 November 2006, hosted by KURVE WUSTROW.

Motivation & learning process

Moreover it was found that participants' motivation of taking part in active debating and discussion was individually differing to a certain extent. It must be not concealed that during the trainings for some participants there was a feeling of discomfort - not to say inconvenience - in terms of conversational modes and style in the broadest sense. This may be interpreted as an (unintended) exaggeration of the elicitive approach of designing the training process and finding personal goals formulated by the participants themselves rather than dictated beforehand by the trainer. Apparently, by this challenge it was asked too much from some trainees, even if taking into account that "working for better practice by its very nature is always work in progress, with no room for complacency."²⁹ Other trainees appreciated the personal-orientated approach related to individual needs not merely working off the subjects mentioned in the curriculum as one of the positive outcomes of the course - as well validated by the trainers:

"Participants were increasingly understanding that their personality and their personal skill are the main tools in a facilitation process; Participants were increasingly able to deal with absence of prescriptive detailed agenda and orient themselves on needs and objectives." (Reflection of the team 25/09/2005).³⁰

On homework given to the participants after each training week to be done until the next unit only a few comments have been found in the training reports. It seems that not much value was attached by participants and homework partly was not seen and used as a chance to improve individual skills:

"Participants have conducted the homework partly together in a group of four members. They deprived themselves of an experience of conducting role plays with people who would not know their patterns and could have given a more neutral feedback. The anxiety of showing work in public is higher than the wish of taking a risk leaving the so experienced safe space." (Remarks by team, 23/07/2006).

"None of the homework was up to the expectations due to lack of reflection, clarity of intervention or clarity on basic terminology." (Remarks by team, 10/11/2006).

"Self learning task from previous training (homework) was done by everybody. Most of the reports do not contain reflective elements at all. Some persons do not demand much of themselves." (Remark by training team, 14/11/2006).

"Some participants did not challenge themselves very much with their self learning tasks from previous training unit." (Reflection of the team, 19/11/2006).³¹

Graduation & certification

With respect to the terms of reference given in the additional conditions for certification, over the course of time it became apparent that the disparities within the group were "very large" (Reflection of the team, 17/09/2006) and therefore the working environment for trainers and trainees from time to time was "problematic".

One could call unit A4 in the sixth training week in Richterswil/Switzerland a "turning-point" in the development of the course. After feedback from the group a clarification of the group's situation became necessary ("some participants find learning atmosphere heavy. Do not dare to expose themselves to criticism. Frustration." Feedback from group, 13/09/2006).

²⁹ MISCHNIK, RUTH: Nonviolent Conflict Transformation. Training Manual for a Training of Trainers Course. First edition in Bratislava/Slovakia, March 2007, p.5. (related to a different context)

³⁰ TRAINING REPORT FOR TRAINING OF TRAINERS B1, Horn-Bad Meinberg/Germany, 18-25 September 2005, hosted by KURVE WUSTROW.

³¹ TRAINING REPORT FOR TRAINING OF TRAINERS A3, Florence/Italy, 23-30 July 2006, hosted by CSDC. TRAINING REPORT FOR TRAINING OF TRAINERS A5, Wustrow/Germany, 12-19 November 2006, hosted by KURVE WUSTROW.

The trainers gave feedback on lack of commitment to objectives stated in the beginning of the course and on lack of honest debate within the group. The trainees had to ask themselves, if each and everybody would find him/herself able to be a trainer in nonviolent conflict transformation after the end of the course. In the trainers judgement they expected “realistically about 3-4 participants will qualify to become trainers on conflict transformation. Most of them with specific focus on target group or field of intervention.” (Reflection of the team, 17/09/2006).³²

In the end, the overall goal of having trained 12 qualified trainers in nonviolent conflict transformation was not achieved. Only two trainees out of six completed the course as certified graduates (“has successfully participated”). The others received only a certificate of attendance. The project was proceeding on the assumption that the new trainers will disseminate their newly attained competences in the field of nonviolent conflict transformation by implementing trainings. It was assumed that at least six trainers would implement 144 trainings per year with 15 participants each, which ought to result in 2160 persons trained every year.³³ This was an overestimation of multiplier effects to be obtained by the project. At this point in time, only two graduates are working in the field of nonviolent conflict transformation offering regular trainings (interview statement: “it is more a *hope* that the trainees are going to spread their knowledge further on”).

2.1.3 Homepage

From the start the project was supposed to be furnished with a homepage promptly facilitating communication among partners on the one hand and on the other hand with persons and organisations outside of the project. The homepage was to be regularly updated with contents and results from the project. Therefore, the homepage³⁴ as an important component of the project was supposed to consist of the following parts serving as:

- platform for presentation of project and project partners (with links to their own Internet presence), with
- download area for:
 - exchange of documents, materials, protocols, organisational matters (only for partners),
 - exchange of protocols, materials, handouts (for partners and participants) and
 - providing training materials and text documents relevant to public interest;
- presentation of curriculum,
- half-yearly newsletter reporting experiences made with the project,
- a public forum for exchange of questions and information about training work and nonviolent Action with function for accurate data search,
- electronic form for requesting information about offers, trainings, seminars, projects and consultation provided by the partner organisations.

CSDC as webmaster and KURVE Wustrow have been responsible for maintenance of the homepage associated with building up a distribution list (national/international) containing the categories:

pedagogics/school/adult education,
municipality,
community/administration/police,
scientific institutions/experts/other multipliers.

³² TRAINING REPORT FOR TRAINING OF TRAINERS A4, Richterswil/Switzerland, 10-17 September 2006, hosted by IFOR-CH.

³³ PROJECT PROPOSAL 2003, German Version, p. 25.

³⁴ [HTTP://WWW.TRAININGOFTRAINERS.ORG/](http://www.trainingoftrainers.org/) (address altered - formerly: www.conflictransformation.org)

This list was to be provided within the first half year, so that the distribution of project information could be made at an early stage.³⁵ At the partner meeting in Horn-Bad Meinberg/Germany in September 2005 the website (re-)produced by KURVE Wustrow was presented to the partners. It was supposed to be put on the web before the end of the first seminar (25th September 2005). Several small changes had to be made before that, organised by KURVE Wustrow. The partners committed to send short biographies of their resource persons.³⁶

Findings:

The project's website *www.trainingoftrainers.org* has been updated only on few occasions and exists at this point in time in a version that is older than six months. The user will find a brief description of the project's objectives and information on requirements for participation, application, length and fees for the training. The partner organisations are listed and linked to their own homepages, a short biography of the two trainers and one resource person can also be found there as well as an overview of the seminars. In the download area only the official flyer of the training (as Adobe-PDF) is available for download and the forum site is not used for communication as intended.³⁷ Other documents like application forms are not available as no immediate training course is planned. However, the newly produced training manual as well as the curriculum will be publicised shortly.

It was intended to provide web hosting for the project including a forum and a download area, but that was realized only to a moderate extent. In conclusion, exchange of information regarding organisational as well as content-wise matters was not given, keeping in mind that the download area also should have been served for giving a better background to those participants who enter the course later. As reason for this it was stated that "this is also one of the consequences of a constant change of people in charge for the project. Originally this [the webmasters`] function was handed over to CSDC/Italy, but there internal problems resulted in limited personal resources after the first attempt of the project and also later on."³⁸

There was little practical usage of the homepage before, during and after the trainings. Its character was more like a "placeholder" instead of an interactive basis for comfortable alleviating of communication and exchange of working materials and organisational information. In summary, it could have been a better forum for discussion and post-processing of training sessions not to mention the fact that to some extent it could have been made information transfer in general easier and comfortable for everyone.

³⁵ PROJECT PROPOSAL 2003, German Version, p. 26ff.

³⁶ MINUTES OF THE 1ST PARTNER MEETING IN HORN-BAD MEINBERG/GERMANY, 16-18 September 2005.

³⁷ March 2007.

³⁸ MINUTES OF THE 1ST PARTNER MEETING IN HORN-BAD MEINBERG/GERMANY, 16-18 September 2005.

2.2 Project Management

Starting with a very brief introduction into the “project history” and a general view on proposals of managing the project beforehand, thereafter overall cooperation, coordination and communication between the partners will be the main focus of this chapter. In addition, criteria for monitoring and evaluation according to the draft curriculum will be assessed and finally, there will be a few remarks on the financial situation of the project.

2.2.1 Cooperation / Coordination / Communication

At the end of 2004, there was a need at KURVE Wustrow to re-design the *Training of Trainers* project after facing several severe problems³⁹ leading to an interruption for an indefinite period. It was the decision of KURVE Wustrow to let the partners who at that time were involved - PDCS (Slovakia), CSDC (Italy) and the Bulgarian partner Partnership Foundation (PF) - that there will be a stop of the project. Briefly speaking, after a detailed analysis of problems and a comprehensive new planning of the entire project KURVE Wustrow decided to continue with two new partners PATRIR from Romania and IFOR-Switzerland while PF left the cooperation.⁴⁰ Then, representatives of all partner organisations gathered at the next partner meeting in September 16-18 in Horn-Bad Meinberg/Germany. There the new partners IFOR and PATRIR met the others for the first time and further joint action was reviewed. Among other things, statements about clear communication lines had been made. All partners agreed on “answering within a timeframe of not more than a week ... in cases when feedback is asked for and questions need to be answered”. Apart from the partner meetings for face-to-face communication, the major means of communication was to be email, while phone calls were to be made according to additionally needs. Furthermore, it was discussed how to involve resource persons in order to bring their role during the training into agreement with the schedule of the trainers team.

The problem of having only seven participants at that time was questioned as well. As a feasible solution “it has been decided to take on more participants after the basic course (starting from the 3rd seminar). The partners committed to do their best to promote the course”. For that reason, “the (second) course was rescheduled to January 2006 instead of November 2005 in order to have more time for promoting the course.”⁴¹

Putting into practice what was proposed, all but one of the training weeks for the most part have been well organised by the partner organisations. While conceptual design of content-related structuring of each training mainly on responsibility of the trainers team, organisation of boarding and accommodation and passing on detailed information to the coordinator (e.g. descriptions of how to get to the venues) remained on side of the hosting partner organisations. In consultation with the trainers exposures and field visits were organised a few times by them on-site. Thus, being under time pressure, this proceeding in training session A2 in Cluj-Napoca / Romania in June 2006 was a challenge for the hosting partner PATRIR resulting from shortcomings in communication. Organising the programme for training session A3 in Florence / Italy only worked out, because of luckily having found the staff at “La Casa Per La Pace” of Pax Christi, which hosted the course in July 2006 as “temporarily partners”. Despite of these exceptional cases, cooperation between trainers and partner organisations all in all worked out well. Though, generally it was looked for adapting the main issues of the trainings to “which partner organisation could contribute to which item...”, communication in this regard took place “only bilateral” as one interviewee stated. Therefore, coordination with resource persons in one case invoked little confusion when switching the subject matters of training units A2 and A3.

³⁹ cp. SCOTTO, GIOVANNI: Training for Trainers in Nonviolence. First Interim Evaluation Report, May 2004. University of Florence / Berghof Research Center for constructive Conflict Management, Berlin.

⁴⁰ EU-GRUNDTVIG I Socrates Programme Interim Report 2005.

⁴¹ MINUTES OF THE 1ST PARTNER MEETING IN HORN-BAD MEINBERG/GERMANY, 16-18 September 2005.

Findings:

Before starting with the *Training of Trainers* project in 2003, less attention was paid to draw up selection criteria when searching for partners to cooperate with.⁴² It would have been very important and helpful for managing the project having pursued pre-investigations in respect of national and international reputation and experience on the field of Nonviolent Conflict Transformation, networking with other national and international organisations and institutions, already existing labour relations or personal relationships or the level of provision of infrastructure (labour capacities and office equipment). Nevertheless, in 2005 during the re-design phase of the project when new partners had to be found, for this purpose much more endeavour has been made.

Taking account of these underlying circumstances, it was one of the tremendous advantages of the project to have such an eligible set of partner organisations in the end. It was found by analyzing the partners' share in project management, that each of them contributed to the project within the realms of possibility even though sometimes not as effectively as possible. In contradiction to the clear agreements on communication guidelines, email correspondence or telephone conferences did not take place regularly resulting in a general lack of communication. Inevitably this has had consequences not only with view to communication channels, but intensified the bad feeling to have a partnership not on mutual trust (personal comment from partner's side: "a weak e-mail correspondence is not a good way to manage a partnership").⁴³

On the other hand, the partners also recognized the problems KURVE Wustrow was facing before and appreciated its attempt to go on with the project despite of weak communication. In the beginning of 2006, there was an improvement of project coordination after a stable situation of personnel for the project was guaranteed.⁴⁴ This was a great leap forward in regard of project management at all. In summary, shortcomings in communication - with the effect of unnecessary "atmospheric disturbances" - were outcropping only to a minor degree. At the beginning of the training units there were problems with time scheduling when shifting training session B2 in order to obtain extra time for advertising (at training unit B1 there had been still only four participants).⁴⁵

In general, all partners agreed in their statements of having had not enough time for advertising.⁴⁶ Talking about other reasons for the low registration rate, interviewed persons stated that the course fee charged might be "too expensive" for participants as it "cannot be afforded" in some countries.

⁴² At least, for this evaluation there could not be found any.

⁴³ On participants' side deficient information policy of KURVE WUSTROW caused "irritation of one of the newcomers of not being informed in advance that there was an existing group" (Feedback from participants, 06/03/2006) and also frustration was expressed: "Participants had understood that scholarships were possible for several training course segments. When it turned out that they only can apply for one segment this caused frustration about KURVE's information policy." (Reflection of the team, 11/01/2006); TRAINING REPORT A1 (5-12 March 2006) & B2 (4-11 January 2006), Senec/Slovakia, hosted by PDCS.

⁴⁴ Additional information: over the years there was a constant change of people in charge for the project - but the possibility of staff exchanging during a period of five years may seen as absolutely more than likely going to happen.

⁴⁵ Coordination and communication of the new schedule by the trainers team in a way that all attendants were able to attend easily, was recorded as "done badly".

⁴⁶ The very tight overall time frame for advertisement resulted from the deadline set by the EUROPEAN COMMISSION (EC) after restarting the project in May 2005. "KURVE admitted that the flyers had been sent out too late. It was not possible to send it out earlier due to time constraints in the process of re-designing the project and obtaining the approval of the technical office of the EC for the proposed changes." (MINUTES OF THE 1ST PARTNER MEETING IN HORN-BAD MEINBERG/GERMANY, 16-18 September 2005). Until the EC allowing the application no activities were permitted to start with.

As previously mentioned coordination and communication in relation to the topics covered at the single training sessions took place only bilateral. Here it was criticized, that the structure of the trainings given by the trainers was already set and could not be changed anymore afterwards by partner organisations. This became a matter of consequence for the - actually unplanned - field visits and exposures, which were a challenge for the partners. It was found that an extraordinary elaborated planning and coordination in advance was required for that bringing up the insufficient preparation of the last training week: "Training not sufficiently prepared by KURVE Wustrow (resource persons not clear, training groups for *Training of Trainers* participants not clear, closure not clear) results in difficulty to finalise the prepared programme and makes major adjustments necessary." (Remark by training team, 13/11/2006). In total, it can be attested that the cooperation between trainers and resource persons worked out well, especially when organising field visits and exposures. With having spent one quarter of the total budget for travel and for accommodation it is safe to say that this was a worthwhile investment.

2.2.2 Monitoring and Evaluation

As planned in the project proposal, scientific accompanying research ought to be warranted by means of the BERGHOF RESEARCH CENTER FOR CONSTRUCTIVE CONFLICT MANAGEMENT BERLIN providing an evaluation design before starting with the project. After each training week, it was supposed to have an external evaluator staying one day longer with some participants for an assessment. Therefore, evaluation sheets for every training module were to be prepared and analysed at the end of basic and advanced courses in order to compose interim evaluation reports. These written reports on basis of questionnaires, interviews and the evaluators own observations were to be utilized at the partner meetings for further development of curriculum. In addition, participants should have given feedback on each training day to the training team. At last, in a final evaluation results of the training were to be assessed and incorporated in the final version of the curriculum.⁴⁷

Findings:

Self-evaluation in form of alternating modes of giving feedback took place directly after the training sessions. This served as a very important tool to analyse group dynamics in order to handle new situations flexibly and to meet the requirements of the participants and also those of the trainers (e.g.: "Participants need that KURVE takes serious their concerns about communication and continuity of the course." Remark by training team, 05/01/2006).⁴⁸ Also it was an exercise for the participants to learn methods of evaluation for their own trainings in the future. The trainers team compiled a broad collection of participants feedback, own observations, comments and recommendations, recorded in very detailed training reports for each training day. But having this basis for discussion, it was declared by interviewed persons that the "time for exchange of information about training methods and approaches was absolutely not enough. (...) What happened during the trainings was not made a subject of discussion at the partner meetings." It was criticized, that there was no insight into what "really happened" at the trainings and it was "missed someone, who should have shown how things have been done and how...". In consequence, it was asked if the partner meetings have been made "only for administrative issues?". Also it was criticized by participants that by giving feedback to the trainers, thereafter "progress was not made in a way it was desired". All in all, this was interpreted as a "lack of professionalism".

Completing the assessment of monitoring and evaluation the following tabular overview shows the achievement of quality criteria and criteria for monitoring and evaluation, which have been set for the model course⁴⁹:

⁴⁷ PROJECT PROPOSAL 2003, German Version, p. 28; EU INTERIM REPORT 2005, Work Plan, p. 13.

⁴⁸ TRAINING REPORT B2, Senec/Slovakia, 04-11 January 2006, hosted by PDCS.

⁴⁹ DRAFT CURRICULUM May 2005, p. 11.

Quality Criteria	Rating	Explanatory remark
team building before facing the group	+	<i>Was done by the trainer team.</i>
regular team meetings throughout the course	+	<i>Was done by the trainer team.</i>
participants receive sufficient information and relevant advice before their decision to join the course	- +	<i>Some participants complained about receiving relevant information too late. Advice before joining the course proved to be inadequate.</i>
transparent criteria for participation	- +	<i>Some participants stated a lack of transparency.</i>
transparent application procedure	??	<i>No information was found.</i>
the expectations of the participants are taken into account	- +	<i>Satisfying individual needs and answering participants` expectations by the training team was assessed very differently.</i>
regular evaluation and feedback by training team and participants	- +	<i>Regular evaluation was done, but desired effects after giving feedback to trainers have been missed (according to participants` statements).</i>
the training is documented, including the evaluation by the training team	++	<i>Contents of Trainings on NVCT (Theory + Exercises) are documented in the training manual. Training reports including evaluation data is available.</i>
the course curriculum is regularly revised and developed	- +	<i>Curriculum was drafted after first attempt, feedback was documented but only lead to final revision at the end of the project.</i>
written material and documentation is provided and access to further information is facilitated	- +	<i>Bibliographical references and books were available for participants. Provision of handouts has been missed by some participants; written materials not in time (on occasion).</i>
supervision and back stopping for the trainers	--	<i>Did not happen during the course.</i>
Rating on basis of data survey / own assessment Criteria taken out of DRAFT CURRICULUM, May 2005		Explanation of rating: -- - + ++ very bad / very bad good good

Monitoring and evaluation	Rating	Explanatory remark
regular oral evaluation by training team and participants during and at the end of each training unit (training week)	- +	<i>Regular oral evaluation was done, but desired effects after giving feedback to trainers have been missed (according to participants` statements).</i>
written evaluation by the participants at the end of each training unit and at the end of the course	- +	<i>Written evaluation at the end of the course was not done (participants felt lack of giving feedback).</i>
written evaluation by trainers at the end of each training unit and after the course	++	<i>Full documented training reports of each training day summarizing units/course are available.</i>
external evaluation at the end of the introductory course (after 14 training days) and at the end of the qualifying course	- +	<i>Both, the basic courses B1/B2 and the advanced courses A1-A5 were evaluated externally at the same time after the training was finished.</i>
Rating on basis of data survey / own assessment Criteria taken out of DRAFT CURRICULUM, May 2005		Explanation of rating: -- - + ++ very bad / very bad good good

Recapitulating the projects evaluation efforts briefly, scientific concomitant research did not happen in great detail as it was intended for. Discussing on having an external evaluator mainly took place at the 2nd partner meeting in Florence, but before and afterwards no external evaluation was done during the training courses (cp. trainers explanation of changes, 19/11/2006: "Process of external evaluation not clarified and therefore no external evaluator present.").⁵⁰ Unfortunately, comprehensible reasons for it could not be determined exactly.

In summary, it is obvious that the project with having had a) a concomitant monitoring and external evaluation and b) a continuous commenting and replying on the very instructive training reports of the trainers, the critics mentioned above could have been avoided and in consequence distinct ongoing improvement in several respects would have been generated.

2.2.3 Finances

At the partner meeting at Horn-Bad Meinberg, shortly before starting with the first basic course B1, it was clearly pointed out by the Programme Director of KURVE Wustrow that by the failure of the 1st attempt considerably less money could be spent for the remaining project period. Explaining the different types of expenses in the overall budget⁵¹ KURVE Wustrow did not only save money on the partners, but also all the other items of the budget had to be decreased to a large extent. Discussing how to deal with this situation, several suggestions had been made by different people, not to be quoted minutely detailed at this point but to give only one example: "To look out for other funds was regarded as rather unrealistic by most of the partners."

With expenses for administrative work be accounted for by spending working hours on the project (for example to be spent on coordination of training sessions, attending partner meetings and the preparation for accounting) in the amount of 2.500 Euro, half of this amount (1.250 Euro) came from the European Commission. The other half had to be supplied by the partner organisations themselves and each partner was responsible for their organisation. For contracting resource persons the partners additionally got 500 Euro. The partners in the end agreed on the austerity budget, but giving their opinion that the amounts for the resource persons were too low.⁵² As a consequence, the scheduled two training days for resource persons melt down to only one day per training week, which in a sense was found deplorable as acknowledged by interviewees. At last and besides, bigger revenues out of the sum of the attendant's fees were hindered by the small number of the participants group.

Findings:

First, it is worth remarking the loyalty of all partners notwithstanding the bad financial situation of the project. Nearly everyone made concessions to a wide extent in order to maintain the project and to keep it alive, retaining and upholding the European Dimension.⁵³ Only to give an example, even if they calculated in a conservative manner resource persons invested much more working time than was paid to them.

⁵⁰ TRAINING REPORT A5, Wustrow/Germany, 12-19 November 2006, hosted by KURVE WUSTROW.

⁵¹ Personnel costs: covered up to 50% by the EC (incl. the two core trainers, the coordinator and the resource persons).

Direct costs: covered to 100% by the EC (for example account for phone calls and material in relation to the organisation of seminars).

⁵² MINUTES OF THE 1ST PARTNER MEETING IN HORN-BAD MEINBERG/GERMANY, 16-18 September 2005.

⁵³ Explanatory paragraph from MINUTES OF THE 1ST PARTNER MEETING: "The resource persons are thus limited by money and bound by the curriculum and the trainers' core scheme. This solution is regarded as a compromise between two extremes, which both would not work for a European training: a) if the two core trainers worked without the resource persons, the European dimension would be lost and b) if the partners organise single seminars the curriculum would be difficult to be built up." (Horn-Bad Meinberg, 16-18 September 2005)

With regard to budget management in the project proposal it was stated that:” The subsidy [of the European Commission] will be proportionately divided according to the individual tasks and contributions of the partner organisations”. In the end, every partner had to manage his tasks with the same amount of money. Despite of the fact, that the personnel capacities of some partner organisations were understaffed.

In 2003, "the distribution of subsidies was coordinated with the participating institutions and aims for all of them taking over an important contribution for the project development and on that account receiving reasonable expense allowances"⁵⁴, but it was found that in Horn-Bad Meinberg there was an only delimited scope for further discussing financial issues at the partner meeting.

Virtually, not only lack of time (cp. Chapter 2.2.1) but also the restrictions of the budget have been a second reason for deficiencies when advertising for participants. This, in turn had entailed consequences for the total budget with implications for disposition and calculation of fees (the less the participants, the lower the cash inflow).⁵⁵ In summary, the limited total budget was a “bottleneck” for the project, particularly for an adequately financing of resource persons and project coordination on partner organisations side.

⁵⁴ FULL PROPOSAL 2003, Budget, p. 12.

⁵⁵ For participants attending only the advanced course a reduced fee was charged. Nearly everyone reckoned it as a reasonable rate.

3. Conclusions / Recommendations

In this final chapter conclusions on the achievement of common objectives of the *Training of Trainers* project are given. Its ambition is to show up a future prospect helping to obtain an optimum of output for a perspective follow-up. The recommendations should be taken as suggestions for possibilities of improving the course.

Achievement of objectives

Great efforts have been put in re-designing the project for a restart in 2005. With KURVE Wustrow as lead organisation taking care for project coordination every endeavour was made in taking on new partners, finding new trainers and finally carrying an amendment at the European Commission. Bearing in mind the project's "breakdown" several months ago this is to be highly valued and could be called the first step towards success. Nevertheless, with KURVE Wustrow taking the lead in decision-making the principle of balanced project ownership also by the other partners was neglected to a certain extent. In terms of developing the draft of a curriculum for instance, this was not done on a solid basis of an exchange of ideas between all partners. As a result, it seemed to be not quite clear equally to everyone to which achievements of goals the project originally was intended to lead to exactly. Additionally, the little financial scope of the limited total budget had made a negative impact on the motivation of people involved. In conclusion, the *Training of Trainers* project was metaphorically speaking "gasping for fresh air" all the time (interview statement). During different phases of project progression - using another metaphor illustrating its character - the project might be compared to "an engine running at idle" when e. g. lack of communication leading to misunderstandings resulting in defective organisation.

On participant's side, competencies for conflict transformation have been strengthened only to a small extent, because of their small number. As far as is known at the present moment, for some part they are not going to work as a trainer for nonviolent conflict transformation in future. Therefore, the aim of increasing potentials and capabilities of de-escalation in society was not fully achieved. The aim of promoting preventive and communications-oriented work in local communities will only be achieved, if graduates are engaged in their local communities (unfortunately detailed information are not available). Also, it is questionable if all this will lead to a sustainable contribution for developing a democratic culture of conflict transformation and atmosphere of constructive debating.

Nevertheless, a new possibility of qualifying as a trainer on the field of nonviolent conflict transformation incorporating different European perspectives has been created. The quality of a *Training of Trainers* in this field of work has been increased by developing a model of a curriculum, which has been tested. In this process, there has occurred an exchange of experience between partner organisations by implementing a network embracing the opportunity for new insights. Though, predominantly this had happened on an organisational level more than on debating on thematic issues. One of the objectives of the project, to let local expert knowledge be sufficiently known to other partners thereby was not achieved. Another objective, to integrate the curriculum into university training schemes in future currently still is an open question, which cannot be answered yet.

On operational level, the model of the training course showed that the most favourable results have been obtained throughout field visits primarily managed by local resource persons. Nevertheless, it is definitely "not enough only to put resource persons into training units to catch on the European Dimension." (interview statement). It is rather a question of a coherent concept attuned to individual strengths in the network of partners showing consideration for their weaknesses at the same time. Here, communication and cooperation between people involved must be the cornerstones of a conceivable future cooperation. The same applies to exchange of information with the trainer team to find some common ground on which to base. In the present case it was received an impression of one-sided dominance

of the trainers related to content and methods. Much more previous effort will be needed to expend in debating on general ideas on concepts and topics apart from organisational questions at every future training. Implementing a *Training of Trainers* to a high degree depending on a trainer's philosophy a very close exchange of information must be guaranteed continually to meet the requirements of all partners.

To sum up the projects achievements, it was successful in achieving its goals by producing a curriculum and a manual as well as having tested a model course, but it was not successful in having trained a sufficient number of trainees and not even maintaining a website being kept up-to-date. As a reason, on several occasions, the *Training of Trainers* project was called "ambitious" and often, in the same breath, it was regretted that it did not acquit this promises (interview statement). Eventually, it can be declared as thoroughly successful if there will be a follow-up in near future, avoiding a few malfunctions made in the last attempt by scaling it down to a feasible dimension.

Perspectives

How to deal with the outcomes of the project in future is still an open question. In principle, it is replicable and transferable if there will be considerable improvements in terms of assortment of project partners and target group, internal communication concept, time management, course structure and - not least - promotion and representation in public for attaining a higher level of professionalisation.

The overall objective to have produced a curriculum attempting to set European standards in the field of nonviolent conflict transformation in the end was much too ambitious for the project. Stating a reason, the exchange of experience between European organisations took place only to a small degree. For designing international courses in future, much more emphasis must be laid on the **intercultural aspects** of such a venture. It is recommended to probe and to examine carefully which partners will fit best into a however contrived prospective venture. It will be necessary to identify and characterise potential major stakeholders by a **stakeholder analysis** assessing their capacities including financial potency.⁵⁶

The rate of participants has been very low - only six trainees have been trained instead of having twelve new trainers after completion of the course. One of the main reasons was the limited time for disseminating advertisements for the course. It should be taken as "lesson learned" that the success of a training course first and foremost is dependent from an **early on advertisement and promoting**.

This leads also to the general question at which target group the course should aim. It is recommended to **search mainly for participants already working with groups** in the field of conflict transformation. It must be assured that the trainees de facto meet all the requirements regarding the conditions for entrance. For instance, the selection criteria of a "minimum working experience of five years ...[and to] ... be able to demonstrate a certain level of experience with civil society activities" still is much too vague.⁵⁷ Therefore, the premises required for attendance must be definitely more specified aiming onto higher-levelled qualifications of applicants to optimize intended multiplier effects of trainings.

Taking into account the good experiences of the field visits therefore more emphasis should be laid on deepening people's knowledge by applying their acquirements in practice.⁵⁸ For instance, at the final workshop in Berlin and in interviews it was mentioned that many helpful

⁵⁶ Determining personal commitment, involvement and motivation of every single actor in terms of ability or willingness of overall investment in working hours for the project.

⁵⁷ cp. DRAFT CURRICULUM, May 2005, p. 4.

⁵⁸ For german participants a guiding principle for selection could be having successfully completed the AGDF basic course.

models result out of practical work: “Do not look only from an intellectual standpoint...; Theories can give you the tools you have to use in practical work,... in a training like this you have to prepare people for that.” Here, the *elicitive* approach was already found as an ideal model for embedding exposures and field visits in future courses.

However, the question of looking for a course concept basing on an academic approach rather than for a training for peace (field) workers remains open at this point and making a choice in the end must be delegated to the decision makers.⁵⁹

In this context, the idea of pursuing an **elaborated marketing policy** for the *Training of Trainers* was brought up for consideration - from this angle seen as a “product which is offered to customers”. In this regard, the homepage could be used for further cooperation with partners and in addition, should be used much more as an **instrument to advertise the project products to the public**.⁶⁰ Awakening the public opinion for curriculum and manual via internet should be taken as a chance to provoke curiosity for becoming a trainer in nonviolent conflict Transformation. Both also should be seen as two sides of the same coin and therefore they need an unique layout combined with a clearly content-related reference to each other - to be seen only as one of many suggestions for publishing and further campaigning.

In summary, a good quality management is needed to meet the challenges for successfully launching the product on the European market. In this regard, after examination of organisational framework it is a debatable point whether the training should be tightened in its total length. In terms of thinking about bringing it into agreement with professional obligations of attendees and - in particular cases - not affecting family life who can arrange to attend such a long term course?

Therefore, the overall question of **length of the programme** has to be raised: at the Berlin workshop, it was queried, if it would be “really necessary to design a 7-weeks training course, when the real experience is made only in reality situations...? Theory is no substitute for that...”. It should be thought about splitting up the existent conception of the course to offer different modules according to specific needs of participants. In conclusion, as an alternative training concept compact training modules (7-10 days, temporal separated from each other), customised for special target groups could be offered to cover the requirements of all those interested. Additional advantage for promoting such a model: adequately reduced charges or moderate fees adapted to individual needs of participants can be advertised.

Basically, it is recommended to **professionalize the registration procedure** by committing interested persons to an obligatory registration including paying a certain amount of fee in advance.

After starting with the training, at the first unit much more information on content of following training modules must be given beforehand and topics of the course need to be more specified than at the last course giving a framework of guidelines and orientation for participants. For certification adhering to **professional quality standards**, formal criteria must be clearly indicated - just to mention a few: regular assessment of learning progress, object oriented testing of knowledge, evaluating individual development of own training modules, etc.

Seizing a suggestion of the Bad Meinberg partner meeting of 2005, afterwards a database including certified graduates as qualified consultants could be established serving as service to place trainers at interested educational institutions or other multipliers of adult education in the field of Nonviolent Conflict Transformation.

⁵⁹ Including the issue of offering a basic or / and an advanced course.

⁶⁰ If KURVE Wustrow is going to use the existing homepage *trainingoftrainers.org* for the dissemination of the current project results, incidentally it was mentioned by one of the partner organisations to divide the homepage into a public and a private section.

4. Appendix

ANNEX 1

Data basis (documents)

MISCHNIK, RUTH: Nonviolent Conflict Transformation. Training Manual for a Training of Trainers Course. First edition in Bratislava/Slovakia, March 2007.

Training of Trainers in Nonviolent Conflict Transformation. Training reports of units B1-A5 2005-06.

Minutes of the first partner meeting in Horn-Bad Meinberg/Germany, 16-18 September 2005.

Minutes of the partner meeting in Florence/Italy, 31 July-01 of August 2006.

Training of Trainers in Nonviolent Conflict Transformation. EU Socrates Programme - Interim Report 2005.

Application for amendment at the European Commission, May 2005.

Training of Trainers in Nonviolent Conflict Transformation. Draft Curriculum, 2005.

Scotto, Giovanni: Training for Trainers in Nonviolence - First Interim Evaluation Report, May 2004. University of Florence / Berghof Research Center for constructive Conflict Management, Berlin.

GRUNDTVIG - EUROPEAN COOPERATION PROJECTS IN ADULT EDUCATION. SOCRATES COMPENDIUM 2003: CfT - Curriculum for trainers. Development of a European curriculum "Training of trainers in Nonviolent Conflict Transformation" with training model. Project proposal.

Data survey

Face-to-face interviews with core trainers (2), representatives of partner organisations CSDC (1), PATRIR (1), IFOR (2) and participants (2)
Berlin, 08-09 March 2007

Participating observations at the final workshop "European Perspectives of Training Courses on Nonviolent Conflict Transformation"
Berlin, 09-10 March 2007

Email questionnaire for participants (2) 27 March 2007

Telephone interviews with representative of partner organisation PDCS (1), participant (1)
29-31 March 2007

+ continuous support by lead organisation KURVE Wustrow

Other sources

MAIESE, MICHELLE: "Elicitive Training." Beyond Intractability. Eds. Guy Burgess and Heidi Burgess. Conflict Research Consortium, University of Colorado, Boulder. Posted: September 2004; http://www.beyondintractability.org/essay/prescriptive_elicitive_training/

THE NATIONAL SCIENCE FOUNDATION (2002): The 2002 User-Friendly Handbook for Project Evaluation (NSF 02-057). Arlington; <http://www.nsf.gov/pubs/2002/nsf02057/start.htm>

ANNEX 2**History of the project***

<p>Planning phase from around 2002</p>
<p>Start of first attempt 01/10/2003 official start of the project 12/2003 Partner Meeting in Wustrow 02/2004 Partner Meeting in Bratislava</p>
<p>Implementation of first attempt 30/03-04/04/2004 First seminar 05/2004 Evaluation of the first seminar 06/2004 Partner Meeting in Rome</p>
<p>> STOP OF THE PROJECT <</p>
<p>Re-design Phase 12/2004 Draft Curriculum, Interim Report, Accounting 05/2005 New design, new partners, proposal for change</p>
<p>Re-start of the project 16-18 September 2005: 1st partner meeting in Horn-Bad Meinberg / Germany 31 July-01 August 2006: 2nd partner meeting in Florence / Italy</p>
<p>Implementation of Basic Courses B1 & B2</p> <p>B1 18-25 September 2005 Horn-Bad Meinberg / Germany (KURVE Wustrow) <u>Title of training:</u> Introductions, organisation of learning process, providing a framework</p> <p>B2 04-11 January 2006 Senec / Slovakia (PDCS) <u>Title of training:</u> Conflict and Conflict Analysis</p>

* Basing on MINUTES OF THE 1ST PARTNER MEETING IN BAD MEINBERG/GERMANY, 16-18 SEPTEMBER 2005.

Implementation of Advanced Courses A1-A5

A1

05-12 March 2006

Senec / Slovakia (PDCS)

Title of training:

Facilitation and communication

A2

04-11 June 2006

Cluj-Napoca / Romania (PATRIR)

Title of training:

Introduction into Mediation

A3

23-30 July 2006

Florence / Italy (CSDC)

Title of training:

Conflict Transformation

A4

10-17 September 2006

Richterswil / Switzerland (IFOR)

Title of training:

Principles, methods and techniques of training work,
Reconciliation

A5

12-19 November 2006

Wustrow / Germany (KURVE Wustrow)

Title of training:

Development of own trainer profile and closure

Terminal phase of the project

7-8 March 2007:

Final partner meeting in Berlin / Germany

9-10 March 2007:

Workshop

„European Perspectives of Training Courses on Nonviolent
Conflict Transformation“

Final Version of Training Manual

March 2007:

Final Version of Curriculum

Final Project Evaluation Report

ANNEX 3

Overview of project partners*

KURVE Wustrow

The Centre for Training and Networking in Nonviolent Action (KURVE Wustrow)

was founded in 1980 by a group of men and women involved in Germany's nonviolent peace and justice movements. KURVE Wustrow's main focus is to increase the effectiveness of nonviolent action by providing training for peace activists and networking opportunities among movements to share information, approaches and understandings. The primary objective of our seminars is to transform concern about violent conflicts, ecological destruction and social injustices into conscious, nonviolent action. KURVE Wustrow aims to demonstrate that nonviolence is not passive and does not mean powerlessness. The relationships of nonviolent social and political action with nonviolent lifestyles and simple living is also explored.

Nonviolent Action

In seminars and projects, KURVE Wustrow seeks to clarify the relationships between various forms of oppression and threats to humanity, as well as the possibilities and methods for nonviolent intervention. Through a deeper understanding of these opposing forces new insights, motivation and energy are gained. Nonviolent action offers more than resistance or defense; it reveals perspectives for a humane society.

Essential to principled nonviolence is a positive vision of a just society. Methods must be consistent with the desired outcome, the end does not justify the means. In the movements against nuclear waste transport and the nuclear industry, against open experimentation of genetically manipulated plants, or against racially motivated violence on the streets, in deportation detention centers or in official establishments people have experienced that nonviolent action can result in political resolve.

The Conference Centre "KURVE Wustrow" -

Many of the Centre for Training and Networking in Nonviolent Action's activities take place in the town of Wustrow, in the Wendland region of Lower Saxony (in the county of Lüchow-Dannenberg).

The Wendland region is predominately agricultural. It has a low population density compared to other parts of Germany. Because of its proximity to East Germany, before the reunification, the cost of land was low. This attracted many artists, artisans and people interested in alternative lifestyles. When the German government chose Gorleben, also in the Wendland, as the site for the country's nuclear waste storage, much of the population united to oppose the plan. The region is now the heart of the German opposition to the nuclear industry.

Comment with regard to the project:

As applicant of the project at the EU managing the T.o.T. project with authorized function as lead organisation - unfortunately with a high staff turn-over that made continuous backing difficult.

* Self-expressions of all organisations taken from their internet presences.

PDCS

Partners for Democratic Change Slovakia

- PDCS stands for Partners for Democratic Change Slovakia.
- PDCS is an independent non-governmental non-profit organization.
- PDCS provides professional education and consultation-advisory services and issues publications.
- PDCS is part of a network of similar institutions in 13 countries Partners for Democratic Change International.

The mission of PDCS is to help develop and promote a culture of democracy, expand democratic approaches and mechanisms for dialogue and conflict prevention.

PDCS fulfils its mission by working with non-profit organizations, public administration institutions and cross-sector partnerships in development programs and by arranging cultured dialogue among various interest groups.

The training courses given by PDCS have so far been attended by over 12,000 participants in Slovakia and 30 other countries. PDCS published 14 books.

Comment with regard to the project:

PDCS is the “oldest” partner in the T.o.T. project right from the beginning of the first attempt of the project in 2003 still with the same coordinator in charge.

CSDC

Civilian Defence Research Centre

was founded in 1988 and has since then contributed to the development of social research on peace and security issues in Italy.

Since the year 2000, CSDC members formed a cooperative enterprise, called Mediazioni, to deal with operational, administrative and organisational aspects of training and communication activities.

CSDC adhere to:

- the Italian network Associazione per la Pace (Peace Association);
- the European Network for Civil Peace Services (EN.CPS);
- the International NGO Nonviolent Peaceforce.

Vision and Mission

Conflict is a natural and unavoidable aspect of human existence. The way in which we manage personal and social conflicts influence chances to accomplish a balanced and open society. The responsibility to control violence is up to State-directed armed forces. The transformation of violence, the research for less destructive defence methods and the effective reduction of conflicts negative effects is up to the responsibility of society. Social cohesion doesn't only come from declared goals, it depends mainly on the quality of its glue - interpersonal relations. A mature and safe society should:

- face and resolve daily conflicts constructively;
- use appropriate instruments for dialogue, defence of civil rights, civil protection and humanitarian aid, also in other countries.

CSDC mission is the spreading of constructive conflict management tools to overcome intra and inter state tensions. CSDC operates in the fields of research and training to promote collaborations at a national and international level. Principal aims of the CSDC are:

- to promote non armed civilian defence (or nonviolent popular defence);
- to analyse the transition from armed to non armed defence;
- to promote the research concerning nonviolent conflict management;
- to develop historical researches on non armed cases of Resistance.

The CDSC working method is inspired by Gandhi's principle that a seed is equivalent to a tree.

Comment with regard to the project:

Also one of the first partners in the project in 2003, but with a change in staff so that continuous backing was difficult. Since re-start the same coordinator was in charge.

PATRIR

The Peace Action, Training and Research Institute of Romania

is an independent, non-governmental and non-profit organization, active in Romania and internationally since March 2001. The main purpose of PATRIR is to promote peacebuilding, and constructive conflict transformation, and at the same time the prevention of all forms of violence - direct, structural, and cultural - in Romania, and internationally.

The methods of work used by PATRIR are democratic and participatory focused on the main pillars of action, training and education, research and dissemination. As the first peace institute in the history of Romania, it has been involved in the development of resources for conflict transformation by peaceful means in Romania and, by invitation, through the peacebuilding processes in which it has taken part in Europe, Latin America, Africa and Asia. Since 2001, PATRIR has become one of the leading international centres for adult training in the field of peacebuilding and conflict transformation, post-war rebuilding, reconciliation and resolution.

PATRIR is involved in four major fields of activity:

- peacebuilding and conflict transformation action
- gender equality
- peacebuilding and conflict transformation training
- peace education

PATRIR is an organisation based upon community and also on global action through a network of partners, and institutions committed to the promotion of peace by peaceful means, for the transformation of all levels of conflicts, for the struggle against discrimination and marginalisation, respect for human rights and sustainable development.

PATRIR cooperates with TRANSCEND as the TRANSCEND Centre for South-Eastern Europe. Since 2001, PATRIR has been one of TRANSCEND's leading international training sites.

Comment in regard to the project:

PATRIR joined the T.o.T. project in 2005 after re-start through an existing contact made by a romanian participant at the first attempt in 2004. Since then the same coordinator was in charge.

IFOR

The International Fellowship of Reconciliation

is an international, spiritually-based movement of people who, from the basis of a belief in the power of love and truth to create justice and restore community, commit themselves to active nonviolence as a way of life and as a means of transformation – personal, social, economic, and political.

IFOR members range from housewives to Nobel Peace Prize Laureates, from students to professionals. They come from different religions and cultures. What unites them is a vision of justice and reconciliation and a search for concrete alternatives to violence.

IFOR believes in the power of active nonviolence. Fundamental to IFOR's work is its spiritual basis. IFOR members include Buddhists, Christians, Hindus, Jews and Muslims, and others who express their spirituality in a philosophical commitment to nonviolence.

IFOR branches and groups promote active nonviolence through various nonviolence education and training programs, work with youth, interfaith dialogue, and efforts to build a

culture of peace. IFOR's Women Peacemakers Program works to empower women in the struggle for peace and justice.

Comment in regard to the project:

IFOR joined the T.o.T. project in 2005 after re-start when KURVE Wustrow sent a query to the international head office of IFOR / Netherlands in order to find new partners. They joined the cooperation project and a representative of the Swiss branch was nominated as direct link.

ANNEX 4**Questionnaire handed out to trainers and resource persons / representatives*****1 History of training course / Lessons learned**

How was the crisis of 2004 managed from your point of view?

What have been the main consequences/changes in restructuring?

How they have been implemented?

What induced you to the resumption of the project at last?

To what extent you were involved in the planning phase from January – April 2005 (in regard to renew / revising the Curriculum / conception of training course?)

2 Objectives of the project

How was the draft curriculum generated and adapted during the training course?

How do you understand the European dimension that is stated in the draft curriculum?

What were the consequences of the small number of participants?

Did the process of selection of participants strictly follow the guidelines of curriculum?

Was previous knowledge something attention was paid for at participants application?
If so, how did you react? How did you consider this in the conception of training units?

How did the different backgrounds (knowledge basis, cultural background, etc...) influence the process of group forming, choosing of issues to talk about, demand of knowledge transfer, etc.?

To what extent the content as provided for in the curriculum was transferred?

Did training schedule work out according to time planning? If not, what did you do to adjust / balance? Who was in charge for that?

Did the participants achieve the specific aims set out in the draft curriculum? How did they had to give proof / what kind of assessment had been used for that reason?

Did you have had to change/modify contents/aims between the single training units? If so, why?

What were the expectations of qualification to be fulfilled for each and every single training unit in regard to the specific aims in the draft curriculum?

* At final partner meeting in Berlin on 7th of March 2007. (Not all questions have been asked as written down.)

According to the work plan (EU- Interim Report) in turn of the year 05/06 there should be a revision of curriculum for the basic courses – did that happen?

Did the different periods of time between the training units have had any impact

Have the results of the exercises been documented/securing of contents of daily work?

Did the overall training concept work out?

What overall recommendations/conclusions could be drawn in regard to revision of Curriculum for the basic and the advanced course?

Who has been in charge for the website / what was the impact of that in regard to quality of trainings?

3 General Assessment

How were the overall logistics organised?

Did participants have a tutor (contact person, person in charge) for organisational / technical / other questions beside the trainers/content of training during the whole course?

Was there a benefit for the participants throughout individual contributions regarding the expertise/experiences of partner organisations?

Would you confirm that there was something like a “cooperation based on a fair partnership” during the training sessions?

What was/is the function / role of the coordinator? What were/are his field of actions / responsibilities?

What was/is the function / role of the trainer team? What were/are its field of actions / responsibilities?

Was the function of KURVE Wustrow as lead organisation clearly defined? What were its field of actions / responsibilities/ competencies in decision making?

In which way was this overlapping with the competencies / responsibilities of the partner organisations? What were the consequences?

What was the function of the partner organisations? Were its field of actions / responsibilities/ competencies in decision making clearly defined?

In which way was this overlapping with the competencies / responsibilities of the lead organisation? What were the consequences?

How would you describe the overall cooperation amongst all parties involved in the project?

How were logistics of seminars organised? Have there been difficulties? If so, what kind of difficulties could be located?

Were the recommendations that were collected at end of each training week communicated to the coordinator? How? What were the results/improvements during the course?

How did the communication channels work / chain of information?

Have there been problems in understanding each other (language barriers / cultural barriers, misunderstanding due to different socio-cultural context, other difficulties)?

How did the partners/KURVE Wustrow manage conflict situations / handle differing/dissenting opinions/conflicts?

How did the cooperation on a partnership basis worked out in the European context?

Did the project meet the achievement of the overall goal to develop unique training standards for a training course in *Nonviolent Conflict Transformation*?

Has the intended goal of contribution to a European approach for unique training standards in nonviolent conflict transformation been achieved?

Was there a surplus effect, i.e. each partner organisation benefiting from each other throughout individual contributions regarding their specific profiles/fields of activities? On the other hand - did that, for instance, lead to diverging sights/opinions rather causing problems?

Have the specific strengths of partner organisations been voiced and mirrored in the training?

Resource persons: Have the resource persons generally been involved adequately/sufficiently into trainings?

Have the expectations of the participants been met in the end? Did they achieve their goals for qualification?

Was the „experimental character“ of the course concept clear to participants right from the beginning?

What was the impact of this in your point of view in regard to quality of training / professionalism & grade of organisation of enlisted organisations/persons?

Did the training lead to participants working as trainer in nonviolent conflict transformation?

What to could be done better in future training courses?

ANNEX 5**Questionnaire sent to participants*****Final Assessment of the course “Training of Trainers in Nonviolent Conflict Transformation” by the participants**

Please write down short answers only to mention the most important aspects of each question! Thank you!

How did you get to know the offering of the training course?

What were your expectations at the beginning of the course?

Have your expectations generally been fulfilled?

Was the “experimental character“ of the course concept clear to you right from the beginning?

Did the training course meet the requirement of having an international (european) approach? Why? How?

How did the cooperation within the group work out? (e.g. also with regard to integrating new participants after the first training?)

Which impact did the small number of participants & international diversity have in regard to “the process of group forming / group dynamics”?

How would you like to describe your relationship to the trainers (individually / as group)?

Would you confirm that there was a “cooperation based on a fair partnership” between the people involved during the training sessions?

What was the impact of this in your point of view in regard to quality of training / professionalism & grade of organisation of enlisted organisations/persons?

How did the communication channels work in regard of contacting the organizer, trainers, other participants (chain of information: mailing-lists,...; distribution of working materials / documents...)?

Have there been problems in understanding each other (language barriers / cultural barriers, misunderstanding due to different sociocultural context, other difficulties...?!)

Organisational arrangement of seminars – have there been difficulties? If so, what kind of difficulties could be located?

* By Email on 22nd of March.

Did you have a contact person / person in charge for organisational / technical / other questions beside the content of the training during the whole course?

Was the course fee reasonable?

Did you achieve your personal objectives regarding the content? How did you had to give proof / what kind of assessment had been used?

Did the different periods of time between the training units have had any impact according to the quality of the course? (e.g. long enough to prepare homework? too long/too short?)

Have the results of the exercises been documented (securing of contents of daily work)?

Have the Resource persons of partner organisations generally been involved adequately/sufficiently into trainings?

Did the major fields of activity of the partner organisations came out during the trainings? (e.g. by carrying out practical exercises at exposures & field visits)

Was there a benefit for you throughout individual contributions at the trainings regarding the expertise/experience in nonviolent conflict transformation at the partner organisations?

What to do better in future training courses? Please mention just a few important suggestions (e.g. communication/information, support by contact person/tutor, other questions regarding the content, etc...)?

Have there been new prospects for your career out of the T.o.T.? What were the main improvements of your personal career situation in regard to the T.o.T.?

Did the training lead you to work as a trainer in nonviolent conflict transformation recently? If so, how many trainings with how many participants did you already carry out?

Please comment on any topics not mentioned above (additional remarks)!

Thank you very much!
Kind regards,
Thomas Molitor