Training for Trainers in Peacebuilding & Conflict Transformation Course

23rd - 27th November, 2015, Nairobi, Kenya

Organized, facilitated and reported by COPA.
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### Acronyms

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<tr>
<th>Acronym</th>
<th>Full Form</th>
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<tbody>
<tr>
<td>AFOD</td>
<td>Action for Development</td>
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<tr>
<td>AIC</td>
<td>African Inland Church</td>
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<tr>
<td>COPA</td>
<td>Coalition for Peace in Africa</td>
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<tr>
<td>CT</td>
<td>Conflict Transformation</td>
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<tr>
<td>GREDA</td>
<td>Grassroots Relief and Development Agency</td>
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<tr>
<td>MERL</td>
<td>Monitoring, Evaluation, Reporting &amp; Learning</td>
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<tr>
<td>NGO</td>
<td>Non-governmental organization</td>
</tr>
<tr>
<td>PB</td>
<td>Peacebuilding</td>
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<tr>
<td>RTC</td>
<td>Responding to Conflict</td>
</tr>
<tr>
<td>SOJPAE</td>
<td>Solidarité de la Jeunesse chrétienne pour la Paix et l'Enfance</td>
</tr>
<tr>
<td>SSD -P</td>
<td>Security Sector Development Programme</td>
</tr>
<tr>
<td>SRC</td>
<td>Sudanese Reformed Church</td>
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<tr>
<td>TtT</td>
<td>Training for Trainers</td>
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</table>
The Coalition for Peace in Africa (COPA) is a network of peace builders in Africa formed in 1995 when a group of concerned Africans met in Kenya to exchange their insights and experiences on the prevention of the escalation of violent conflicts in Africa. They were convinced that they needed to offer continual practical support to people and organizations on the ground faced with volatile and potentially violent conflict situations. They also recognized conflict as a major contributor to Africa’s deplorable state of poverty and underdevelopment.

The practitioners who came together found that there were no appropriate support networks in Africa for them to access and work together. Initial membership of the network came from different parts of Africa mainly alumni of Responding to Conflict (RTC) Working with Conflict Course offered once or twice a year in England. Later on, membership expanded to include other individuals and organizations interested in peace and security all over Africa.

Currently COPA is a registered in Kenya and has close relationship with regional and local organizations and practitioners in Africa and with collaborative activities in the Southern, Eastern, Horn, Central, and Great Lakes regions of Africa. Today COPA has memberships of over 200 individuals and organizations and supports their efforts through trainings, advocacy, and research initiatives throughout the African continent.
Introduction

COPA organizes the TfT as an annual event aimed at providing a platform for experienced practitioners who are engaged in training programmes at individual and organizational levels to reflect on the practice, exchange experiences and harness learning aimed at improving the way they engage in planning, designing, facilitating and evaluating their trainings.

Further, through the TfT, COPA provides practitioners with the opportunity to;

- Explore their roles as trainers
- Understand what training for conflict transformation is
- Get insights on how training for change takes place
- Network and create linkages with others working in different countries under similar contexts

The 2015 training brought together 13 (9 men and 4 women) practitioners drawn from the Peacebuilding, Humanitarian Relief, Livelihood and gender backgrounds representing national and international organizations. They include; GIZ-SSD programme- Burundi, IOM- Sudan, Mundri-South Sudan, AFOD-South Sudan, SOJPAE-Burundi, AIC-South Sudan, International Alert-Burundi, Tearfund UK-South Sudan, GREDO-South Sudan and Sudanese Reformed Church.

Majority of those who came to the course came seeking to know; 1) How training for change takes place; 2) What training for conflict transformation entails and; 3) Why their training programmes were not resulting in the intended changes.

The training used varied training methodologies such as reflections, role plays, presentations, buzz groups and plenary discussions. Through this training, COPA hopes to produce a mass group of people who are well versed with training techniques on how training for peacebuilding and conflict transformation takes place so that they can be a resource to their organizations and communities.
Course objectives

This course aimed at ensuring participants deepened their knowledge and skills in designing, delivering and evaluating trainings so that in turn they can use the same to amplify and widen the impact of their interventions and those of their organizations. This they would achieve by;

- Learning how to identify capacity gaps in their organisations
- Enhancing their capacities to design training programmes;
- Building their group facilitation skills and abilities to “train for change”;  
- Developing skills and knowledge on how to evaluate training programmes for impact;
- Deepening their understanding of the roles of a trainer/facilitator
- Extending their communication skills for conflict transformation

Participants Expectations

- To have insights on how to design change-oriented trainings especially in the security sector
- To gain knowledge transfer skills
- To gain facilitation and training skills
- To better understand tools of conflict transformation
- To have an opportunity for Networking and engaging with other participants
- To understand how to Design a training manual
- To understand Monitoring and evaluating of peace building and conflict transformation
- To acquire skills of being a good trainer
- To acquire interpersonal skills
- To acquire skills on conflict transformation
- Share experiences in peacebuilding with others
- Understand key theories of peacebuilding and conflict transformation
- To gain knowledge of how to Design and plan for a training workshop
Session One: Understanding ourselves as trainers (needs, experiences, roles)

This session covered:
- Reviewing our practice
- Adult Learning
- Learning for conflict transformation

Reviewing our Practice;

The section provided participants with the opportunity to reflect on their practice individually and later on in groups before reporting in plenary. The reflection was guided by the following questions:

1. What am I achieving in doing this work?
2. What inspires me to do what I do?
3. What are my challenges?
4. What do I bring to what I do?
5. What are my gaps? i.e. skills & knowledge

Many participants reported that their greatest challenge lies in not being able to achieve desired results and not being able to retain partners who can walk with their projects. For many, inspirations come when their work results in positive or intended changes.

Adult Learning;

The section focused on how adults learn and the various methodologies that can be used. The observation was that adults learn best by doing and observing as opposed to being told what to do. Still others learn best by reflecting, sharing and discussing. Some of the methodologies allow more learning than others and it is the role of the facilitator to identify methodologies that work best for their groups.
Learning refers to how we change and become different from the way we were before.

The most important role of a facilitator/trainer is to be a change agent.

The cycle below represents how adults learn;

\[ \text{Action} \rightarrow \text{observation} \rightarrow \text{reflection} \rightarrow \text{sharing} \rightarrow \text{discussion} \]

\[ \text{Implementation} \leftarrow \text{Strategy} \leftarrow \text{Implementation} \leftarrow \text{Hypothesis} \]

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**Learning for Conflict Transformation;**

The section expounded on what learning for CT is and how it differs from other trainings. Every learning whether for CT or not results in change both for the learner and the trainee. Some changes are more obvious than others and produce immediate results. Unlike in other disciplines, learning for CT takes years and decades for changes to be visible and its focus is more on changing of invisible attributes such as attitude and values.

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**Some guide on good practice in Learning for CT?**

- Is the process inclusive (are all the stakeholders involved)?
- Is the process reflective i.e. not pre-decided?
- Is the process flexible? (as a trainer, are you able to change and adapt?)
- If something goes exactly according to plan is this an indicator of success or inflexibility?
- Do your emotions change during the event?
- Do you learn anything?
- Look for indicators like body language, blank expressions, lack of interest, silences.
- Do people ask questions? Are you challenged?, Is everyone involved?
✓ As a facilitator, do you become invisible? Do participants start dialogues amongst themselves?
✓ If people keep bringing up the same issues, is it because they aren’t following the process or is it because they’re not being heard?
✓ Do you break down traditional power groups and promoting those that are marginalized?
✓ What kinds of open-ended questions do you use?
✓ Are you open to criticism? Do you receive any?
✓ Is your agenda inclusive of everybody’s needs and experiences?

**Indicators afterwards**

✓ Did you achieve your objectives?
✓ Did the process lead to changed practice or behaviour?
✓ Has there been an increase in the participation of previously marginalized groups?
✓ The next time you meet is there continuity in the level of understanding?
✓ Are there any signs of progressive change?
✓ Are there any signs of sustained change?
✓ Are there any signs of positive thought or growing levels of confidence?
✓ Is there any evidence of a growing confidence to criticize?
✓ Is there any evidence of attempts to go beyond the immediate stakeholders, to initiate things independently?
✓ Are there any examples where attitudes or beliefs have changed?

*A group exercise, participants constructing a bridge while blindfolded*
Session two: Combining Competence and Reflectiveness

This session focused on;

- Key concepts, capacities and values that guide us as facilitators
- Self awareness and feedback
- Conflict analysis and Mini presentations

Key Concepts, Capacities and Values for facilitators:

In this section, time was spent exploring the various PBCT concepts that a facilitator should be knowledgeable in. This includes an understanding of conflict, violence, peace, power, gender, identity, culture, rights, conflict theories and regional conflict trends among other things. Another area of focus was on interpersonal relations and values. This includes skills in self-awareness, perceptions and stereotyping.

Some Qualities that facilitators should possess include: humility, courage, resourcefulness, creativity, resilience, vision, humor, hope, empathy, flexibility, gender-awareness, persistence, anticipation, tolerance, curiosity, critical thinking, willingness to take action, cross-cultural sensitivity, interpersonal communication, active listening, giving and receiving feedback, Skills in facilitation, leadership and problem-solving.

Some Values that a facilitator should possess include; justice/fairness, inclusiveness, compassion, cooperation, integrity, diversity, nonviolence, peace, accountability and ecological balance.

Other essential Skills for a facilitator include; influencing/making policy, management of action and change, Learning and evaluating, Mobilizing resources, conflict analysis and strategy-building interventions:
Self Awareness & Feedback:

In the section, participants were introduced to the ‘Johari Window’ as a tool that can be used to better understand interpersonal communication and relationships. This tool was created by Joseph Luft and Harry Ingham.

Overview of the Johari Window

<table>
<thead>
<tr>
<th>Arena / Open</th>
<th>Blind</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Known to self and others)</td>
<td>(Not known to self but known to others)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Façade / Hidden</th>
<th>Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Known to self and not to others)</td>
<td>(Not known to self or others)</td>
</tr>
</tbody>
</table>

Open / Arena – Refers to things we know about ourselves and others know about us. Examples include; our height, weight, if we wear glasses, color, hair type and length. People can enlarge the Open Self, if they wish to by revealing more about oneself to others, and by asking them to tell us what they see in us. This enlarges the area where we can know and use our own strengths, and try to overcome our limitations.

Hidden / Façade – Things we know about ourselves that others do not. Examples include our fears and dreams. When we open this window to share something about ourselves we invite others in. This disclosure builds trust.

Blind – This refers to things we don’t know about ourselves but others do. (Examples include you talk too much at meetings or you have a gift of making people feel comfortable. When you LET someone open this window you create trust between you. You decide when, where, how and how often you want to receive this FEEDBACK.

The “window” shows graphically the idea that each of us is more than one person: I am the “me” that I know, the “me” that you know, the “me” that both of us know, and also a “me” which is unknown to everyone.
When you want to open this window on someone else and give feedback, ask permission first. Don’t pounce. That destroys trust.

Unknown – Things I don’t know about myself and others do not know either. This is the area of mutual discovery, collaboration, surprise, ‘fortuitous collisions’. The future is in this window. This is what we discover in ourselves and others by interacting and building relationships.

**Conflict Analysis & Mini Presentations:**

This section aimed at introducing participants to the various tools used to analyze conflicts. This was followed by group work in which participants were required to use some of the tools to analyze conflicts that were familiar to them and to report the same on plenary. In plenary, participants had the opportunity to receive feedback from colleagues on their presentation/facilitation especially on areas where they did well and in areas that they needed to improve on. The tools include:

1. Mapping
2. ABC triangle
3. Conflict tree
4. PIN
5. Conflict square

*A ‘consultancy’ buzz group*
1) The Mapping tool

It is used to show relationship between parties in conflict. It helps to identity possible entry points for action. It reflects a changing situation and points towards action. It also helps to understand what motivates, strengthens or weakens the relationship between parties. It brings to light issues and interests, the actors involved in the conflict either directly or indirectly, the relationships and powers between them and the amount of influence they each have in the conflict situation.

**Key**

- Indicates parties (the size of the circle indicates the amount of power wielded by the particular party)
- Indicates relationship or connection
- Indicates formal relationship or alliance
- Indicates on and off relationship
- Broken relationship
- Discord
- Issue
- Shadow actors
- This shows direction of influence

From group work presentations, the mapping tool helped participants to map out actors in different conflicts including the hidden ones, show existing relationships between parties and the powers between them including possible areas of entry for intervention.

2) ABC triangle

This tool is used to analyze three major components of a conflict: the context or the situation, the behavior of those involved, and their attitudes. The tool works to change attitudes and context as well as reduce violence to promote positive peace.
- Context involves systems and structures
- Attitudes involves feelings and values
- Behavior involves actions

These three factors influence each other - hence the arrows leading from one to another. The behavior of one group influences the attitude of the other group. That attitude has an effect on the context. The context will in turn affect each group’s behavior and attitudes, and so on. If the conflict situation is to improve, one or more likely all of these will have to change.

_The violence triangle provided the participants with an opportunity to better understand the behavior, context and attitude of conflicting parties and how they co-relate to form a cycle._
Session three: Training for change; being strategic yet responsive

The focus was on;

- Skills self-assessment: gauging our strengths and weaknesses
- Building a strategy: Force Field Analysis

Skills assessment

This section focused on building skills for self assessment as a facilitator/trainer. It involved identifying, knowing and understanding ones strengths and weaknesses and how best to deal with them to ensure an effectively delivered training. Areas of focus were on;

1) Knowledge of self (motivation, self assessment on performance, explicit about one's values);

2) Knowledge of the field of conflict transformation (seeking of new knowledge from reading, doing research & sharing with colleagues? Making of linkages between the new knowledge, new experiences and the operational context?);

3) Team orientation (cooperation with team members, reliability in the team, able to seek feedback from the team on one’s performance and to give the same to the team members);

*Participants make a net symbolizing the interconnectivity in the PB practice*
4) **Course methodology** *(level of preparation & planning of learning sessions, clarity of learning objectives, relevance of resource materials, linking learning with action, rigorous on quality and new learning approaches)*

5) **Working with groups** *(interpersonal skills, sensitivity to individual needs & group expectations, able to enable others to learn and achieve)* and;

6) **Process facilitation** *(flexibility, animation, resilience, respect for others, communicate clearly, respond to what is happening in the moment)*

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**A group discussion**

**Building a Strategy**

The section was guided by the concept of Force Field Analysis and its application and implications for training. The Force Field Analysis is a tool used to analyze both **positive** (driving) forces and **negative** (hindering) forces in a conflict situation.

This tool helps to analyze the forces that are in support of our actions as well as those that oppose. For instance, in a conflict situation, there are those who are beneficiaries in the conflict and are therefore not supportive of actions aimed at ending the conflict and vice versa.

This means that in our strategies, we must seek those forces that are in support of our desired changes so as to combine forces to weaken or defeat those that are in opposition. The tool also
helps in assessing the strength of the other party and our ability to influence them. In this tool the bigger the arrows, the bigger the influence in which ever direction.

<table>
<thead>
<tr>
<th>Driving Forces</th>
<th>Hindering Forces</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present Situation</td>
<td>Goal</td>
</tr>
</tbody>
</table>

Session four: Designing and planning

This session covered:
- Identifying needs at organization level
- Designing a training programme, Sharing and critiquing plans

Identifying needs at Organizational level

This session was done individually and later in a group and it involved reflecting on the participant’s organizational policies and practice to determine its capacities in conflict transformation. The assessment was then rated in a radar that showed areas where the organizations seems to be doing well and those that it needs to focus on; Some of the areas of focus were on:

**Operational Context** (*Conflict analysis, our positioning in conflict, the political implications of our positioning, shared understanding with partners and communities*)

**Organizational** (*its vision, systems & procedures, management style, human resources & finances*)

**Programme** (*theory of change, consistency, implementation, local needs & capacities, strengthening local capacities of peace, stakeholder’s & partners involvement, evaluation and sustainability*)
**Relationships** *(advocacy component and its linkages with those of partners, inter-agency cooperation)*

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**Designing a training programme**

Designing and planning is a vital element to consider before coming up with a training. A key consideration would be identification of needs at organizational and individual levels and harmonizing them together. A good understanding of needs helps in developing an appropriate strategy on how to address them.

Secondly, one must have a clear plan of how they want to put the training content across, what they want to achieve and the intended participants. In designing a training, brainstorming as a team in order to come up with the best training objective is a must and so is working with organizations or people in the same field to learn how they are dealing with the same issue or problem.

It was noted that the greatest challenge when designing a training programme is when it is donor funded and the donor dictates what they can and what they can't fund. It was also noted that in evaluating a training it is key for the trainer and participants to work together.

In a training, the facilitator and participants are equal in that they all have something to learn from each other. This means the participant is also a facilitator and the facilitator is also a participant.

*A group exercise*
Within the section, participants had a hands-on opportunity to design their own training programme that was suitable for their context. In plenary, they presented their proposed trainings which were then critiqued by their colleagues. Each of the proposed training had the following components;

1. Context + rationale + the need the training was to address
2. Participants
3. Achievable objectives
4. Impact expected
5. Content + timings
6. Process/method of facilitation
7. Evaluation method

**Session five: Being a Learning Resource for Others**

This session covered:

- Learning from what we do: evaluating and monitoring impact.
- Addressing the challenges
- Review of course and future needs

**Evaluating and monitoring impact;**

Monitoring, Evaluation, Reporting and Learning is an integral part of all interventions including development, peacebuilding, humanitarian assistance or livelihood support. When effectively done, it becomes easy to articulate a project’s theory of change and to determine if desired results are being achieved. It also enables programme staff to easily draw lessons from what is working and recommend appropriate measures.

MERL in peacebuilding programmes is dogged by the fear of negative appraisals and indicators that are invisible and not easily measurable. In spite of this, it is important for peacebuilding programs
staff to be equipped with the necessary knowledge and skills that would in turn allow them to effectively engage in MERL.

Effectiveness Criteria are best seen as cumulative. Peace efforts that meet more of the Criteria are more effective than those that meet only one of them.

Key important aspects to note while undertaking any learning and doing an evaluation in PB are:

- Identification of a clear objective and team work
- Planning from the start to the end
- Communication both the verbal and non verbal
- Possibilities/assumptions
- Practical examples
- Value addition
- Participation
- Listening skills

In peacebuilding, effectiveness is measured at the project and at the peace writ large levels. Six criteria that are used to assess effectiveness of a peacebuilding project include:

1. New initiatives are generated for peace
2. Political institutions are refashioned to handle grievances
3. Communities find new ways to resist violence
4. Communities experience an increase in security
5. Key drivers in conflict are reduced
6. Relationships are built and strengthened across the conflict
Appendix 1: Training programme

Objective:

Ensure by the end of the 5 days, participants will have had an opportunity to further develop their knowledge and skills in designing, delivering and evaluating training for PB and CT;

Participants will do this by:

1. Learning how to identify capacity gaps in their organizations and community partners;
2. Enhancing their capacities to design training programmes;
3. Building their group facilitation skills and abilities to “train for change”;
4. Developing skills and knowledge on how to evaluate training programmes for impact;
5. Deepening their understanding of the roles of a trainer/facilitator
6. Extending their communication skills for conflict transformation

23rd November 2015: Monday: Ourselves as trainers: needs, experience, roles

- Welcome, overview, expectations.
- Reviewing our practice: inspiration, challenges, needs.
- Learning for conflict transformation: how adults learn.
- Facilitation and training: key skills.

24th November 2015: Tuesday: Combining Competence and Reflectiveness

- Revisiting the field: Key concepts, capacities and values.
- Self-awareness and Feedback: personal skills and attitudes.
- Conflict analysis: practicing mini-presentations.

25th November 2015: Wednesday: Training for Change: being strategic yet responsive

- Skills self-assessment: gauging our strengths and weaknesses
- Building a strategy: Force Field Analysis
- Application and implications for our training

26th November 2015: Thursday: Designing and planning.

- Identifying needs at organization level
- Designing a training programme
Sharing and critiquing plans

27th November 2015: Friday: Being a learning resource for others

- Learning from what we do: evaluating and monitoring impact.
- Addressing the challenges
- Review of course and future needs

Appendix 2: Participants & Facilitators list

<table>
<thead>
<tr>
<th>Name</th>
<th>Organization/institution</th>
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<tbody>
<tr>
<td>1. Ms. Rhoda Yangi Elijah</td>
<td>African Inland Church-South Sudan</td>
</tr>
<tr>
<td>2. Mr. Obur Kimu Audelio</td>
<td>Grassroots Relief &amp; Devt (GREDA)</td>
</tr>
<tr>
<td>3. Ms. Riya William Yuyada</td>
<td>MUNDRI -South Sudan</td>
</tr>
<tr>
<td>4. Mr. Patrick Jok Ding</td>
<td>Sudanese Reformed Church</td>
</tr>
<tr>
<td>5. Mr. Alessandro Totoro</td>
<td>International Alert-DRC</td>
</tr>
<tr>
<td>6. Ms. Letizia Dell` Asin</td>
<td>International Organization for Migration-Sudan</td>
</tr>
<tr>
<td>7. Ms. Joyo Harriet</td>
<td>Action for Development (AFOD)-South Sudan</td>
</tr>
<tr>
<td>8. Mr. Paul Awari</td>
<td>Mundri -South Sudan</td>
</tr>
<tr>
<td>9. Mr. Simon Juach</td>
<td>Tearfund UK-South Sudan</td>
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<tr>
<td>10. Mr. Kezimana Thierry</td>
<td>SOJPAE-Burundi</td>
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<tr>
<td>11. Mr. Eriga Jos Perimo</td>
<td>AFOD</td>
</tr>
<tr>
<td>12. Mr. Maliamungu Habib</td>
<td>AFOD</td>
</tr>
<tr>
<td>13. Mr. Joseph Bigirumwami</td>
<td>GIZ-SSD-Programme-Burundi</td>
</tr>
<tr>
<td>14. Ms. Tecla Wanjala</td>
<td>Facilitator-Kenya</td>
</tr>
<tr>
<td>15. Mr. Simon Fisher</td>
<td>Facilitator-UK</td>
</tr>
<tr>
<td>16. Mr. Jeremy Kipruto Chumo</td>
<td>COPA-Kenya</td>
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