



Training of Trainers in Nonviolent Conflict Transformation

Final Curriculum

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1. Introduction

This final curriculum is the result of a pilot course of a *Training of Trainers in Nonviolent Conflict Transformation* that has been conducted between September 2005 and November 2006. A draft version had formed the basis as a *working hypothesis* of a curriculum that has been adapted and extended during the implementation of the pilot course.

The whole endeavour of this European Union-funded cooperation project started officially in October 2003. The process that led to this final version entailed a failed attempt to conduct a pilot course in 2004. However, this first initiative provided a valuable source for learnings that have been captured in the draft curriculum that then was applied in the proper pilot course. The initial set of organisations cooperating in this project changed accordingly. For the re-start the lead organisation Centre for Training and Networking in Nonviolent Action – KURVE Wustrow joined forces with four core partners: the Civilian Defence Research Centre (CSDC) from Italy, Partners for Democratic Change (PDCS) from Slovakia, the International Fellowship of Reconciliation (IFOR) based in The Netherlands, and the Peace Action, Training and Research Institute of Romania (PATRIR) from Romania.

The experiences of these partner organisations as well as contributions from the two lead trainers, the resource persons for specific topics, feedback from the participants and insights of other individuals and organisations shared at a workshop in February 2007 have added value to this final version.

2. Motivation and background of the project

Where conflicts fail to be addressed in an adequate way they tend to create violence and to diminish people's lives or prevent the development of the potentials that humankind has. This is true for conflicts in close relationships, between different groups in society as well as in the larger political sphere. However, very often the suffering arising from unresolved conflicts can be transformed into chances and opportunities for all those parties involved. For this purpose, conflicts have to be recognised, addressed adequately and strategies and instruments have to be provided to deal with the issues underlying. In addition to institutional ways of conflict resolution (e.g. social norms, laws and courts), alternative methods of conflict transformation have successfully demonstrated all over the world that conflicting parties can well be empowered to take their future into their hands and cooperate at resolving complicated disputes.

For this to happen, 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.

Conflict transformation has in the past been a topic that mainly the peace movements felt concerned about. Since the end of the 1980ies experiences with mediation in conflicts drawn from work done in the USA made their way to continental Europe. Though this experience predominantly had been gathered in the fields of industrial relations and family or neighbourhood disputes, here again persons with peace movement background became interested.

The 1990ies saw a rise in public and political awareness that legal procedures, forceful control and social work as responses to conflict do not always provide sustainable solutions. Alternative methods of conflict transformation became a topic of general interest, but at the same time these approaches were also disconnected from their justice-oriented aims and content. Therefore, the training of trainers courses developed by the peace movement training centres in this period had as their aim the professionalisation of training and conflict transformation approaches without denying the political roots of these approaches. They drew on the experiences in the movements which provided them with examples, questions and issues (e.g. environment, peace and human rights, feminism, anti racism). A new challenge were those movements which took up globalisation and highlighted the consequences of this development.

Experiences with nonviolent conflict transformation were gathered in different parts of the world. We learned much from the work done by the Indian independence movement around M.K. Gandhi and the civil rights movement in the USA – both of them contributed to our understanding which role training could play in strengthening movements.

In Europe today we see at least three traditions:

- The Anglo-saxon training tradition basing much of their understanding on the work of behavioural sciences and the thinking of humanist psychology as well as being influenced by libertarian and spiritually based approaches (e.g. Quakers).
- The French training approach drawing from existentialist and other schools of philosophical thinking carrying a criticism of liberal society and building much of their work on radical leftist as well as libertarian thought.
- In Eastern Europe, thinking has been largely developed after the departure from socialist models. Building a civil society that can deal constructively with the enormous tasks relating to opening up society and markets had become a topic that fascinated intellectuals and action groups.

This training course intends to draw on these different experiences and contribute to building a *European* approach to nonviolent conflict transformation.

3. Initiating organisation

The Centre for Training and Networking in Nonviolent Action (Bildungs- und Begegnungsstätte für gewaltfreie Aktion e.V.) KURVE Wustrow owes its origin to the nonviolent social movements in Germany. Today, it remains connected to these movements. Therefore KURVE Wustrow's work takes up topics highlighted by these social movements, discusses their methods and supports their aims as far as they are connected to nonviolent action. It promotes nonviolent action as a method for social struggles.

According to KURVE Wustrow, nonviolent action is understood to be:

- Direct action in order to contribute to transforming conflict by placing issues in society on the political agenda or, in case of asymmetric conflict, by allowing the weaker party to be heard in dialogue.
- Nonviolent action in everyday life in connection with the development of concrete alternatives in conflicts, of a culture of dispute resolution and of courageous behaviour in threatening situations. Empowerment of the persons concerned is an important principle in this connection.

KURVE Wustrow works with the following target groups:

- a. Persons who plan and perform nonviolent direct action,
- b. Persons for whom nonviolent action is a meaningful option in everyday life,
- c. Persons and groups who are concerned to build civil society from below.
- d. Persons who are encouraged to engage themselves in society, like young people or persons working as transmitting agents.

KURVE Wustrow has been the organiser of a first training of trainers course between 1998 and 2001. This course comprised about 70 training days, was conducted in English language and was evaluated externally in 2002.

4. European partner organisations

KURVE Wustrow as a lead organisation in organising and conducting this training course cooperated with the following partners:

Civilian Defence Research Centre (CSDC), Italy

CSDC 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.

In its vision and mission CSDC considers conflict as 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 as well as 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.

Partners for Democratic Change (PDCS), Slovakia

PDCS is an independent non-governmental non-profit organisation that provides professional education and consultation-advisory services and issues publications. PDCS is part of a network of similar institutions in 13 countries called 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.

International Fellowship of Reconciliation (IFOR), The Netherlands

IFOR 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.

Peace Action, Training and Research Institute of Romania (PATRIR), Romania

PATRIR 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. 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.

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.

5. Terminology

We understand *violence* as taking on different shapes, including direct or personal violence, indirect or structural violence and cultural violence. Violence can be understood “as avoidable insults to basic human needs, and more generally to life, lowering the real level of needs satisfaction below what is potentially possible” (Johan Galtung). Personal violence is then the form of violence where perpetrator as well as victim are clearly identifiable. Structural violence is violence which is transmitted through a whole set of social, economic, political, etc., structures which leave the perpetrator(s) in the obscure whereas its victims are identifiable. The term cultural violence signifies all those elements of culture that are used to justify or legitimise personal and/or structural violence.

Nonviolence for us is an active principle to address injustice and to empower victims of violence to make themselves heard and to take their future into their hands. Often it combines elements of resistance with elements of construction. Sometimes nonviolence is motivated by spiritual and/or religious considerations (M.K. Gandhi, M.L. King). However, nonviolence may be understood also as just a political instrument that can be used by the less powerful in conflict to influence the balance of power in their own favour (Gene Sharp, Theodor Ebert, Jacques Semelin).

Conflict is seen as “a struggle between two or more tendencies of action that are either contrary or in the same direction but mutually exclusive.” This definition is based on the belief that the parties in the conflict are not the problem themselves; human beings are, however, capable of taking responsibility and creating a better situation. Concrete action, the will to do something, the wanting and/or feeling of the parties in the conflict contradict each other. Perhaps they want to reach opposing goals, or they hope to get the same good (same object) which is not possible for both at the same time to the degree they want.

Friedrich GLASL defines conflict more specifically as “an interaction between agents (individuals, groups or organizations) where at least one agent perceives incompatibilities between his/her thinking/ideas/perceptions/and/or feelings and/or will and that of the other agent (or agents) and feels restricted by the other’s action”.

Conflict transformation is the term we use for the whole range of constructive nonviolent approaches to conflict, be it in its initial latent stage, during confrontation, in the stage of working on a negotiated settlement or even after having reached an agreement when conflict parties work on reconciliation or on long term approaches to tension in their communities.

Conflict resolution therefore is a part of these approaches. More specifically it addresses conflict by mediated negotiation, often through looking at the interests of the conflict parties and trying to take into account their fundamental needs.

Conflict management is a term that has its origin in industrial relations. It assumes that conflict very often cannot be resolved, but that it can be managed in a way that it does not degenerate into violence or destruction. (Compare Diana Francis, Cordula Reimann in Berghof Handbook, etc.).

Training is different from conference, workshop or seminar. Training is understood as an important instrument to support organisation and action in conflict. It imparts knowledge, skills and helps to develop attitudes. It brings people together who share a concern and intend to act on a conflict issue, or who set out to develop their personal awareness and skills. Training builds on the experience and questions that participants have, tries to extend limits and to develop new perspectives. It has a strong skill orientation and therefore involves participants actively in discussions, role plays and exercises. The training group is a first field of experimentation and observation. (Paolo Freire, Augusto Boal)

6. General aims of the training of trainers

The overall objectives of this training of trainers in nonviolent conflict transformation are

- to assist the participants acquiring appropriate knowledge, skills, behaviours and attitudes useful in nonviolent conflict transformation
- to provide the participants opportunities to develop their capacities and own personal styles as trainers in order to enable them to work with different target group and transmit their experience in nonviolent conflict transformation.

7. Target Group

The participants of this course are at least 30 years old and possess a minimum working experience of five years. They should be able to demonstrate a certain level of experience with civil society activities. They contribute a participation fee to the total costs of the course. They are able to follow and participate a course in English language.

Further, the participants are committed to take part in the whole course. This includes a readiness to involve in personal and participatory learning processes. They commit themselves to respond positively to training requests and to realise training in nonviolent conflict transformation after completion of the course.

The application procedure comprises:

- a written application including an essay about their own motivation and personal experience with nonviolence,
- two professional references,
- a curriculum vitae,
- a telephone interview in order to get to know better the person, clarify questions and check their knowledge of English language.

The training participants are selected on this basis by the lead organisation. It consults the training team for this purpose. Ideally the group will be geographically diverse and balanced in gender.

8. Transversal topics

The following topics may be dealt with in specific working units. More importantly they provide important points of reference for all content related work as well as for our methodology and for decisions concerning the group process:

Nonviolence

Nonviolence manifests itself through acting in conflicts and through life style. A nonviolent attitude in the transformation of conflicts tries to deescalate personal violence and decrease structural or cultural violence. Nonviolent action stands up for justice and human rights. It empowers those whose voice is not heard to develop power and to express their own concerns. Nonviolence remains however always open for dialogue with the powerful, the perpetrators of violence or injustice.

In this course, nonviolence is not only discussed as a historical experience. We reflect our own involvement in violent relationships and structures. We question our own attitudes and ask ourselves where we can take responsibility for change.

Gender

Socially defined gender roles are an important background to conflict and become themselves arena for conflicts. Working on gender roles forms a central part of our training processes and of all decisions during the training. Power relations have an important impact on the analysis of conflicts, on the decisions concerning constructive roles taken up. The training course tries to develop sensitivity for the consequences of differing situations, to allow for a change of perspective and to discuss new approaches (assertiveness, acting as allies, justice oriented work).

Inter-cultural learning

We understand culture as a dynamic principle shaping life at different levels, from every day life to the symbolic sphere. Different cultural experience may provide us with new perspectives, questions, insights – thus be an enriching experience enhancing the learning process. Valuing difference and making actively use of it therefore is an important aspect of learning for increasingly pluralist societies.

At the same time we are deeply convinced that conflict and conflict transformation relates to human experiences which transcend space and time and which therefore retain their validity in contexts differing much from one another.

European experience

The historical experience in different European societies is the background to choices made which relate to aspects of conflict transformation. This course tries to bring together these approaches and to develop a synthesis. It remains work in progress: the inputs, questions and difficulties within the group inform the development and adaptation of the course concept.

9. Specific aims and contents

Aims relating to:

Conflict and Conflict analysis

- to know conflict definitions
- to understand types, levels and dimension of conflicts
- to know theories on aggression
- to be able to perceive and analyse conflicts in all their phases and levels of escalation
- to be able to analyse conflict settings and to develop constructive strategies
- to understand different forms of violence

Conflict and Person

- to be able to reflect the own patterns in conflict
- to be aware of interpersonal and individual patterns related to conflict transformation
- to be able to reflect own experiences with violence and conflict
- to be able to reflect own relationship to power
- to understand gender specific approaches to communication and conflict
- to reflect and be sensitive to gender specific roles in conflicts
- to understand own feelings, interests and needs and be able to communicate them
- to be able to give and receive constructive feedback
- to become aware that communication is the major tool in dealing with conflicts and in achieving consensus
- to reflect different spiritual and religious approaches relating to nonviolence

Conflict and Society

- to be aware of the main dynamics of groups as well as interpersonal and individual patterns related to conflict transformation
- to become aware of gender roles in social conflicts
- to understand group dynamics
- to know the principles and processes of consensus decision making
- to know about and be able to define roles and functions in group
- to know and be able to apply techniques of group facilitation
- to be able to define own roles in groups
- to be able to make the transition from group experience to society
- to know about nonviolent struggles in Europe and beyond

Conflict and Culture

- to be able to reflect the role of culture in conflict
- to develop a critical appreciation of the concept of “culture”
- to know about prejudice, stereotypes and discrimination
- to be able to critically assess the role of collective identities
- to understand cultural violence, especially racism
- to reflect own involvement and responsibility in racism

Conflict Transformation and Mediation

- to understand methods and instruments of nonviolent conflict transformation
- to understand and know to apply methods of nonviolent intervention in conflicts, including the definition of roles and mandates
- to create awareness about the effectiveness of nonviolent methods
- to know and be able to critically assess the role of power in conflict and in conflict transformation
- to obtain the necessary communication skills for conflict resolution
- to develop own negotiation skills
- to understand the mediation process and be able to organise and facilitate a mediation between conflicting parties
- to develop own visions for concrete nonviolent engagement

Training – Approaches and Techniques

- to know about the historical, philosophical and other background of training for nonviolent conflict transformation
- to know concepts of adult education
- to know and be able to use techniques of participatory learning
- to acquire tools and methods to deal with group dynamics
- to know own individual styles (strength, potentials, weaknesses) and be able to adapt the contents, methods and instruments of the seminars to individual styles and personality (personal authenticity),
- to be able to adapt the contents, methods and instruments to the social and cultural context as well as apply and transmit them accordingly (credibility),

- to be able to reflect contents, methods and instruments with regard to the underlying cultural norms and values in order to act as efficient, effective and credible change agents.
- to be able to design a training programme adapted to the needs of a specific group
- to be able to design evaluation and ongoing learning processes for training teams

10. Methods

Learning about nonviolent conflict transformation requires more than just theoretical knowledge. To reach the objectives of the course, we need to increase our understanding of the things that damage and divide societies, looking at the dynamics of conflict and violence, and to consider ways in which we can respond creatively. It will be important to identify and develop the personal and group skills as well as resources needed for such creative responses. Essential areas of learning will be the reflection of our own personal styles, attitudes and responses to difficult communication and intense conflict.

The training will include the following areas of learning:

- Providing background knowledge relevant for the understanding of human behaviour, conflict dynamics and pedagogics
- Learning to comprehend conflicts causes and dimensions and to design conflict resolution strategies and transformation processes
- Training of communication, negotiation and mediation skills
- Applying knowledge and skills to concrete conflict cases
- Increasing awareness about personal attitudes and behaviour in conflict situation
- Developing an own profile as a trainer in nonviolent conflict transformation

The learning process in these areas will be:

- *interactive*: involving the participants actively
- *practical*: applying theory to concrete situations, either through case studies, role plays and exercises, or through analysing the processes within the group
- *participatory*: making the group itself a learning body and mobilising its self organising capacities
- *elicitive*: drawing from the experience, knowledge and personal resources of participants

The training methods include:

- personal and group reflection, sharing of experiences
- lectures and presentations
- plenary and small group discussions
- group work
- exercises to demonstrate patterns of human behaviour and reactions
- skill training
- case studies
- role plays and simulation exercises

- field visits and excursions
- feedback (by fellow participants, by trainers, video, etc.)
- games, energisers, songs, ice-breakers, etc.

Theme Centred Interaction provides an important theoretical and practical background to our learning approaches. It describes a dynamic balance between content, concerns of the individual and group dynamics as well as it relates these processes to the surrounding environment. We consider this approach adequate for learning about social processes, the development of practical skills and relating these to personal attitudes and motivations. (refer to work of Ruth Cohn).

The participants learn models, techniques and instruments, but at the same time develop the liberty to do away with them and base their action on own insights.

Partner organisations which host trainings provide insights not only into their daily functioning as an organisation but also a closer inspection of a specific area of peacebuilding work. The field visits and excursions organised by the European partners that cooperated in this course were an essential part of the learning process. In line with the contents to be covered the current activities of partners were included in the training schedule. Participants had the opportunity to examine the practical work on topics like conflict analysis, mediation, reconciliation, and nonviolent action.

11. Structure of the training course

The training course is organised in seven training seminars (units), each of them consisting of seven programme days. In total therefore the training reaches 49 programme days.

The training of trainers course is divided into two phases: an introductory course consisting of the first two training weeks, and a qualifying course consisting of training week 3 – 7.

The training team prepares tasks for self organised learning and reading between the course units.

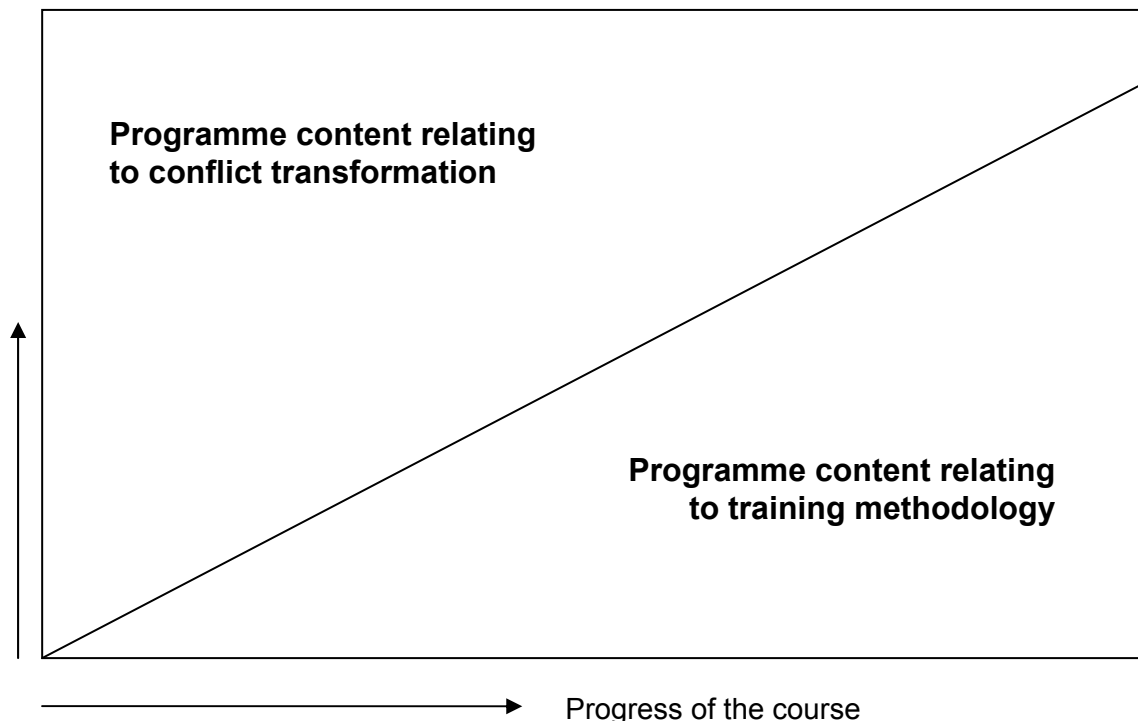
Practical experience *as a conflict worker* is an important pre-condition for informed training work. Therefore the training course participants are encouraged to get involved in practical conflict transformation activities right from the beginning of the training. Their experience in this field will be included into the learning process. The above mentioned field visits and excursions organised by the hosting partner organisation provide opportunities to gain insights into a wider range of practical peacebuilding work.

Practical experience *as a trainer* is considered the most important factor in developing capacities as a trainer in nonviolent conflict transformation. Its reflection forms part of the routine work of a trainers' team. This therefore finds its place in the training course: participants will be requested to prepare and facilitate training units, receive feedback from within the group and begin to develop an own authentic training style. Between the training seminars, especially in the second phase, the participants are encouraged to facilitate training units outside the course context themselves, reflect their experience and bring this learning into the course. The training team will build further learning on this.

For these activities, the participants of the training course will be accompanied by the trainers' team. They are available for advice on possibilities for training and/or internship, feedback on training modules and methods, discussion of training experience. The partner organisations will provide opportunities for practical training work to the participants.

The following diagram shows the distribution of programme content during the training of trainers course. As the training course is designed as a training of trainers course from the very beginning, programme content relating to the pedagogy of nonviolent conflict transformation and training methodology will be introduced at all times in the course. However, the relative importance will change during the course: During the first course units content relating to conflict transformation will be the focus. Whereas new learning on conflict

transformation will be introduced until the end of the course, during the last two training course units pedagogy, methodology and trainer skills will be at the centre of attention.



At the end of the training course a certificate is issued to the participants of the course.

12. Accompaniment

The group throughout training of trainers course is accompanied by two trainers, usually a man and a woman. One of them accompanies the group during the whole course and is responsible for the group process. Both trainers have their origin and live in different European countries and are selected according to criteria developed by the partners. They have met before the beginning of the course and undergone a team building process. At least 75 % of the content of the course are introduced by this training team.

Criteria for trainership in this training course are:

- at least 8 years of professional experience as a trainer in nonviolent conflict transformation (or, alternatively, 100 trainer days with at least three different groups),
- involvement in own conflict transformation activities as a mediator, an activist-organiser in a nonviolent movement, negotiator, etc.,
- inter-cultural experience and sensitivity,
- academic or similar other relevant educational background,
- ability to work in a training team,
- very good knowledge (spoken and written) of the English language,
- reading ability of at least one other European language.

In addition to the trainers, resource persons may be invited for specific contents and to represent different (political, theoretical, pedagogical, cultural, field-work related, etc.) approaches that the participants may identify with.

13. Quality criteria

The following quality criteria apply for this course:

- team building before facing the group
- regular team meetings throughout the course
- participants receive sufficient information and relevant advice before their decision to join the course
- transparent criteria for participation
- transparent application procedure
- the expectations of the participants are taken into account
- regular evaluation and feedback by training team and participants
- the training is documented, including the evaluation by the training team
- the course curriculum is regularly revised and developed
- written material and documentation is provided and access to further information is facilitated
- supervision and back stopping for the trainers.

14. Monitoring and evaluation

Monitoring and evaluation of the course is organised in the following way:

- regular oral evaluation by training team and participants during and at the end of each training unit (training week),
- written evaluation by the participants at the end of each training unit and at the end of the course,
- written evaluation by trainers at the end of each training unit and after the course,
- external evaluation at the end of the introductory course (after 14 training days) and at the end of the qualifying course.

15. Perspectives of participants

At the end of the training course the participants receive a certificate (“has participated”). For this they will have to have participated in at least 80% of the training sessions and have prepared a written reflection related to the course and addressing personal learning aims defined at the beginning of the course.

Participants may receive a qualified certificate (“has successfully participated”) on the following additional conditions:

- 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.

The participating organisations are aiming at a recognition of this certificate by universities in different European countries.

16. Seminar planning

	Title	Contents
Training week 1	Introductions, organisation of learning process, providing a framework	The first course unit focuses on building a learning community as well as defining and agreeing on aims for learning in the group. It develops the purposes, assumptions and structure of training course so that participants will be able to understand and relate themselves to its logic. Looking at own personal experiences with conflict will provide the material for the discovery of individual and cultural patterns. On the theoretical level, the basic terminology will be presented and stages and processes of conflict transformation will be discussed.
Training week 2	Conflict and conflict analysis	This course unit looks at different aspects of conflict, relating to the persons involved, the problem that the conflict is about and to the processes that take place in conflict situations. It will suggest methods which help to analyse and visualise conflicts ranging from the interpersonal to the international level. At the end of this unit participants will be able to ask useful questions to understand better conflicts that they encounter and/or set out to intervene in. A framework for looking at conflict from a gender sensitive perspective will be provided.
Training week 3	Communication and facilitation	Dialogue and constructive communication are at all stages of conflicts major tools for transformation. This unit looks at different communication patterns and proposes methods to improve skills in empathetic listening, respectful assertive speaking, etc. This will be applied to strengthen facilitation capacities.

Training week 4	Transforming conflict and nonviolence	Different methods of conflict transformation ranging from conscientisation over nonviolent direct action towards negotiation, dealing with prejudice and discrimination and working in reconciliation processes will be presented and some of them applied in practical exercises. The role of power relationships in conflicts will be especially looked at and related to the experience of nonviolent movements in Europe and world wide. Collective identities as part of conflict process and articulation as well as the role of violence in conflict will be discussed.
Training week 5	Practical mediation skills	From among different roles and functions in conflict transformation mediation will be focussed at in this course unit. The mediation process will be introduced and practised step by step. The role of the mediator will be discussed.
Training week 6	Principles, methods and techniques of training work	First experiences with training on nonviolent conflict transformation will be taken up and developed to look at background, approaches and designs of training. The participants will develop own training programmes for different target groups, learn to chose and develop adequate methodology and practice facilitation of training units in the group.
Training week 7	Development of own trainer profile, closure	In this course unit trainers experiment with and develop own training styles, learn how to adapt contents, methods and instruments to different social and cultural contexts. They discuss and practice intervision techniques and design ongoing learning processes for training teams. The course circle will be formally concluded.