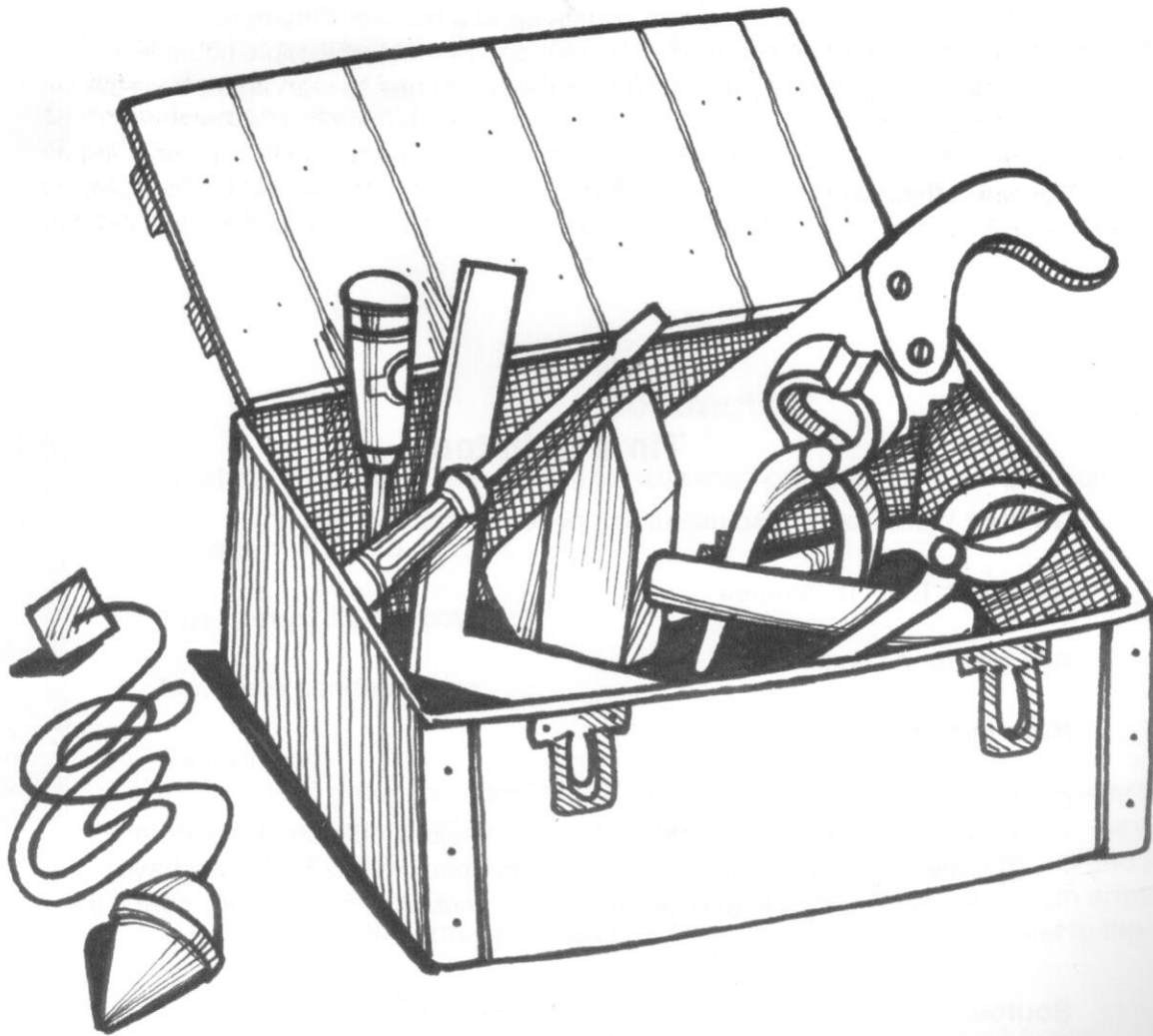# Appendix

Appendix

Sample Evaluation Form

Questionnaires are a useful tool for the comprehensive evaluation of a workshop. Writing out a set of answers requires participants to give questions more thoughts than oral feedback. Written replies serve as a reliable source of self-critical improvement for the trainers as well as providing credible documentation of the outcome of their workshop towards a third party.

The following model questionnaire is applicable for the evaluation of a conflict transformation workshop in schools. Once again, the overall rule of considering the aim of the tool before making use of it applies here. Who is the questionnaire aimed at? The trainer(s) should bear in mind that completing questionnaires requires a greater ability to articulate and express oneself in words. The questions below can be adapted to a certain extent, yet one should refrain from using them for a group younger than 16. Youth between 10 and 15 can also fill in questionnaires similar to the one below but with certain adaptations. With younger trainees, it is advisable to use tools such as those introduced in the section on communication/feedback (target evaluation).

It is just as important to consider what use the answers will serve, and for whom. Do I need this evaluation primarily to improve myself? In this case, it is necessary to ask more questions specifically about the trainer. Maybe I want to find out more about how the trainees improved their skills with the help of the workshop, in which case specific questions on skills should be asked before and after the training. For example, if I want to find out about the ability to define "conflict", ask for a definition beforehand and afterwards in order to compare the two answers.

The content

1. Before attending the training my attitude to such a seminar was:
   Positive   O   O   O   O   O   O   Negative

2. The content was convincing and applies to my daily life/needs at work.
   Agree   O   O   O   O   O   O   Disagree

3. The following subjects were important for me and my work
   a) _____
   b) _____
   c) _____
   d) _____
   e) _____
   f) _____

4.1   I have learnt: 4.2   Specify
   O A lot
   O Something   _____
   O A little   _____
   O Nothing at all   _____

5. I intend to make use of the skills I gained in the following areas:
   a) _____
   b) _____
   c) _____
   d) _____
   e) _____
   f) _____

The training/trainers

1. I remember all of what I learned during the training.
   Agree O   O   O   O   O   O   Disagree

2. The training was well structured and well facilitated.
   Agree O   O   O   O   O   O   Disagree

3. There was a good balance between theoretical input and practical exercises.
   Agree O   O   O   O   O   O   Disagree

4. The time allocated for the workshop was sufficient.
   Agree O   O   O   O   O   O   Disagree

5. The organization of the training sessions was good (days on, and hours at which the training was carried out)
   Agree O   O   O   O   O   O   Disagree

6. The number and duration of breaks was sufficient.
   Agree O   O   O   O   O   O   Disagree

7. The trainers' styles were dynamic and interesting.
   Agree O   O   O   O   O   O   Disagree

8. The trainers seemed to be knowledgeable about the content of the training.
   Agree O   O   O   O   O   O   Disagree

9. Comments/recommendations:

   _____
   _____
   _____

Follow-up/continuation

1. I would like to learn more about the following subjects:
   a) _____
   b) _____
   c) _____
   d) _____
   e) _____
   f) _____

2. I would suggest the following in order to improve future training sessions:

   _____
   _____

3. Other general comments, criticisms, and suggestions for improvement:

   _____
   _____
   _____

Thank you for your cooperation

Sample Schedule

This is a sample schedule of a conflict transformation workshop. It integrates the experiences of training participants during the program. All counselors participating in the program between 2002 and 2006 attended similar workshops. Furthermore, this schedule is an extended version of a workshop these counselors held with students between March and June 2006. Some counselors (namely, Abeer Anani-Jerusalem, Mariam Dal'ab-Tulkarem, Jihan Naji-Al Ram, Fuat Salah – Qabatia, Ahmad Salah-Jenin and Amal Zein-ArRam) have volunteered to work on it together with the KURVE/MEND team.

This sample schedule targets people with almost no previous experience using the method of constructive conflict transformation as introduced in this manual. Thus, it should be considered as an introductory seminar. As such, it does not address every aspect mentioned in this manual; let alone all aspects of conflict transformation. Follow-ups and advanced trainings are indispensable. Logically, the best learning results are achieved if a trainer starts with the basic skills such as those cited below, and then builds on them with further activities on mediation or using the "Four Ears". A trainer should never try to 'squeeze' in everything over a short period. The proverb "less is more" should be considered as a ground rule!

The schedule outlined below applies to youth and adults. There are some considerations to take into account here. Naturally, activities that are more abstract can be carried out at workshops for adults (such as the drama triangle instead of the positive and negative traits). It is also possible to have more extended discussions. These opportunities are marked on the table below with an "A. Additionally, if the trainees are due to pass on the information contained in workshops themselves, it is important to place greater emphasis on didactic aspects specified in Chapter II of the manual. At the same time, it is useful for adults to experience training similar to one they might potentially carry out with students in the future.

A detailed plan of a schedule is a very helpful tool in preparing a seminar. The more detailed a schedule plan is, the less likely a trainer will get stuck in the middle of a workshop. If working in a team it is very important, the co-trainers should clearly decide on a division of tasks and mark it accordingly on the plan. Last but not least, emphasis will be placed once more on the basic rule of considering the aim of all of this. Who do I train? How old are they? What do they know? etc. Be sure to take into consideration all the points outlined in Part II of this manual because the schedule outlined here is no "plug and play" workshop (no general application in every situation without adaptation).

Day one, overall aim: Getting to know each other, group building, and group agreement

Time	Content	Explanations/Remarks/Method	Aim	Material needed
8:30 to 9:00	Welcome	Inform group about training; Introductory round with "shams" (stuffed animal)	Introduction; General opening	Attendance sheet
	Ball throwing/names activity			
9:15 to 10:00	Who am I?	Instructions on Part III ("Group Building")	Getting to know each other	Cardboard cards, markers, tape
Break				
10:15 to 11:00	Social Diagram; (A) partner interview	"	Getting to know each other more	Questions for social diagram
	Name and movement			
11:15 to 11:45	Wishes and Non Wishes	"	Find out about group expectations; prepare the following activity	Stack of colored cards, tape, markers
	Newspaper game			
12:00 to 12:45	Fruit Tree	"	Find out about group expectations; prepare the following activity	Big piece of paper with tree, stack of colored cards, tape, markers
Break				
13:15 to 14:00	Group Agreement	"	Commit the group to rules that they have commonly agreed upon	Big piece of paper to write down the agreement
14:00 to 14:15	Shams	closing comment by everyone, facilitation through "shams"	Closing the day; feedback	shams

Day two, overall aim: Affirmation and self awareness

Time	Content	Method	Aim	Material needed
8:30 to 9:00	Opening	Present table of the day, ask for comments about last time and general comments	Open the day; introduce the day's content	
9:00 to 9:15	Define Borders	Instructions on Part III ("affirmation")	Help the participants to be aware of their own boundaries	
	Commercial for my eyes			
9:45 to 10:30	The Object and Me	"	More group building; encourage the participants reflect on themselves	Number of objects (toy car, book, pen, watch, ball etc.)
Break				
10:45 to 11:30	Conflict Timeline	"	Encourage the participants to learn about their attitude to conflict	Large, long pieces of paper
	To whom the wind blows			
11:45 to 12:30	Positive and Negative Traits; (A) Drama Triangle	"	More awareness about conflict behavior	(A) information about Drama Triangle
Break				
13:00 to 13:45	Hadia and Hadi	"	Gender aspects of self-awareness and affirmation	
14:00	Shams	Closing comment by group; facilitation through "shams"	Closing the day; feedback	Stuffed animal
14:15				

Day three, overall aim: Introduction to communication

Time	Content	Method	Aim	Material needed
8:30 to 9:00	Opening	Present table of the day. Ask for comments about the last session and general comments	Open the day; introduce the day's content	
9:00 to 9:15	Telephone game	Instructions on Part III ("communication")	Introduction to communication	
9:15 to 9:30	Man from Mars	"	Introduction to communication	
9:30 to 10:15	Sender-Recipient	"	Understand process of communication	A4 papers, table with com. model
Break				
10:30 to 11:15	Mouse Face	"	Underlying concepts of communication	Pictures of mouse, face and mouse-face
11:15 to 11:45	Yes, but...	"	Introduction to active listening	
Coconut and break				
12:30 to 13:30	Active Listening	"	Develop communication skills; introduction to "I message"	
Time to listen				
13:30 to 14:00	Code feedback with Shams	- Closing comments by group; facilitation through "shams"	Closing for the day; evaluation	Shams

Day four, overall aim: Communication continued

Time	Content	Method	Aim	Material needed
8:30 to 9:00	Opening	Present table of the day. Ask for comments about the last session, and general comments	Open the day; introduce the day's content	
9:00 to 9:30	Retell story	Instructions on Part III ("communication")	Practice communication	
9:30 to 10:15	Pantomime	"	Practice observation; understand challenges of communication	
Break				
10:30 to 11:30	I messages	"	Practice constructive communication	
11:30 to 12:00	Giving and Receiving Compliments	"	Introduction to feedback	Material as given along with the activity
Squirrel and break				
12:30 to 13:30	Constructive Feedback	"	Practice giving constructive criticism	
Who is the leader				
13:30	Shams	- Closing comment by group; facilitation through "shams"	Closing the day; feedback	Shams
14:00				

Day five, overall aim: Conflict analysis

Time	Content	Method	Aim	Material needed
8:30 to 9:00	Opening	Present table of the day; ask for comments about last session, and general comments	Open the day; introduce the day's content	
9:00 to 9:30	Letter to an Alien	Instructions on Part III ("communication")	Learn to define "conflict" Reflect on the meaning of conflict	
9:30 to 10:00	What is a Conflict?	"	Reflect on the meaning of conflict (in general and for oneself)	
Horse race and break				
10:30 to 11:00	From Person to Problem	"	Learn about basic assumptions of constructive conflict transformation	
11:00 to 12:00	The Orange example	"	Introduction to "Win-Win" and the Iceberg activities	An orange
Fruit salad and break				
12:30 to 13:15	The Iceberg	"	Understand the underlying issues of a conflict	Model of the iceberg on paper Story (see instructions)
Dangerous ball				
13:30	Shams	- closing comment by everyone, facilitation through "shams"	Closing the day, getting feedback	Shams
13:45				

Day six, overall aim: More conflict analysis, cooperation and closing

Time	Content	Method	Aim	Material needed
8:30 to 9:00	Opening	Present table of the day; ask for comments about the last session, and general comments	Open the day; introduce the day's content	
9:00 to 9:45	Levels of Conflict	Instructions on Part III ("understanding conflict")	Understand scale of escalation of conflicts	Model of levels of conflict; Work sheet as given in this manual
9:45 to 10:00	The Camel	"	Understand dynamics of conflict and significance of cooperation	
Break				
10:15 to 11:00	Three Musketeers	"	Discuss and understand relevance of differences	
11:00 to 11:30	Ice Floe	"	Enhance cooperation in group	
11:30 to 12:30	Fish Bowl	"	Evaluation/enhance communication skills	
Break				
13:00 to 13:30	Target Feedback	Use fish bowl in order to evaluate the workshop	Closing for the day; evaluation	
13:30 to 14:00	Appreciation round	- Everyone gets a paper on the back for everyone to write something positive about each other	Closing of the workshop	

Reading list

Most of the books consulted in the writing of this manual are in German. However, there is also an abundance of literature in English around the topics of conflict transformation and non-violence. Only a very small selection of these books in English or the English version of some German books used is listed here. It should be possible to purchase some of the English books in bookstores in Palestine such as the *International Bookshop* on Main Street, Ramallah (Phone: 02-2958082, Fax: 02-2964106) or *The Educational Bookshop*, 22 Salah Eddin Street in Jerusalem (Phone: 02-6283704, Fax: 02-6280814, http://www.educationalbookshop.com). So far, there are only a limited number of manuals and books on these topics in Arabic, especially training manuals with specific instructions for conducting workshops. There may be only a few of these in the whole of the West Bank, some of which are named below.

English titles:

Abu-Nimer, Mohammed: Non-Violence and Peace Building in Islam: Theory and Practice. U.S.A. 2003.

Augsburger, David W.: Conflict Mediation Across Cultures. Pathways and Patterns. Louisville/ U.S.A. 1992.

Cohen, Richard: Students Solving Conflict. Parsipenny/U.S.A. 1995.

Fisher, Simon; Ludin, Jawad; Williams, Steve; Abdi, Dekha Ibrahim; Smith, Richard; Williams, Sue: Working with Conflict. Skills and Strategies for Action. Birmingham/U.K. 2000 (manual of Responding to Conflict,www.respond.org)

Freire, Paulo: Pedagogy of the Suppressed. 2000.

Galtung, Johan: Peace by Peaceful Means. Peace and Conflict, Development and Civilisation. London 1996.

Glasl, Friedrich, Confronting Conflict, Hawthorn Press 1999 (translated by Petra Kopp)

Hollier, Fiona; Murray, Kerrie; Cornelius, Helena: The Conflict Resolution Network: Trainer's Manual. Chatswood/Australia, 2004. (available as pdf-download on the Conflict Resolution Network site:www.crnhq.org).

Jabbour, J. Elias: Sulha, Palestinian Traditional Peacemaking Process. Israel 1996.

Nabris, Khalid: Train the Trainer. PASSIA, Jerusalem 2003 (www.passia.org)

Plink, Documentation of International Pilot Training-Seminar for Peace and Non-Violence. Centre for Non-Violent Action, Sarajevo. May 2000. (as pdf file from: cna.sarajevo@gmx.net)

Prutzman, Priscilla: The Friendly Classroom for a Small Planet – A Handbook on Creative Approaches to Living and Problem Solving for Children. 1988.

Rosenberg, Marshall: Non-Violent Communication: A Language of Life. Encinitas/U.S.A. 2003.

WebPages

The internet is always a good source of information. A selection of websites is included below, some of which contain material in Arabic.

www.aeinstein.org
This is the web page of the *"Albert Einstein Institution"*, a non-profit organization aimed at the study and use of strategic non-violent action in conflicts throughout the world. The webpage contains some basic documents of leading researchers in conflict transformation and non-violence in Arabic.

www.crnhq.org
This website of an Australian organization contains the trainers' manual by the Conflict Resolution Network mentioned above. It is possible to download it as pdf-file.

www.c-r.org
Conciliation resources, various essays, publications and links are available on this website, dealing with conflict transformation in areas of conflict.

www.mkgandhi.org
This is the web page of the Bombay Sarvodaya Mandal Gandhi Book. It contains various documents focusing on Mahatma Gandhi and conflict transformation.

www.resond.org
Website of the "Respond to Conflict" organization. Amongst other things, it offers seminars and has published a manual (see above).

www.transcend.org
Transcend, Peace and Development Network, directed by Johan Galtung, maintains this comprehensive website on conflict transformation and non-violence containing training materials, as well as links and information on training.

Contact list

The project from which this manual is drawn was carried out in close cooperation with the Palestinian Ministry of Education and Higher Education. In order to find out more about the program or to get in contact with counselors who participated in it, please contact:

Ministry of Education and Higher Education
General Directorate of Counseling and Special Education
Mr. Bashar Anbosi
Ramallah

Phone/Fax: +972(0)2-2983250/02-2983222

There are also a significant number of organizations in the West Bank (and some in Gaza) addressing conflict transformation and/or counseling., that might be able to help in implementing conflict transformation in schools, offering counseling, or an opportunity to further the education. Many of them even have their own printed documentation and manuals that may not necessarily be available in bookshops. Here is a short list of such organizations. More addresses are available in the PASSIA Diary.

Bir Zeit University
Centre for Continuing Education
Dr. Walid Nammour
Ramallah
Phone/Fax: +972(0)2-295 6229/+972(0)2-295 4383
This centre offers training courses in counseling amongst other things.

Palestine Red Crescent Society
Psychosocial Department
Ramallah
Phone: +972(0)2-2406515/6/7, fax: +972(0)-2406518
www.palestinercs.org
This division of the PRCS provides counseling service/supervision for experts working on social issues, and has centers throughout the West Bank and Gaza Strip. The PRCS also offers support in other important issues such as trauma or sexual abuse that may strongly influence the situation in schools.

Ta'awn Palestinian Conflict Resolution Institute
MBC building, Ramallah
Phone/fax: +972(0)2-2967930/1
www.taawon4youth.org
Ta'awn implements projects on conflict transformation. It works with youth and has branches in Nablus and Hebron.

The Centre for Conflict Resolution and Reconciliation CCRR
Bethlehem
Phone/fax: +972(0)2-2767745/2745475
www.ccrr-pal.net/
CCRR offers workshops around conflict transformation with youth in schools.

Palestinian Centre for Democracy and Conflict Resolution
Charles de Gaulle Street 35A/116, Gaza City
Phone/fax: +972(0)8-2835699/2842449
www.pcdcr.org

This centre has implemented peer mediation in schools, amongst other things.

Palestinian Conflict Resolution Center (WIAM)
Bethlehem
Phone/fax: +972 (0)2-2770513/7333
www.planet.edu/~alaslah/
Wiam has a special focus on community work combining the traditional Palestinian method of Sulha and the western concept of mediation, amongst other things.