

**Report of the seminar 'Making sense of training'
PSO Learning Trajectory 'Training as an
effective strategy for capacity building'**

January 24, 2008, Concordia, The Hague

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Introduction

Training is still the most used development methodology for capacity building. From a quick scan of PSO activities we learned that 20 percent of our activities focus on training. But what exactly contributes to the effectiveness, efficiency and sustainability of training as a strategic instrument for capacity building? And which other conditions, interventions and methodologies are needed to apply training effectively? How do we share new knowledge and skills with others in such a way that it really leads to change and creates the impact we envisioned?

These are the leading questions in the PSO Learning Trajectory 'Training as a Strategy for Capacity Building', which aims to offer a reflective space for PSO member organizations and their partners to jointly explore the complexities of building capacity using training as a methodology. To examine these questions, the experiences and practice of PSO member organizations form a rich and varied base for deepening our understanding of the use of training. Therefore, action research by member organizations and their partners, was chosen as an integrated element in the Learning Trajectory, with the intention that these 'live studies' expose the multiple dynamics of capacity building from a contextual and human perspective and provide valuable insights to learn from.

Four PSO member organizations, TIE, Milieukontakt International, VSO and War Child, took on the challenge to participate in the action research. Together, with a partner, each of them systematically reflected on the effectiveness of their own training. The results of the action research have been compared with the insights and experiences of INTRAC, MDF and CDRN. The outcome of this exercise has been translated into draft guidelines for training as a strategy for effective capacity building.

At the seminar 'Making sense of training', the proposed guidelines for good training practice were shared and discussed with more than 25 staff members of Dutch NGOs. Three action research teams from Milieukontakt International, VSO, and TIE, shared the outcomes of their research, in which they explored how they use training to achieve their objectives. Partner organizations from Albania and Brazil provided first hand experience from the field. In addition, plans were made to apply the guidelines in some of the training programs.

This report describes the reflections, discussions and presentations during the seminar.

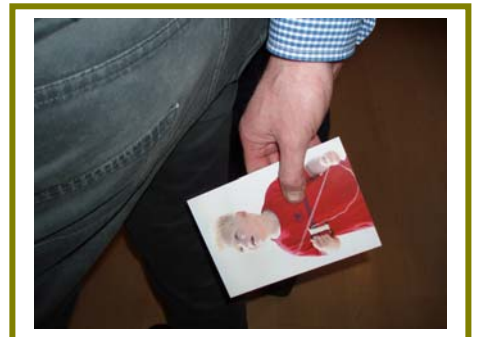
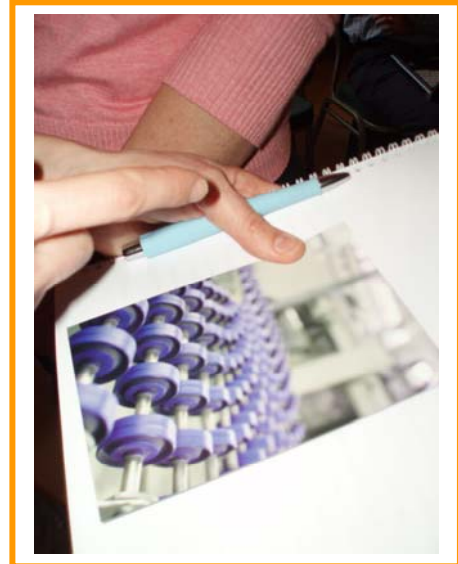
Associations with training

We started the day by getting to know each other and our vision on training by picking a card and discussing the picture with other participants. Why this image? Why do you associate it with training? It turned out to be an inspiring way to reveal how complex the concept of training is and from how many different perspectives one can look at it.



"I have chosen this picture of a bridge because for training to be effective we need strong partnerships. Through communication and working together closely we have to build bridges of understanding".
(Sheela Khoesial, SEVA Network Foundation)

"These mechanical parts of a machine, which are all similar, are a metaphor for me for training as it is an ongoing process, an accumulation of small steps which repeat itself over and over again".
(Marie-Jose Werf ten Bosch, BOTHENDS)



Outcomes and insights of the action research

Three PSO member organizations, Milieukontakt International, VSO and TIE shared the outcomes of their research, in which they explored how they use training to achieve their objectives. Both Milieukontakt International and TIE presented their findings together with their partners, from respectively Albania and Brazil, which provided valuable first-hand experience from the field.

1. Milieukontakt International - EDEN

A case study by Chris van de Sanden, Milieukontakt International and Merita Masaku, EDEN, partner organization of Milieukontakt International in Albania.

What does training mean for you?

“Training (in the strict sense of the word), for me, is working together with a group of people in an artificial surrounding on a specific topic in a structured setting.” (Chris van de Sanden, Milieukontakt International)

“Training is a set of formal education tools to increase knowledge and skills in order to change behavior and attitudes of people on a specific topic.” (Merita Masaku , EDEN, partner organization Milieukontakt International in Albania)

Milieukontakt International supports environmental NGOs in 24 countries, mainly in Eastern Europe and Central Asia. Milieukontakt International provides support to NGOs through training, advice, information sharing (website support, environmental magazines), study visits, networking and funding. Since 2004 they provide support to the local Albanian NGO EDEN.

EDEN is the Albanian Environmental Center for Development, Education and Networking (EDEN) which aims to develop a strong and democratically organized environmental NGO movement in Albania; a movement which is highly visible in society, able to raise public awareness and to play an important role in policy- and decision-making. EDEN has a group of well-established trainers who are committed to building capacities among NGOs , especially to those located in the regions of Shkodra and Korca. Main areas of EDENs work are the development of programs and educational materials to raise public awareness in relation to the environment and its influence on health, assistance to local and central authorities in the development of contemporary environmental policies and programs and providing training for local authorities, teachers, students, environmental NGOs and local communities.

On the request of EDEN, Milieukontakt International provided training (by local trainers) on financial management for the finance officer (followed up by e-coaching) and strategic planning for the trainers group. Both trainings were new in the Albanian context. The result of the trainings is that EDEN now has a well-defined structure and a sound base for operations.

For the action-research in this learning trajectory, Chris interviewed Merita about the training process and the results for the organization. Through this process he also learned new things himself about EDEN. For example that the most important trainings they had participated in were actually not provided by Milieukontakt International but by other partners!



What have you learned from participating in this action research?

“At Milieukontakt we are very busy with the implementation of our programs. Participating in this action research gives us time to step back, reflect and draw lessons of what we do. And I realize through this action research that we, Milieukontakt, can also learn about training ourselves, that it is not a one-way process. Participating in the research has changed my perception on EDEN. Even though they are still a young organization, we have a lot to share and learn from each other. The research really strengthened our partnership, because we got the chance to communicate in a different way, ask different questions to each other, which I believe results in a more effective capacity building process. This also raises new questions such as: Can we really develop equal partnerships (if one organization is also the donor)? And can we address this issue by providing training?” (Chris van de Sanden, Milieukontakt International)

“Through participating in this action research we have learned that training is only one strategy for capacity building. And sharing our practice here today is also a good opportunity for EDEN to network and raise awareness on our organization abroad. This day also gives us feedback on our perception of our work. To hear other peoples opinions is very valuable in this respect”. (Merita Masaku, EDEN)

1.1 Discussion

EDEN has grown from one staff person and a trainers group to more than four staff members, a trainers group, fifteen nature guides and thirty-five volunteers in only three years time. In the Albanian NGO context this is quite remarkable as NGOs consist usually only of one person. A question was raised from the floor as to how this change occurred and if Milieukontakt International played a role in this process or convinced EDEN of the need for more staff? Merita explained that NGO work is usually done in Albania in 'leisure time', after work, and that it is therefore rare to be sustainable. Milieukontakt International realized that it is a risk to invest in capacity building of a one-person NGO, however they never convinced EDEN of growing as an organization. Chris: "We simply asked what they wanted to do for the next ten years. They told us they wanted to focus on stabilizing the internal organization." Merita added that it also has to do with a lack of funding. "It is hard to establish an organization without funding or infrastructure and donors usually do not fund the establishment of an office."

Another question raised was what has been more beneficial, the actual training or the coaching afterwards? Merita mentioned that both were intrinsically linked. "We needed the training to gain basic knowledge, establish the standards. But the coaching afterwards was fundamental to follow up. In that respect it was very important that the training was fine-tuned and conducted by local trainers, who made it fit to the local context. And in addition to that, local trainers are also far more cost-effective, they stay longer involved and cost much less than international trainers."

How do you balance your experience as a training institute with the specific needs of your partner? Chris: "If you ask people what kind of training they need, the problem is that you don't ask what you don't know. So you only ask what you already know or have experience with. The balance between their needs, what we know and our commitment to our donor is delicate and important. That is why we pay a lot of attention to the process before the actual training starts. We have many discussions before we decide on the training program and the implementation starts."

The decision to choose for a local or international trainer depends on the target group of the trainer. If you work with local NGOs, local trainers are needed who speak the language. However, sometimes especially in working on a national level, international trainers can add status to the training process and be more convincing to decision-makers. It all depends on the context and the situation what is most appropriate.

In which way would you like PSO to follow up on this process?

*"For our organization it would be valuable to have tips, in combination with practical examples, cases, on which capacity building tools fit with which kind of organization (such as ours focusing specifically on lobby and advocacy)? I realize from today that interaction to discuss these cases is very important as it brings cases to life and you get immediate feedback from others, which makes it possible to learn from practices in a wider context."
(Merita Masaku)*

*"Perhaps it would be an idea for PSO to organize exchange visits between member organizations and partners to learn from each other and exchange. Meeting with people is definitely more valuable than learning from cases on paper."
(Chris van de Sanden)*

2. VSO and Training – The case of Resource Mobilization in the HIV/AIDS Programme RAISA in Malawi

Marijn Plug from VSO presented the outcomes of the action research VSO conducted with her partner, Safari Mbewe from RAISA (Regional AIDS Initiative of Southern Africa) Malawi. Unfortunately, Safari could not be present at the seminar.



VSO uses training as one of their capacity building strategies. The organization provides different forms of training, which can be given by a hired trainer or the VSO volunteer, and can be both on the job training or tailor-made. Subjects can range from project design, management and proposal writing, strategic planning to financial management. The advantage of VSO volunteers is that they are already working within an organization and therefore know their needs, have build trust already and are able to do follow-ups. VSO does not provide seating allowances for attending trainings and only invites representatives, no individuals on personal name.

The training process of VSO starts already before the actual training with a needs assessment to identify training needs and formulate goals and objectives. Accordingly, different capacity building tools are chosen to achieve the goals. At the start of the training, needs are always double-checked. At the end of the training a quality check is conducted, the need for sharing with colleagues is emphasized and an action plan developed. Usually the follow up is done by the volunteer (who is still working with the organization).

VSO conducted the action research with their partner RAISA (Regional AIDS Initiative of Southern Africa – comprising 6 countries) which focuses on prevention, food security home based care, advocacy and workplace policies for people with HIV/AIDS, women, orphans, vulnerable children and young people. A training on resource mobilization in Malawi, where the volunteer trained different Community Based Organizations, was selected as it concerns a simple training with very practical and visible results. And VSO Malawi was willing to cooperate. An interview was conducted with Safari Mbewe, RAISA Country Coordinator for VSO Malawi and additional information was collected from VSO volunteers and Community Based Organizations involved.

The training on resource mobilization provides Community Based Organizations (CBOs) with skills and knowledge on how to access locally available resources, not only financial, but also natural and human to become more self-sustaining, instead of relying on donors. The result of the training was that CBO staff and individual members started mobilizing resources within their community themselves. This resulted in two out of five CBOs building their own office, all five CBOs setting up communal gardens, as well as a community setting up a cattle kraal to start a cow-to-cow project. In addition one CBO set up a poultry-project, which mobilized members to provide thirty chickens and learnt them how to keep poultry in their own homes.

After each training, evaluations were conducted with the CBOs to collect feedback and to adapt the training where needed. At the end of the training process the partnership was reviewed, including an evaluation of the capacity building process, the training itself, the role of the VSO volunteer in the process and the tools used. The partnership was reviewed with the CBOs and received an excellent score on quality, attribution and sustainability with regard to the Resource Mobilization Training. The training was considered successful because it changed the mindset of

participants, who also multiplied their knowledge and skills. Another strong outcome was that participants shared their knowledge within and between organizations and started mobilizing each other to raise their own resources. Before the training their attitude was to wait for donor money (“we should be financially supported by a donor”) and after the training they realized that their environment and community had many resources to offer (such as bricks, timber, land, grass and labor) and that they were able to raise those resources themselves.

A strategy VSO uses to enhance the effectiveness of training is the development of partnerships, which increases trust and transparency with staff of CBOs. Another strategy is the multiplier effect, which means inviting the right staff members to the training, emphasize sharing and the development of an action plan during the training, as well as sharing the outcomes and lessons learned and following up (by a volunteer) afterwards. Training for VSO is always considered to be a longer-term trajectory and embedded in a larger capacity building process, which is reflected by the strong focus on the partnership and needs assessment, the involvement of a VSO volunteer (for training and follow up) and the possibility for exchange visits (to share knowledge and experiences) afterwards.

Can training be an effective instrument for capacity building? VSO concluded with several success factors and difficulties:

Success factors:

- *Strong partnership and needs assessment*
- *Training as part of larger capacity building process*
- *VSO volunteers to be part of and guide this process*
- *No seating allowances and invite right person*
- *Emphasize on sharing, action plan and follow-up*

Difficulties:

- *Measurement of results at all levels*
- *Success always relies on individuals (are they willing to share for example)*
- *Needs versus funding allocation by the donor*

2.1 Discussion

Questions raised by the audience were: How do you invite the right people to the training and how do you deal with local people of power (decision-makers, businessmen) who like to participate? Marijn: “No seating allowance often helps to get motivated people to a training who are willing to share. Also VSO works in the field together with people from different levels, ranging from local communities to the national level. This helps us to deal with power relations. In addition, the VSO volunteers live in the communities themselves, which makes it easier for them to deal with power relations as they understand the local context and have build up trust already in the community.”

It remained unclear though how VSO sustains capacity on a volunteer level, which is interesting as the capacity of the volunteer seems to be very critical in this training process. Usually VSO volunteers only stay in a position for a maximum of two years. Also with regard to the whole organization it was hard to say to what extend training contributed to capacity building. Marijn: “We do draw lessons from it, but we are so far away from the training and the local organization, which makes it a difficult question. The action research and presenting it here was very useful in order to understand what we are actually achieving through providing training for capacity building.” Another point discussed was the training design of VSO, not particularly for the RAISA training. Thomas (MDF) commented that VSO trainings are usually very local in set up and based on interaction, which makes the impact perhaps bigger but at the same time it is difficult to scale them up.

3. TIE-Netherlands – TIE-Brazil

A case study by Franny Parren from TIE-Netherlands and Sergio Luis Bertoni from TIE-Brazil.

TIE is an international network, which strives for democracy, political pluralism and solidarity within trade union organizations worldwide. TIE works together directly with their counterparts (labor unions and workers) through action-oriented training. Their so-called mapping method is central to their way of working and starts from the fact that everyone has knowledge and that through making this knowledge explicit and collective, new knowledge is being created. This approach fits very well with the method of action research and therefore TIE was very enthusiastic to participate.



TIE-Netherlands and its partners feel the need to specify the TIE-approach of capacity building and its relation to training in more detail. Instead of investing in partner organizations through programs of capacity building, TIE-Netherlands is part of a network in which it cooperates on equal terms with partners investing directly in the target group. Workers at different companies in a broad range of countries, are the direct beneficiary of capacity building programs designed and implemented by TIE-Netherlands and TIE-partners.

3.1 TIE-Netherlands and TIE-partners vision on capacity building

Capacity Development by TIE

The construction, development and strengthening of the conscience and capacities of workers and their (trade union) organizations to be able to enter into actions with the goal to resolve their problems at the working place and in society, and to accomplish increasing improvements in the conditions of work and life.

This means a strengthening of self-confidence, changes in thought and behavior of the individual workers but also the articulation of collective interests towards company management and decision-making levels of the trade unions.

In short, capacity building is understood as an increase of knowledge, changes of attitudes and behavior *leading to* collective actions of workers that improve their situation on the working floor.

Ideally the process of capacity building is characterized by a sequence of phases in which the collective organization of workers is strengthened (mainly on the local level but also on national and international level). Also the power of workers organizations to demand better working conditions increases promoting more equal power relations within their unions.

3.2 Effective training for capacity building by TIE-Netherlands and TIE-partners

The capacity building programs consist of training at different levels. The larger part of these trainings take place at basic level. Employees in companies participate in trainings organized by peers or by experts integrated in union activism. These trainings, in first instance, consist of education in basic skills (negotiation skills, setting up a meeting, presentation skills, building of self-confidence and self-analysis) based on the specific interests of the target group. Because the participants of these trainings often did not receive any education, the fact that they become part of a learning process and are seen as actors capable of learning things is the first necessary step in a capacity building process. This effect, although difficult to measure with strict indicators, is indispensable for the facilitation of changes “from below”. People developing a leadership position through these basic level trainings are offered the opportunity to participate in leadership trainings.

The main goal is to facilitate a change from below, either within trade unions (a strengthened position of lower rank union members) and the trade union sector (national and international).

During the trainings participants develop their capacities and strengthen their self-esteem and a sense of agency, this means a feeling that they are really able to influence their lives and to change things. Their posture changes from a passive into an active one. On the basis of this increased sense of agency it has been shown that participants start to identify collective interests and start to organize. Therefore, the aim of the trainings is not only to facilitate the strengthening of skills of individuals but also to facilitate the organization and later on, actions taken by participants towards management of companies or powerful actors in their union to enlarge the power of the lowest levels of the union.

The process of training is continuous and open. It does not only take place during workshops in classrooms but also on the working place level. Participants are stimulated to translate the discussions of the training sessions towards their colleagues and to enrich the content of the training by using outcomes of discussions they had with their colleagues in the workshops.

What does training mean for you?

“Every contact between people is a process of training. Every human being has knowledge, which we have to share and make collective. Training for me is to give people the space and conditions they need to reflect on their own practice. It is based on the ‘Educacion Popular’ theory of Paulo Freire, which focuses on the idea that knowledge creation starts from the knowledge that people already have, and that we have to built on that, based on our needs and sharing with others, instead of knowledge coming from outside.” (Sergio Luis Bertoni, TIE Brazil)

3.3 Training and action: the method of Mapeo de producción and Mapeo de comparación

Mapeo de producción is a specific method of training applied by TIE partners in which participants generate consciousness about the production process and their role in this process. In addition, they compare the specific production process of their company with companies in the same sector, other sectors, other regions and so on, in order to predict decision making of the management and to identify points appropriate for negotiation.

Participants are activists from the grassroots (company) level and the training has two objectives:

- 1) based on the experiences of the participants discuss themes that are important for them, systemize these themes and generate consciousness. The appropriation of this consciousness will help them in their process of auto-organization, auto-determination and the development of new strategies in their struggle for more just labor relations.
- 2) Develop capabilities to convince, negotiate and argue. Improve the capacity of participants to self-organize.

Ideally, there should be some visible improvements in the working conditions of employees resulting from collective organization. These visible improvements (like better salary, a collective agreement) serve as evidence that training has led to capacity building. However, also the fact that workers start to organize collective actions is a sign that training was productive.

The method of mapping the production system helps participants to identify cases that are important for them but participants also contribute to the improvement of the method itself. It is an open process in which the facilitator is learner at the same time. The content of the training (issues to be addressed) is developed by the participants. The facilitator gradually reduces his role in the course while the participants responsibility increases.

What have you learned from participating in this action research?

“Action learning starts from the already existing knowledge in organizations, that is the basis in this process for knowledge sharing. Knowledge from the South is being exchanged with knowledge from the North, as equal partners. In this respect, this process strengthens the partnerships between PSO, its members and their counterparts. The added value is in the exchange of experiences on an equal basis.” (Sergio Luis Bertoni, TIE Brazil)

“The added value of participating in this action-research for us is that you have to make explicit what you are actually doing. What do you want to achieve? What is your goal? What does capacity building mean for us? And how does our mapping method fit into that? Through participating in this learning trajectory, and reflecting together with our partner organization, I have realized again what the core of our work is. Reflecting together has also strengthened our partnership with TIE Brazil, it has brought us closer together.” (Franny Parren, TIE NL)

“Indrani (researcher INTRAC) has helped us to analyze our own practice so that we are able to draw lessons from it that we can not only share with other organizations but which they can perhaps also apply to their own organization. She has helped us to look beyond our own practice and to put it into a theoretical perspective, which made us look at our own practice from a completely different perspective again. This has turned out to be a very valuable learning process.” (Ineke Jansen, TIE NL)

The methods used during the training are adapted to the concrete necessities of the participants. Methods are mixed. During the workshop we sometimes film participants during exercises, so they can reflect upon their behavior and the effectiveness of their actions.

Training does not only take place during the workshops but continues on the level of the working place. Participants are asked to translate exercises to their working context. Developing these exercises is an open process: each participant should have the possibility and liberty to use, adapt, multiply and modify the activities, information and methodology as learned in the training to the local context/needs of her/his company. Methods that can be used at plant level are, for example, participative surveys with colleagues.

The impact of the mapping methodology – how training supports capacity building

Sergio Luis Bertoni, TIE Brazil: "In 2005, Ford organized an exchange workshop for their workers in Brazil. I participated in this workshop as a trainer. I was fascinated by one of the participants from Ford Russia. He was very shy and didn't say a word to anyone. In all the sessions, he only listened. At the end of the day, he always performed the same ritual. He went to the supermarket and came back without buying anything. Day after day. I asked our translator why on earth he had come to the exchange workshop? As he wasn't even supporting the Brazilian economy! The translator said he didn't know either. But he did know that he wrote down all the prices in the supermarket. It was obvious that prices were more expensive in Brazil than in Russia. I thought he was crazy. Slowly I learned more about the man. He studied all the prizes from food and other products in Brazil. Same with the salary rates of his Ford colleagues there. He liked the way people were organized in Brazil in the trade unions and he wondered why that was not the case in his own country. In Russia they had around 1800 people in the trade union, but only 120 of them were organized. And he didn't know how to motivate them to do so. With the information he collected in Brazil, he returned to Russia and convinced his co-workers to become organized by simply showing them the figures. Ford staff in Brazil earn more money, spend less and therefore have better lives. They can buy all the expensive cars themselves! Because they have organized themselves so well in their trade unions.

He succeeded in his mission to motivate his co-workers: 1500 people decided to become organized in a trade union, he organized 2 mass strikes and the company's production expanded over 170 % in only 7 years time."

Sergio: 'Better working and living conditions for the workers is also better for the company and good for the production. We should not give them the fish, but learn them how to fish. And that is exactly what the mapping methodology has to offer.'

3.4 How does mapping the production process work?

- The participants collect as much information as possible about the production process on the level of their working place. Data such as the amount of workers, production volume, productivity, pauses, holidays, absenteeism, amount of production which is subcontracted, volume of income/profit, character of clients, division of working hours (how flexible is the management?), working culture (hierarchical, democratic, communal, individual? To what extent does the management exploit the workers?), health of workers and conditions of work (tasks, time, rhythm, specialization), debate among workers and within unions, salary, contract rules, social benefits, alimentation, transport, access to medical assistance.
- The information needs to be analyzed by the workers themselves. This allows them to reconstruct the production chain in which they are involved and to re-establish the reality and logics of production. The workers are the most appropriate to collect this information because they are the ones who know what they produce, how much, how and who produces!
- The information as collected by the workers should be compared with the official information as provided by the management or official researchers.
- On the basis of this information workers can plan and design strategies and actions that allow them to enlarge their control on the production process.
- The information allows workers to negotiate changes in the process that are in accordance with their interests, to combat changes the management wants to impose.
- Information about and control over the production process enables negotiations and struggles that effectively change the realities of the workers.

3.5 Comparing the production map of the own company with other production maps

After learning the basic skills of collective organization and negotiation, the own situation is compared with the situation of workers in different sectors, sections, companies and countries to enhance the possibility of the participants to identify arguments to strengthen their bargaining position.

Comparison or benchmarking of the results enables the workers to see how competition among fabrics works and what are working conditions in other countries. This enables them to negotiate and workers can define the focus of actions of unions, establish priorities and methods of action.

In which way would you like PSO to follow up on this process?

“Interventions should not stand on itself, they have to lead to concrete results, changes. But how do you measure behavior change? And what can be the role of training in this process? I would really like PSO to assist TIE in exploring these questions with us.” (Ineke Jansen, TIE NL)

*“First of all, it is important to systemize the information, to document the experiences that we shared today. Secondly, I would recommend to produce, **collectively**, a set of guidelines for effective training, and to develop a common product, a manual perhaps, including the perspectives of PSO, the member organizations and its counterparts.” (Sergio Luis Bertoni, TIE Brazil)*

Concluding remarks

We have experienced that action research is an intensive exercise that takes persistence and courage. At the same, it has yielded valuable insights for the action researchers and interesting results that can be shared with others.

Looking at a practical case has helped researchers to take the time to describe the training process, create a structure for reflection and assess the effectiveness of their work. The involvement of partner organizations in the action research itself and their presence in the seminar has highlighted their perspective.

Findings of the action research include that the success of training for capacity building depends on the quality of the partnerships: the absence of hierarchy in relationships, a more equitable power balance between stakeholders, and an emphasis on learning from each other while working together, and intense participation. The action research has been supported, analyzed and described by a consortium of INTRAC, MDF and CDRN. Their report will be posted on the PSO website, making the findings freely accessible.

Seminar participants, based on the presentations and discussions of the action researches, shared valuable observations and insights.

The significance of partnership was confirmed; “Effectiveness can be achieved through partnership” and “partnership is nice, but difficult”.

“Embedding of training in projects”, “design should be based on local needs and trainees should be supported to apply new knowledge and skills in their own organization” confirm that training is not a stand-alone intervention, but at best is combined with other types of capacity building. Coaching is often mentioned as an effective combination. “Developing strategies and action plans to support the use of new knowledge acquired in the training” is also helpful.

Several participants commented on the selection of trainees. The following statement of one of them says it all “It is crucial to ensure that the right people attend trainings; they should have the mandate of their organization to apply and share new knowledge, skills and attitudes”.

The struggle to strike the balance between being demand-driven and sharing new knowledge was seen as a challenge. You want to respond to the needs an organization has formulated, but how can an organization ask for something they don’t know about? Sometimes you need to raise awareness before an organization can identify what it wishes to learn. In addition, the measurement of the impact of training was frequently mentioned by member organizations as a learning need.

We feel it has been a valuable learning process. The action researches have been a rich source of insights in the process of building the picture of what is involved in organizing effective training interventions. Special thanks go to MilieuKontant, TIE, VSO and War Child for sharing their practice and to the consortium for facilitating this process.

Annex: List Seminar participants

Name	Organization
Oude Vrielink, E. (Eric)	AQUAATIS
Vries, J. de (Jan)	Aim for human rights
Florez, I. (Iratxe)	Aim for human rights
Werf ten Bosch, M.J. van de (Marie José)	Both Ends
Otte, D.J. (Dirk Jan)	Dorcas Aid Internationaal
Menkveld, A. (Arendje)	Dorcas Aid Internationaal
Mansaku, M. (Merita)	Eden
Rüter, D. (Dorine)	ETC Foundation
Keulen, J. (Jan)	Freevoice
Verburg, A	HKI
Deen, J. (Jeroen)	High Altitude Training Centre
Stremmelaar, J. (Josine)	HIVOS
Harmsen, S (Saskia)	IICD
Euwema, M. (Mathijs)	International Child Development Initiatives
Sigamany, I. (Indrani)	INTRAC
Oostrom, B. (Bep)	IRC
Wolthers, J.C. (Jan)	Joined Improvement
Lewinsky, T. (Thomas)	MDF
Sanden, C. van de (Chris)	Milieukontakt Oost-Europa
Gilsing, I. (Imke)	PSO
Fopma, P. (Paulien)	PSO
Bedeker, M. (Marlies)	PSO
Seh, J.J. (Joseph Junior)	PSO
Khoesial, S. (Sheela)	SEVA Network Foundation
Winter - Platz, C. de (Cornelia)	Stichting Terre des Hommes Nederland
Plug, M. (Marijn)	Stichting VSO-Nederland
Oosterhuis, C. (Cees)	Stichting Woord en Daad
Boersma, J. (Jaap)	Tear
Winter - Platz, C. de (Cornelia)	Terre des Hommes
Bertoni, S.L. (Sergio Luis)	TIE/Transnationals Information Exchange
Jansen, I. (Ineke)	TIE/Transnationals Information Exchange
Parren, F. (Franny)	TIE/Transnationals Information Exchange
Melnick, E (Erin)	United Network Of Young Peacebuilders
Solheim, L. (Lillian)	United Network Of Young Peacebuilders
Plug, M. (Marijn)	VSO
Griede, E. (Elise)	WAR CHILD