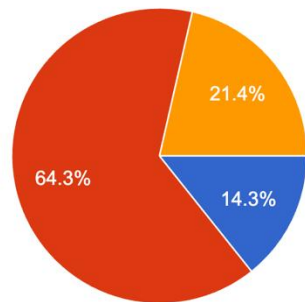
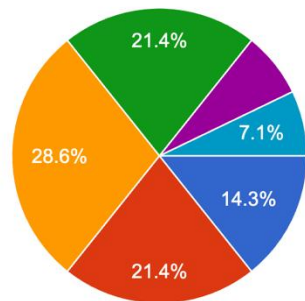


Your Role
14 responses



- Instructor
- Participant
- Both

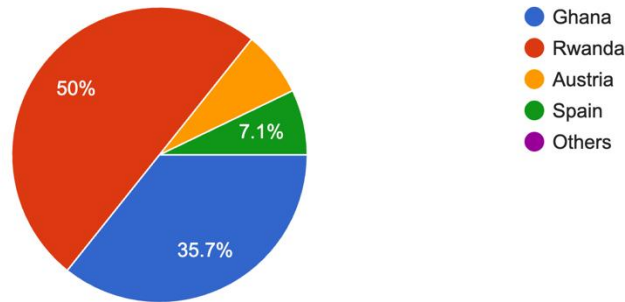
Your Institution
14 responses



- University of Ghana
- University of Business and Integrated Development Studies
- University of Rwanda
- Protestant University of Rwanda
- University of Applied Sciences FH Campus Wien
- Universidad de Las Palmas de Gran Canaria
- Other (please specify)

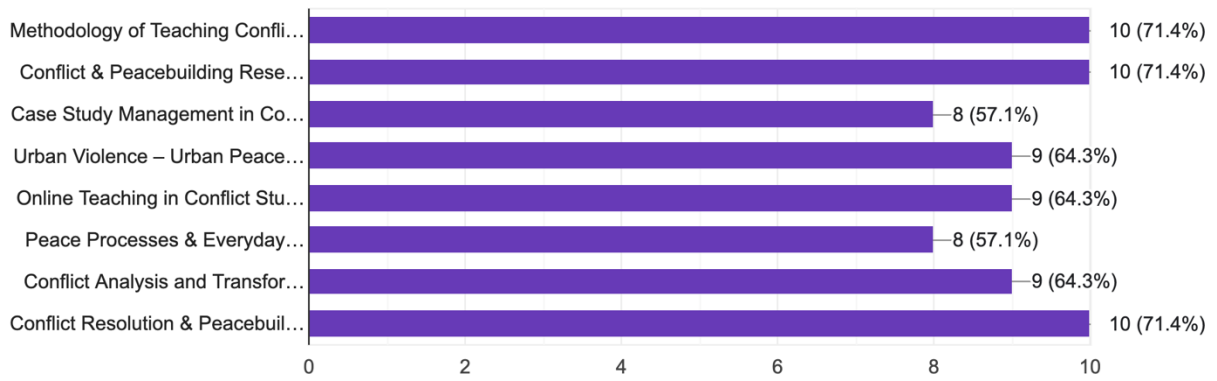
Country

14 responses



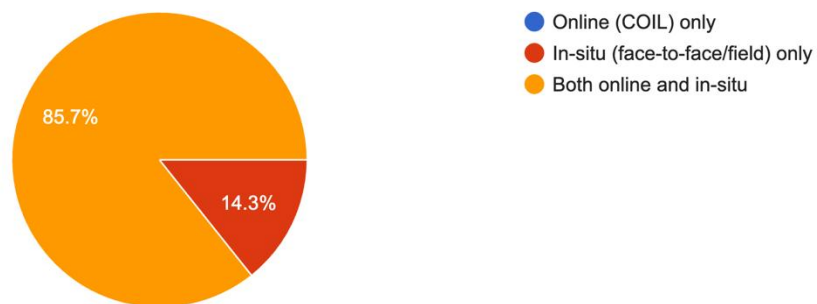
Which CONMAT module(s) did you participate in? (Select all that apply.)

14 responses



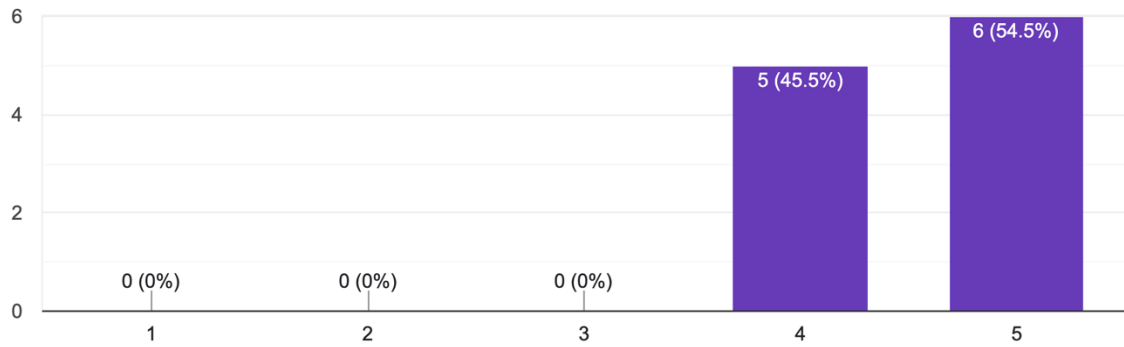
Mode of participation

14 responses



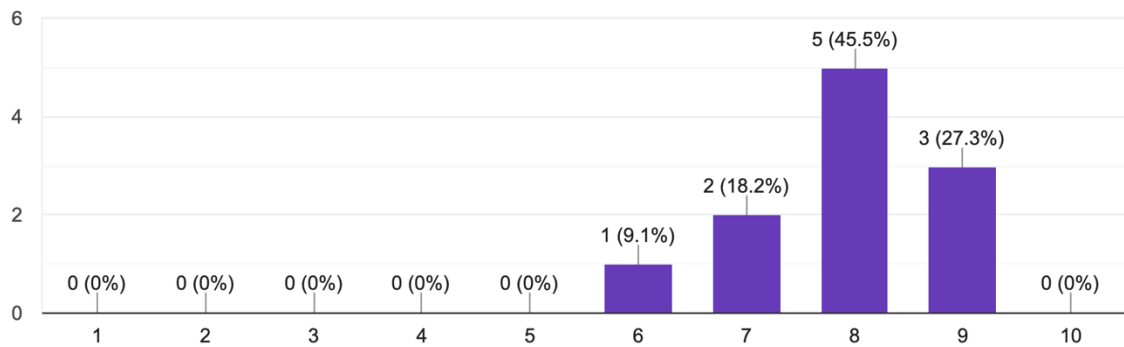
How valuable was the opportunity to collaborate with staff from partner universities in enriching your understanding of conflict management and transformation?

11 responses



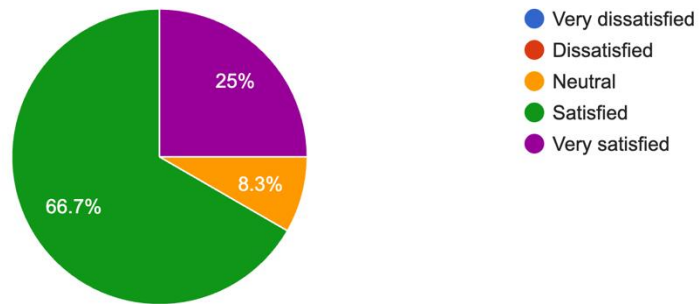
How would you rate the effectiveness of the technology used (e.g., Zoom, slides, breakout rooms) in supporting smooth delivery and interaction?

11 responses



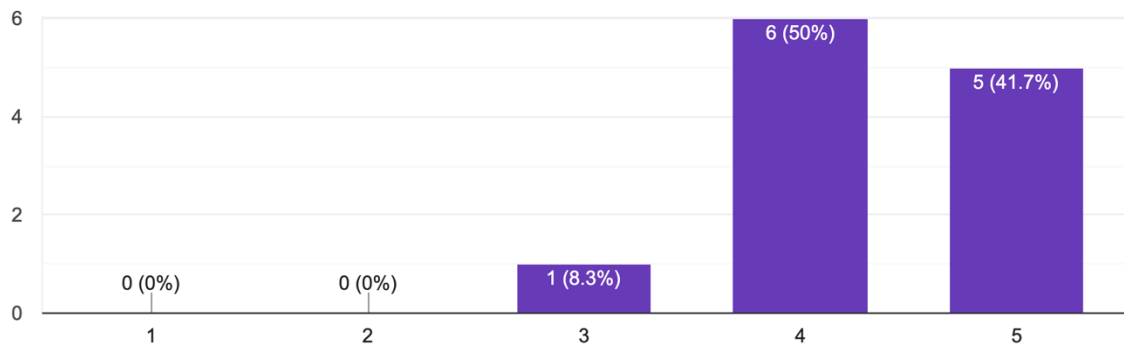
How satisfied were you with the overall organisation and structure of the online module(s)?

12 responses



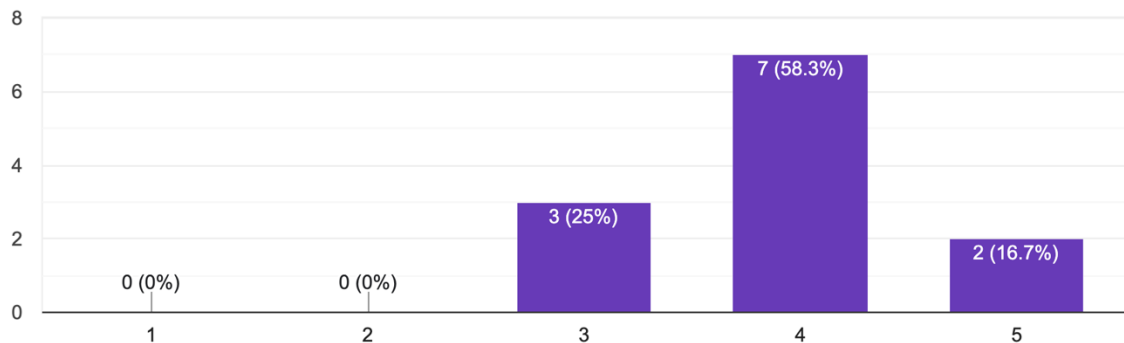
To what extent did the online module(s) strengthen your pedagogical or methodological capacity in teaching conflict studies?

12 responses



How effective were the teaching methods (e.g., group discussions, simulations, case analyses) in encouraging your active participation and critical reflection during the online sessions?

12 responses



Please mention one challenge and one good practice you observed in the design or delivery of the online sessions. 11 responses

Poor Internet connectivity, ability to cover large participants from different locations at the same time

Interaction between students was limited in most of the courses I attended. I appreciated a dialogical method used by the lecturer of one of the courses I attended, which resulted in vigorous interactions between the lecturer and students.

Issue with Internet connectivity and management of big audience when it comes to breakout rooms The advantage of online course is that it facilitates participation from all over the place.

The busy schedule sometimes it was difficult to attend full time for the online sessions due to other commitments..one good practice is how our dear instructors where so flexible, critical and friendly to allow us to be open in sharing our ideas online..

Challenge is time that coincided with other job tasks, good practice is that we were given enough time to share experiences

One challenge was that we attended the same course in a large group, which made it difficult to fully understand the content. One good practice was the inclusion of diverse perspectives from different professors, which enriched my understanding of the subject.

Network fluctuation

Challenge is that some times people don't actively participate or hardly speak while it is seen that they are attending and listening. (breakout rooms were at sometimes not active as well.)

The good practice observed is that we learned a lot of things in short time and for the interactive class it was so good and easy to share our contributions too.

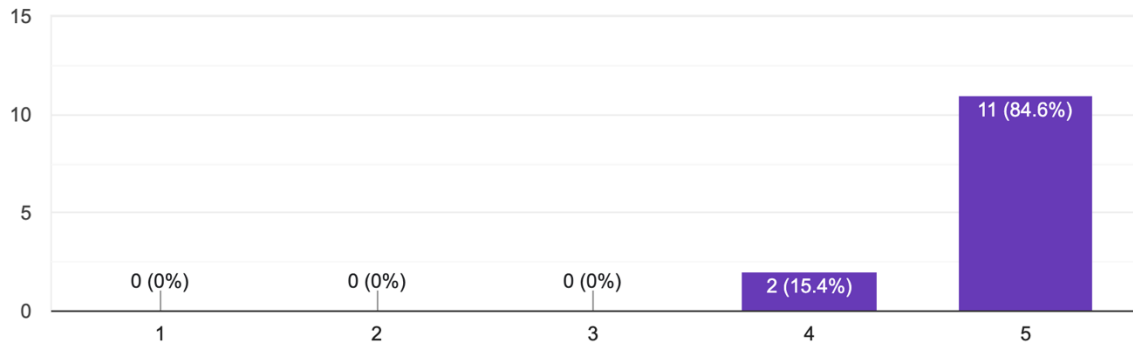
Everything was good and it contributed to a smooth learning though there are minor areas for improvement.

The practical discussions were enriching to participants.

The courses were very well designed. Good pedagogics.

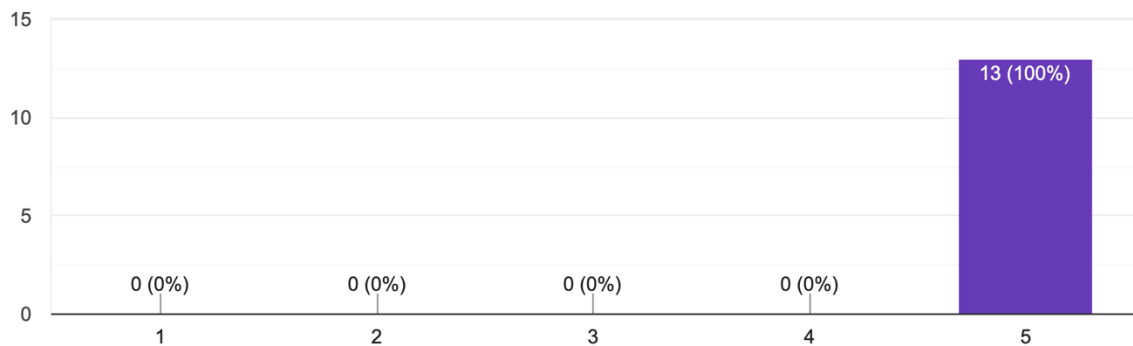
How effective were the in-person facilitators in connecting classroom learning with field-based insights during the capacity-building sessions (e.g., in Rwanda or Ghana)?

13 responses



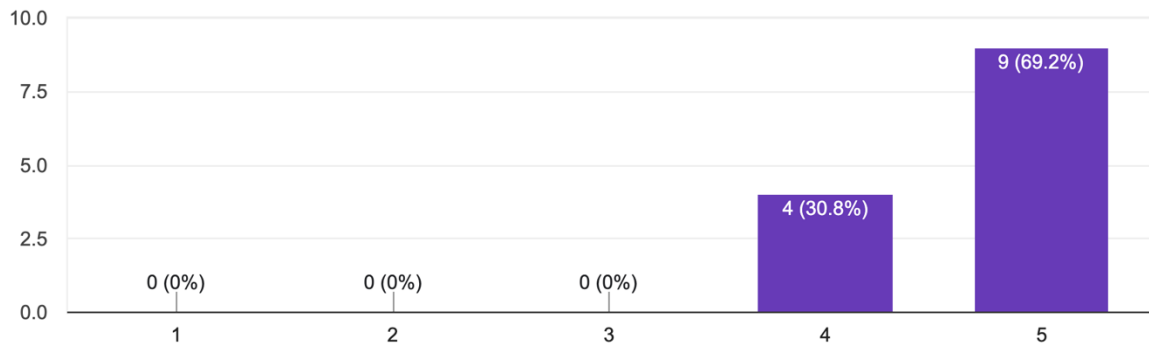
To what extent did the field visits (e.g., Kigali Genocide Memorial, Kayonza Reconciliation Village, Chorkor Youth Peace Group, Wa Naa Palace, peace c...tion, peacebuilding, and conflict transformation)?

13 responses



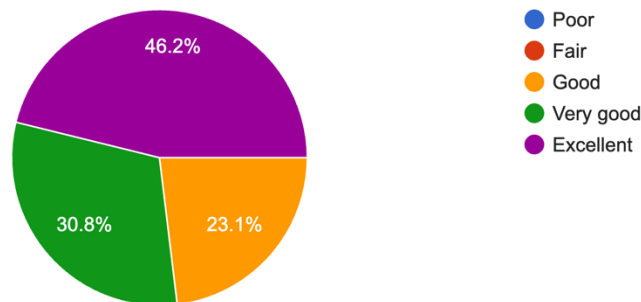
How meaningful were your interactions with participants, facilitators, and community actors during the in-situ sessions?

13 responses



How would you rate the logistical organisation of the in-situ activities (travel, time management, coordination)?

13 responses



Please describe one key professional or pedagogical lesson you will take forward from the in-situ and field experiences. 11 responses

Exposure of students/learners to a team of mentors

The importance of consciously applying key principles of effective learning such as student-centred learning, experiential learning, problem-oriented learning and dialogical learning.

Samuel's way of teaching and all field visits

If we want change let's be the change that we want and own it. Not just putting blames or responsibility to other but us also we have to take a step even if it little it matters..as well being critical in solving conflicts in our daily lives or at our working places....

Every society may employ it's unique method of conflict resolution as far as it provides lasting peace.

Better understanding of reconciliation processes, better analysis of shared challenges in CBHE processes, multicultural and innovative approach to conflict studies and project management issues.

One key pedagogical lesson I will take forward is the importance of linking theory with real-life field experiences. Observing how local communities and traditional leaders address conflicts taught me that practical, context-based approaches are essential for effective learning and peacebuilding.

Conflicts differ in places, understand the root causes because adopting approach

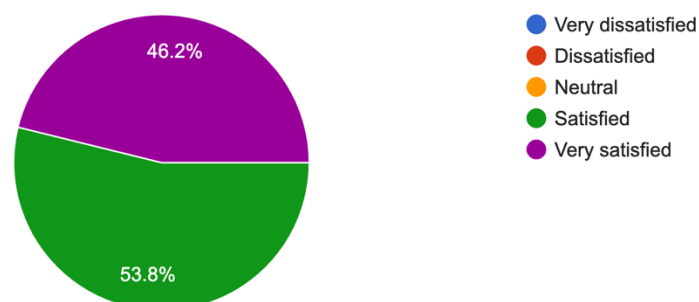
One key pedagogical lesson I will take forward from the in-situ and field experiences is the importance of using participatory and context-based methodologies in teaching conflict studies. I have learned that engaging students through real-life case studies, field exposure, and interactive discussions enhances their understanding of conflict dynamics and peacebuilding processes. This approach not only improves critical thinking but also helps learners connect theory to practice in meaningful ways.

In terms of pedagogy, the field school has stimulated my interest in including practical case study based projects into my teaching approach and to allow for knowledge co-creation with students using learner centered approaches.

MANY GOOD INSIGHTS OF CONFLICT RESOLUTIONS FROM AN AFRICAN PERSPECTIVE

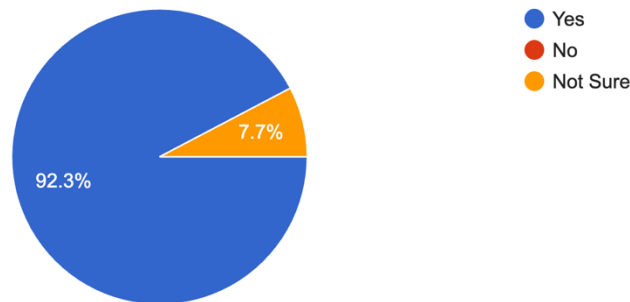
Overall, how satisfied are you with your CONMAT capacity-building experience (online and/or in-situ)?

13 responses



Would you recommend similar CONMAT training to other academic staff in your institution?

13 responses



Please share any additional comments or suggestions to improve future CONMAT capacity-building activities. 9 responses

Widen scope for more participation

I believe that lecturers who taught the same course should have the opportunity to discuss how they integrate course materials to develop a model module.

Time keeping and add 1 extra day for general assessment and evaluation

Would like to thank all the instructors of this CONMAT for their efforts, time to make this project successful and as well to guide and share us knowledge and wisdom..I hope we continue staying in touch and continue making this project sustainable to reach more youth globally...Thank you..

I'm actually thankful for all the planning, field learning and experience sharing. I wish we expand project for many more reach

Visits more places in Africa to make comparative analysis/studies

Thank you for the time and effort invested in organizing this CONMAT training. The sessions were well managed and very beneficial. I appreciate the commitment to building our capacity in conflict management and peacebuilding in Africa.

I believe the program effectively achieved its objectives and provided valuable learning opportunities and I hope that future programs will continue to build on this success and maintain the same level of quality.

Clear communication about expectations from coordinators.