



# **Peace Building and Conflict Transformation in Europe**

## **Current State and Needs of Training and Education**

Results of the ARCA Study on Adult Training and Education for  
International and Intra-national Interventions for Peace Building,  
Conflict Transformation, Mediation and Crisis Management in  
Europe

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## 1. Introduction – Aims and Format of the Study

This Need Analysis study represents the basis of the project „Associations and Resources for Conflict Management Skills” – ARCA, a European Commission funded project involving 13 partner organisations from 11 countries – many of whom are Europe’s leading training and education centres in peace education and conflict transformation. ARCA’s work aims at directly contributing to improve the quality, content and methodology of peace education and training in conflict transformation across Europe.

In spite of existing networks and increased cooperation among the training and education institutions in Europe, the need for better coordination and sharing of experience has grown. The recognised lack of systematic collections of lessons learned and best practices as well as existing developed methodologies and quality standards are the reasons we developed the ARCA project.

Training organisations for peace education and conflict transformation are at diverse stages of development in the different European countries. In order to effectively develop the rest of the project, the Needs Analysis study aimed to analyse the present situation of this sector in Europe.

### 1.1. The Aims of the Study

The aim of this study is to document and evaluate the current situation of the peace education and training centres and institutions in order to get a more detailed picture of the profile and resources of our target groups: methods, topics and structure of the present offered trainings. ARCA has carried out the survey in all of the 11 partner countries and furthermore 9 other European countries. The study aimed to assess:

- ◆ The current state of Adult Training and Education for International and Intra-national Interventions for Peace Building, Conflict Transformation, Mediation and Crisis Management.
- ◆ The needs of Training Institutions who work in preparing adults for interventions in the field.

The results will form the base for the other outputs of the project (a guide for peace education, 5 training sessions, seminars, conferences, a network of peace educators, a final public event and a website for support).

The concrete objective of the survey was to obtain data about the training institutions and organisations offering or receiving training in the field of Peace Building and Conflict Transformation<sup>1</sup>, directly from them on the following issues:

- ◆ Aims of training and main topics approached
- ◆ Training Methodology (structure, duration, curricula, methods and materials used)
- ◆ Human resources at their disposal
- ◆ Evaluation of the performance of training providers and the Quality of current trainings in the field (results, impact)
- ◆ Cooperation with other organisations and Networking

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<sup>1</sup> Hereby named *the target group*.

The hypothesis we started from was the supposition that the sector represented by the target group is in need of a synergetic development, namely that it could benefit from structures of support to enable sharing of information, resources for both trainers and trainees and common spaces in which the sharing is cohesive. The aim of ARCA is to develop such structures of support:

- ◆ a guide to Peace Educators
- ◆ a web portal with resources, materials and information pertinent to training institutions in peace education and peace deployment
- ◆ an easy to use Network of Peace Educators with trainers and trainees
- ◆ a series of seminars, conferences and training programmes reuniting European participants.

The hypothesis itself is a result of both the experience of participating organisations in the ARCA project – individually and in networks – as well as informal discussions with other members of the sector and beneficiaries of such training services, whether state actors or the civil society.

The questions asked were selected in order to obtain the respondent's needs, evaluation of the performance so far and structures needed in order to improve their impact.

In light of the information extracted from the survey, we trust that the rest of the aims of the project can be achieved in a way that it serves the needs expressed by the respondents.

## 1.2. The Structure of the Study

This report summarises the results of the survey, based on the answers of training organisations in Europe – from all countries the ARCA partnership could extend it to. Additionally, there are 11 Country Reports with findings pertaining to each country individually<sup>2</sup> (please see also [www.peacetraining.org](http://www.peacetraining.org)).

The general report follows in its structure the order of the questions in the questionnaire.<sup>3</sup> Following the Introduction, *Chapter two* opens with information on the profiles of the responding organisations and on their working methods. *Chapter three* focuses on profiles of the training programmes and contains information on their aims, topics and methods, and in which correlation they stand to the profiles stated. *Chapter four* presents the situation on the human resources of the training organisations whereas *Chapter five* contains information on the materials and curricula used in the trainings. The respondents get to evaluate and rate the performance in training in *Chapter six*, documenting which skills the respondents see as most necessary for the work in peace building and conflict transformation and how well balanced the trainings are in offering both theory and practice. *Chapter seven* deals with information on cooperation and communication between organisations and institutions, its occurrence, frequency, effectiveness and modes of organising (whether in networks or clusters). Lastly *Chapter eight* presents information gathered on evaluation processes conducted by our respondents. *Chapter nine* contains the Summary and Conclusion.

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<sup>2</sup> Austria, Belgium, France, Germany, Hungary, Italy, Norway, Romania, Slovakia, Spain, UK

<sup>3</sup> See questionnaire in Annex

### **1.3. Methodology and Data Base of the Survey**

The target groups of the survey were institutions and organisations in the partner countries and furthermore in all other European countries which offer or receive training in the field of peace education and conflict transformation. Many training institutions don't have a focus on exclusively peace education, so we broadened the basis by approaching both formal and non-formal educational institutions which generally deal with peace and conflict transformation related themes: non-governmental and governmental organisations, academic, welfare or aid-providing and profit organisations, schools, working groups and youth organisations.

The questionnaire was developed within the ARCA partnership, through closer involvement of a working group responsible for this output. We carried out a pilot survey with all 13 partners to revise the questionnaire.

Most of the questions were given multiple choice answers, the respondents being encouraged to provide additional answers. There were 5 open questions asking for:

1. the description of the respondents' organisational aims
2. how to improve the field of training
3. possible improvements on networking and communication
4. development and usage of material
5. curricula used in training

A concept for interesting correlations between the different questions was drawn up to bring out determinacy and dependence.

The Needs Analysis focused on the value of training in practice; the respondents were asked to rate skills most needed in the field work and to express their opinion on the balance between theory and practice offered in training processes.

The respondents were identified by the ARCA partners within their countries, both through internet search or by previous partnership experiences. In non-ARCA countries, internet research was used to find respondents by the necessary profile. The ARCA partnership of 11 European countries sent out on average 60 personalised requests each, asking the identified respondents to go through the questionnaire on an Internet Web portal support. Additional letters were sent to several non-partner European countries; here the rate of response was much lower due to lack of personalised and direct contact with the respondents.

#### **Data Base:**

From the approx. 660 questionnaires sent out, 184 have been answered; we thus obtained a rate of responding of 27%.

We didn't exclude any respondents on the basis of their profile or contents or aims of their trainings. The respondents own decision to participate on the survey was decisive. All answers obtained were compiled in a data base which allowed synthesis, correlations, systematic and scientific gathering of the results.

We asked the respondents for their permission to post their name and general information on ARCA web portal for dissemination to categories interested in the field of peace building and conflict transformation. The majority responded, consenting to make public the answers given in the context of this survey.

The ARCA partnership hopes the data gathered through the Needs Analysis study is relevant to the actors in the field; for more information, please access: [www.peacetraining.org](http://www.peacetraining.org)

## 2. Profile of the Participating Organisations and their Working Methods

### 2.1. General Information about the Profile of the Respondents

The first part of the questionnaire gave the respondents the opportunity to identify their own profile and working methods.

We obtained a great but varied amount of responses from each of the countries participating in the survey; a reasonable explanation for this fact – besides the size of the country – is that the number of organisations we targeted is larger in countries with a longer tradition and preoccupation in peaceful conflict resolution and peace education and training.

As such, **Norway** sent out 16 requests for response and obtained 11. In **Romania**, the number of organisations identified was smaller – 14 – (compared to the size of the country), the reason being the fact that the field of training and education for conflict management and peace building is in an early developmental stage; the Romanian partner obtained answers from half of the solicited organisations.

In **Slovakia**, 46 organisations were approached but only 2 answered. Here the reason is the lack of discourse about peace and conflict transformation or the focus of the civil society on other issues rather than peace and conflict; many institutions, even though they contribute significantly to building peace, they do not identify themselves explicitly as such.

**Spain** had a lower rate of response too: 6 out of 36 (16%) but the respondents are considered to represent the most influential organizations presently active in this field in Spain, although this amount might not be representative for the whole country.

In **Italy** the rate of response was higher than average but only 35 organisations were asked for information. The sector of peace building trainings in Italy is marginal compared to other fields of adult training; the Italian partner detected a growth in the number of such institutions, tendency confirmed by the fact that four of the respondents were founded in the period 2000-2003.

In **Belgium** the field of training and education of conflict and crisis management is at an early development stage.

Surprisingly the **Hungarian** partner received many responses, although the peace movement is not particularly strong in the country<sup>4</sup>. The Hungarian partner is an older organisation with many contacts to different NGOs and their call for this survey might have been answered very positively by other organisations.

In **Austria, France, Germany** and **United Kingdom** the peace movement and the field of training institutions offering trainings to peace building and conflict transformation is broader, with several training institutions. In these countries the responding rate of

| <b>Number of Respondents in ARCA Partner Countries</b> |            |
|--|------------|
| <i>Austria</i>   | 26         |
| <i>Belgium</i>   | 8          |
| <i>France</i>  | 25         |
| <i>Germany</i>   | 27         |
| <i>Hungary</i>   | 26         |
| <i>Italy</i>   | 10         |
| <i>Norway</i>  | 11         |
| <i>Romania</i>   | 7          |
| <i>Slovakia</i>  | 2          |
| <i>Spain</i>   | 6          |
| <i>UK</i>  | 21         |
| <b>Non-ARCA Countries</b>                              |            |
| <i>Bosnia</i>  | 1          |
| <i>Denmark</i>   | 1          |
| <i>Finland</i>   | 1          |
| <i>Greece</i>  | 1          |
| <i>Netherlands</i>                                     | 5          |
| <i>Poland</i>  | 1          |
| <i>Serbia</i>  | 2          |
| <i>Sweden</i>  | 2          |
| <i>Switzerland</i>                                     | 1          |
| <b>Total</b>   | <b>184</b> |

Table 1

<sup>4</sup> Quoting the Hungarian Country Report, remark made by Hungarian partner

39% in average and the total number of respondents (21-27 per country) is high.

The number of filled in questionnaires from all European countries participating in the ARCA project as well as a sample of others have provided the ARCA partners with enough information to conclude that the survey offers a good picture of the Adult Training and Education Institutions in the field of Peace Building, Conflict Transformation, Mediation and Crisis Management in Europe.

## 2.2. Profile of the Organisations

We asked the respondents to choose their profile according to the classification of civil society organisations on the following criteria:

- ◆ affiliation to any state structure: **non-governmental** versus **governmental**
- ◆ area of involvement: **international** or **national**
- ◆ type of institution from the point of view of financial status: **profit** or **non-profit**. We considered that the difference between the two has an impact upon the motivation, resources available and modus operandi of the organisations.
- ◆ type of educational institution ( i.e. formal or non-formal): **academic**
- ◆ a special category was reserved to **welfare and/or aid providing institutions**, as we felt relief work was tangent to the peace field.

The list of multiple choices included the **Other (please specify)** category which respondents could use in case their profile was not described by either of the above mentioned categories.

Respondents were encouraged to chose more than one option, due to the fact that institutions are often defined by a cross between many of the categories: for example, the leading organisation of the ARCA partnership, The Romanian Peace Institute is a **non-governmental, non-profit**, Romanian - with no branches in other countries (thus **National**) - organisation.

Table 2 and 3 show that 106 organisations identified themselves as NGOs while 103 were Non-Profit organisations, out of which 71 chose both options. The governmental sector is very under-represented, surely because of the better contacts of all partners to the NGOs. From the seven Governmental Organisations (GO) who answered the questionnaire, five are Austrian organisations, so the comparison between NGOs and GOs is only possible for Austria. A bit wider spread are the eleven profit organisations from which five are German and the other six from different other countries.

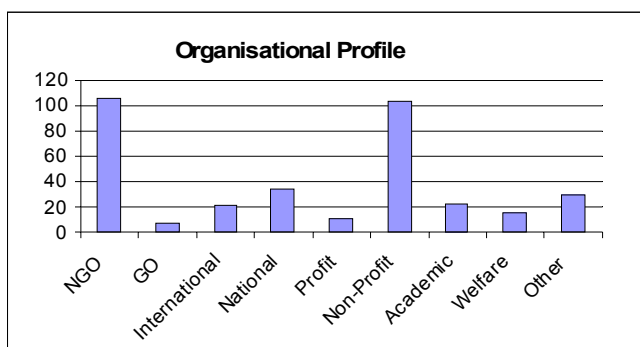


Table 3

| <b>Organisational Profile</b> |     |
|-------------------------------|-----|
| NGO                           | 106 |
| GO                            | 7   |
| International                 | 21  |
| National                      | 34  |
| Profit                        | 11  |
| Non-Profit                    | 103 |
| Academic                      | 22  |
| Welfare                       | 16  |
| Other                         | 30  |

Table 2

A noticeable tendency is not to consider the distinction *international* and *national* profile as a relevant identification category, 70% of the respondents disregarded the question.

22 Organisations identified themselves as academic and 16 as welfare organisation. In the category *Others* are five schools, three Institutions, one peace museum and one working group. Also Church related organisations and umbrella organisations are represented.

### 2.3. Focus of the Working Methods

The respondents were asked to define the focus of the working methods they use; the options given are listed in table 4.

Most of the organisations work in the field of education and training. There were also lot of action oriented organisations providing services of: mediation, negotiation, project coordination, electoral observation etc. as well as many others with a focus on advocacy, lobbying or networking.

Many respondents provided information on their *other* foci of work, this information was mostly an additional explanation to the option chosen before. The following list summarises the answers in different categories, as there were:

- ◆ Specifications to project work, like “international exchange”, “field projects” etc.
- ◆ Aims of the organisation, like “humanitarian aid”, “dissemination of information” etc.
- ◆ Specification of the type of PR work: “events”, “seminars”, “cultural activities” etc.
- ◆ Topics: “peace mediation”, “environmental education”, “sensitizing to human rights” etc.
- ◆ Other Foci: “institution building”, “competence, capacity or strategy building”, “diagnostic and evaluation”, “testimony” and “networking” etc.

| <b>Focussed methods of the organisations</b>  |     |
|---|-----|
| <i>Research</i>   | 55  |
| <i>Education/Training</i>   | 163 |
| <i>Action *</i>   | 92  |
| <i>Advocacy, Lobbying, Networking</i>   | 81  |
| <i>Other</i>  | 30  |
| * Under “Action” we explained to be put together Mediating, Negotiating, Project Coordination, Observing elections etc. |     |

Table 4

#### 2.3.1. Type of Organisation vs. Methods

Correlating the type of the organisation with its focus, the data found shows that the profit and governmental organisations are 100% represented in the *education and training* focus whereas NGOs and non-profit organisations are less present, meaning they do not necessarily cover education exclusively.

The second most chosen method was *action* by various activities (see table 5). The most engaged are welfare organisations followed by international and profit organisations. The share of profit organisations with a focus on action is 15% higher than that of non-profit organisations.



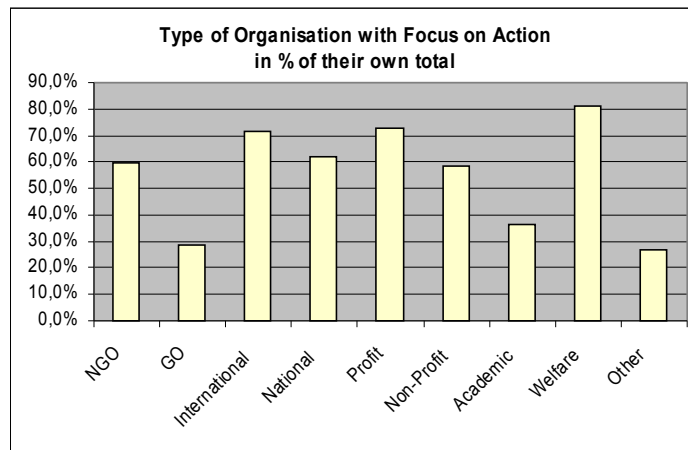


Table 5

Only academic institutions and governmental organisations have chosen *research* as second option.

An interesting outcome is the significant difference between the type of organisation and its engagement in *lobbying, advocacy and networking* (table 6):

Governmental organisations don't see their priority in lobbying; the same low rate was given by the academic institutions as well. All other types of organisations and institutions have scored higher when asked to relate to this work focus.

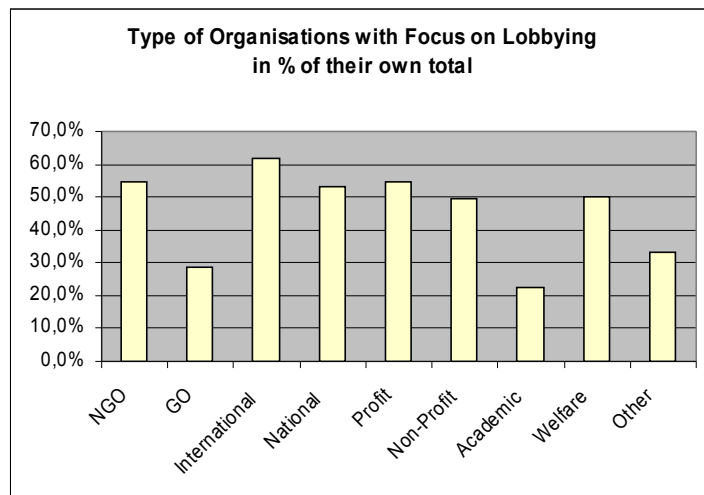


Table 6

## 2.4. Budget of the Organisations and the Sources of the Funding

The respondents have been asked to fit in one of five different profiles of annual budget destined towards peace building, conflict transformation, mediation and crisis management activities in 2005. The results show that 2/3 of our respondents work on modest budgets of less than 100.000 EUR (please see table number 7).

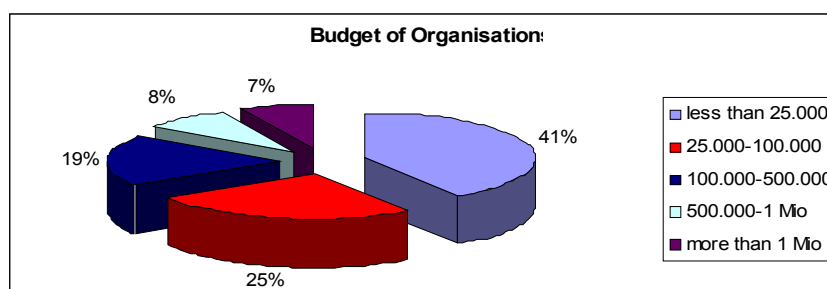


Table 7

### 2.4.1. Type of Organisation vs. Budget

In the table 8 below, the type of organisation was related to the budget in order to observe any trend in this particular correlation: international organisations were mostly present in the category of higher budgets. In the category *More than 1 Million*, 5 of 12 organisations were international, 10 were NGOs, 5 were non-profit and one was academic (several options could be chosen).

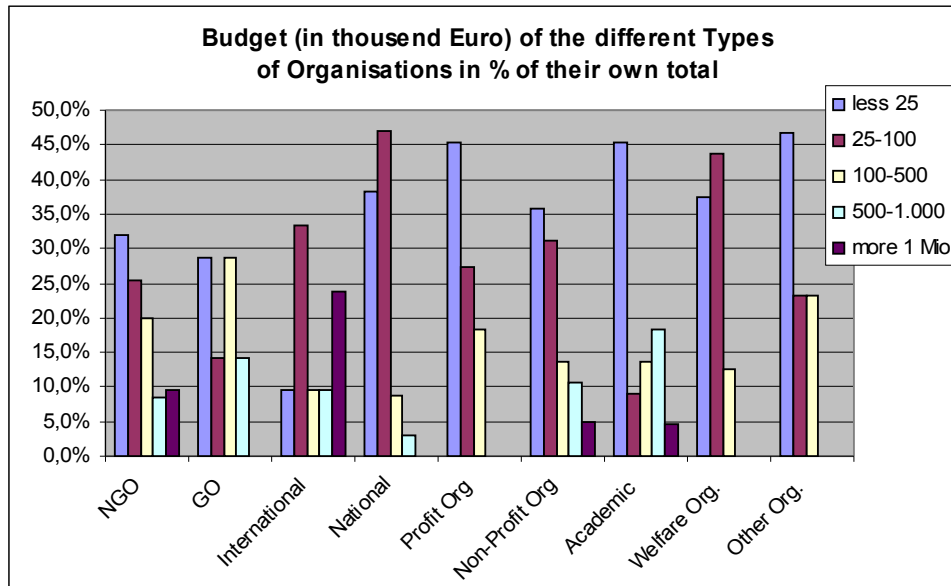


Table 8

*National organisations* and *welfare organisations* have the lowest budgets (both in the two lowest percentage categories: 85% and 83% respectively). In this study the budgets of profit organisations are also mostly found in the lower categories (73%) while those of non-profit organisations make up 67% in this respect.

### 2.4.2. Type of Organisations vs. Sources of Financing

Looking into the financing sources of the different types of organisations, *academic institutions* receive financial support through national grants and in smaller amount by providing services. It seems rare to find international grants as a source of finance for this type, as well as through membership fees and donations. The comparison of financing sources between all other types organisations (table 9) and the academic institutions (table 10) is shown below:

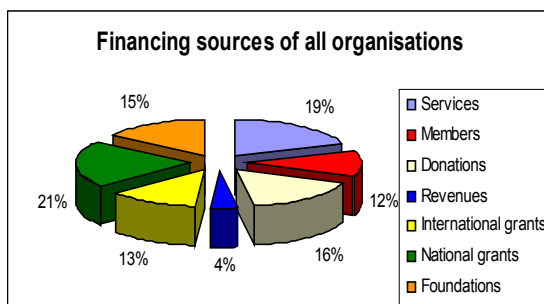


Table 9

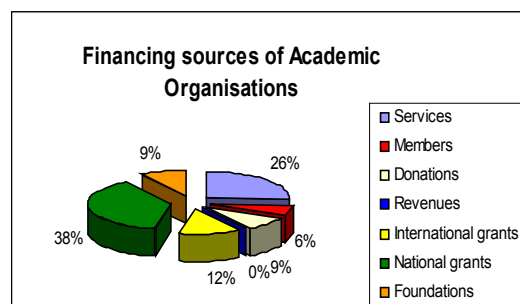


Table 10

There are also remarkable differences between *national* and *international organisations* regarding the financing sources:

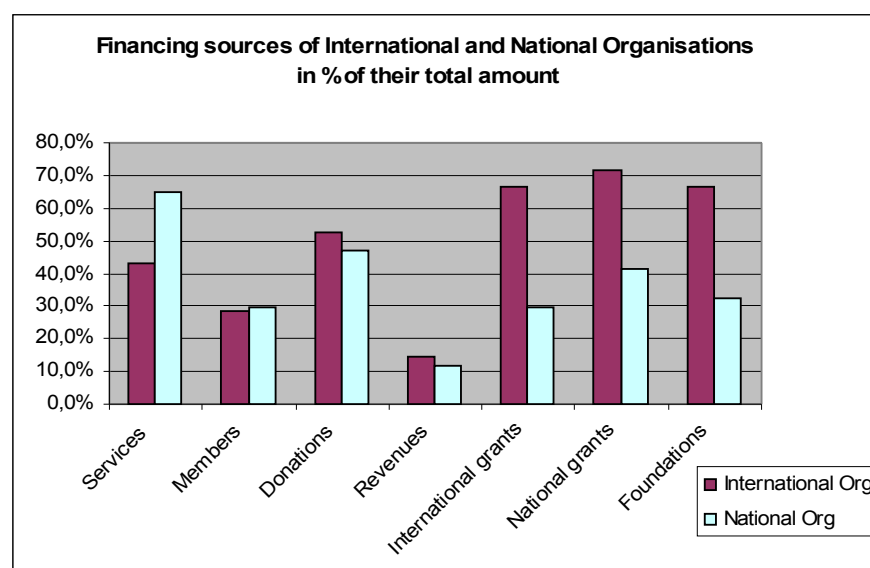


Table 11

*International organisations* (which are larger, compare table 8) are more often the receivers of grants from international and national donors and foundations (table 11): 68% to 72% regularly access such sources. National organisations tap more sources by providing services and by receiving membership fees.

|                      | Profit | %     | Non-Profit | %     | Welfare | %     |
|----------------------|--------|-------|------------|-------|---------|-------|
| Services             | 8      | 72,7% | 53         | 51,5% | 11      | 68,8% |
| Members              | 1      | 9,1%  | 30         | 29,1% | 7       | 43,8% |
| Donations            | 0      | 0,0%  | 53         | 51,5% | 9       | 56,3% |
| Revenues             | 4      | 36,4% | 12         | 11,7% | 1       | 6,3%  |
| International grants | 2      | 18,2% | 36         | 35,0% | 3       | 18,8% |
| National grants      | 2      | 18,2% | 53         | 51,5% | 10      | 62,5% |
| Foundations          | 1      | 9,1%  | 44         | 42,7% | 4       | 25,0% |

Table 12

Non-profit organisations have a very mixed financial basis, nearly all different possibilities are represented in similar amounts, only the share of operational or sales revenues and services is less compared to profit organisations. A similar picture can be found looking at the welfare organisations, their peace building and conflict transformation work is more often financed by services, members and national grants but less often by international grants and foundations (table 12<sup>5</sup>).

<sup>5</sup> The figures in % are always counted from the total number of the respecting organisations

### 2.4.3. Size of the Organisations vs. Financing Sources

Comparing the size of the respondents to their financial sources, the following data were found: the small organisations secure their funding by accessing diverse sources of funding, whereas the large organisations (budgets of more than 1 million EUR) target international and national grants; it is important to notice that larger organisations manage to secure more and larger amount of grants apparently through focused fundraising strategies and better paid or specialised staff like fundraisers. These organisations are the receivers of international grants by 92% of their total financing sources as opposed to the small organisations (budget less than 25.000) whose international grants make up 10% of their total budgets, and middle sized organisations (budgets of 25.000-500.000 EUR) with 30%.<sup>6</sup> The reason can be the financing policy of many big donors to finance rather big projects of well known established organisations.

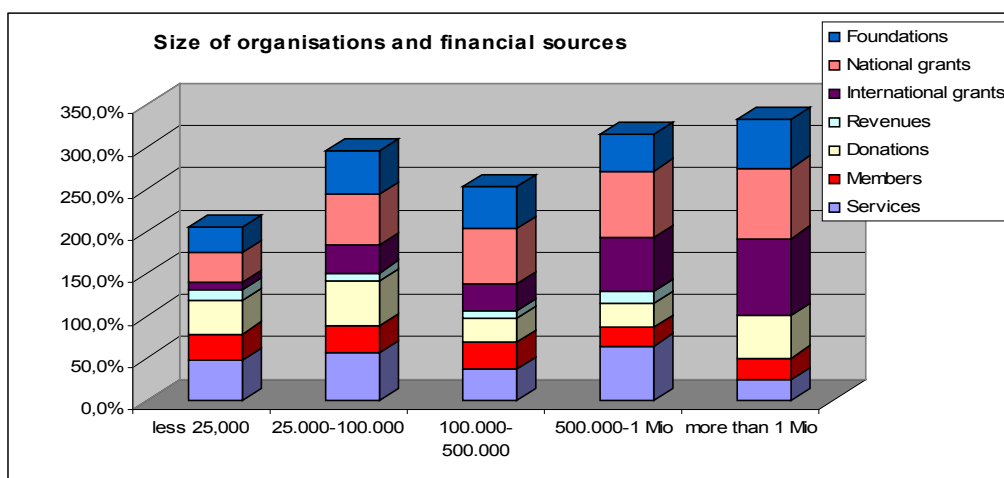


Table 13:

The middle-size organisations with budgets of 100.000 to 500.000 EUR have a lower variety of different funding sources (table 13). Especially they have lower rates in donations and services than the other budget categories.

## 2.5. Summary of the Chapter Profile of the Organisations

The highest amounts of filled-in questionnaires were received from Austria, France, Germany, Hungary and United Kingdom. With an overall responding rate of 27% and total amount of 184 responses, we consider the results to be representative for the situation of the non-profit and non-governmental training and education centres for peace building and conflict transformation in Europe; however, these results might not be representative for all the countries included in the study.

The answers from all organisations show a wide spread variety in the methods of focus in their work; it is interesting that the most active ones are those belonging to the profit sector and the welfare organisations compared to the non-profit organisations.

<sup>6</sup> In this case, due to the possibility to choose several options, the ceiling -percentage is more than 100%. For example in case of the budgets of the biggest organisations, 92% have received funds from international grants, additionally 83% have received national grants and 58% funds from foundations.

Organisations working in the field of training for peace building and conflict transformation have a rather low budget: 66% of all budgets were lower than 100.000 EUR in the year 2005. International organisations have on average a better financial situation and better access to international and national grants and funds than other types of organisations. The respondents with the profile of national and welfare organisations have the lowest budgets. The middle-size organisations have less variety of financing sources than both the smaller and the bigger organisations.

### 3. Profile of the Training Programmes

In this section we have ascertained information regarding the relevant trends of training for Peace Building, Conflict Transformation, Mediation and Crisis Management. The target group was asked to give information about training programs organised or received in 2005. We were interested to collect information about the most relevant aims and topics of training and in which correlation they stay to the profiles of the organisations. A second aim was to collect information about the methods and structure, as well as the duration of training. Last but not least, we asked about existing networks of alumni.

#### 3.1. Type of Organisations Providing and Receiving Training

Many of the organisations both provide and receive training (45%), about one third (35%) only provide training and 12,5% only receive training. 7% didn't answer this question.

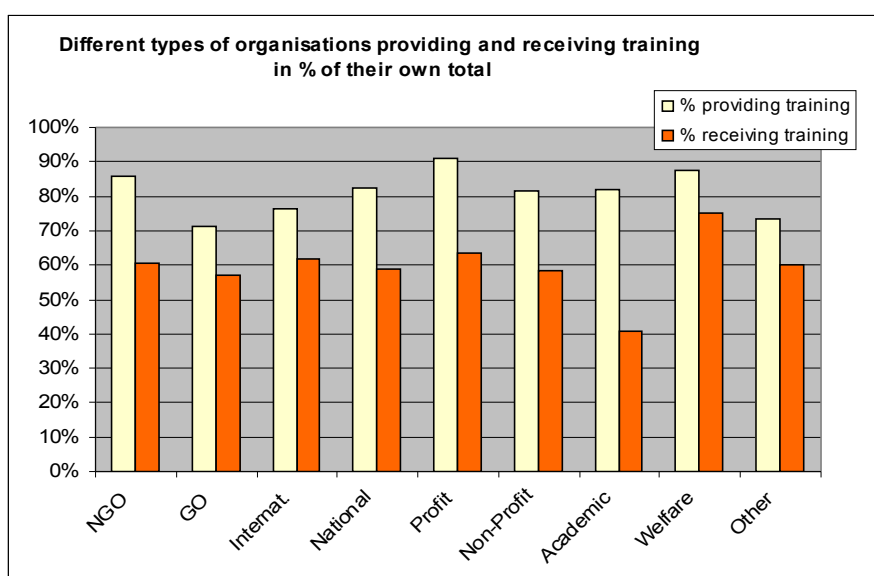


Table 14

The comparison between the types of organisations providing training and those receiving training showed the following results in table 14: Most significantly twice as many academic organisations provide training rather than receive training. Also NGOs and profit organisations have more often declared to be providers of training rather than receivers. The standard deviation between the different types of organisations providing training is not as significant as by the organisations receiving training.

#### 3.2. Aims of the Training

The respondents could opt among a list of objectives of the trainings they provide or receive. Most of the trainings have the general aim of *professional development of own staff*; however, a common objective is also to train *multipliers* like media workers, priests, teachers, artists (painters, actors, etc.), movement leaders etc. On 3<sup>rd</sup> place of respondents' preferences was the training for work at the *local level* for peace building efforts in their home countries.

Training in *humanitarian aid or development projects* in conflict areas abroad and training of *decision makers* (politicians, military/police officers, boards of foundations,

leaders of the private sector companies etc.) have been chosen by the same amount of respondents, whereas training for *deployment for peace building interventions* in conflict areas represent only 10% of all mentioned training programmes (see tables 15 and 16).

*Other* options included working with youth and training for trainers, academic courses and project management.

|                              |    |
|------------------------------|----|
| Training of own staff        | 96 |
| Deployment for Interventions | 47 |
| Development projects         | 60 |
| Local peace building         | 85 |
| Multipliers                  | 90 |
| Decision makers              | 60 |
| Other                        | 35 |

Table 15

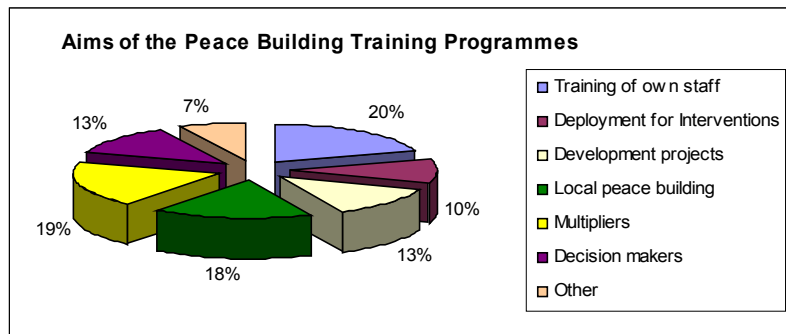


Table 16

### 3.2.1. Aims of the Training in Different Types of Organisation

*Training of staff* is evenly spread among all profiles but the aim of training for *deployment* is more often an aim of national organisations, NGOs and welfare organisations (see table 17). 45% of academic and 43% of international and governmental organisations declare to have trainings for staff in *development or humanitarian aid*, in average 10% more than other organisations. *Local trainings* for peace building is a frequent aim of welfare and profit organisations as well as in the case of NGOs and national training institutes. A few GOs (mostly Austrian) do not engage in any training for local peace building but aim strongly to train *decision makers* instead.

The category of *training for multipliers* offered by welfare organisations scored the

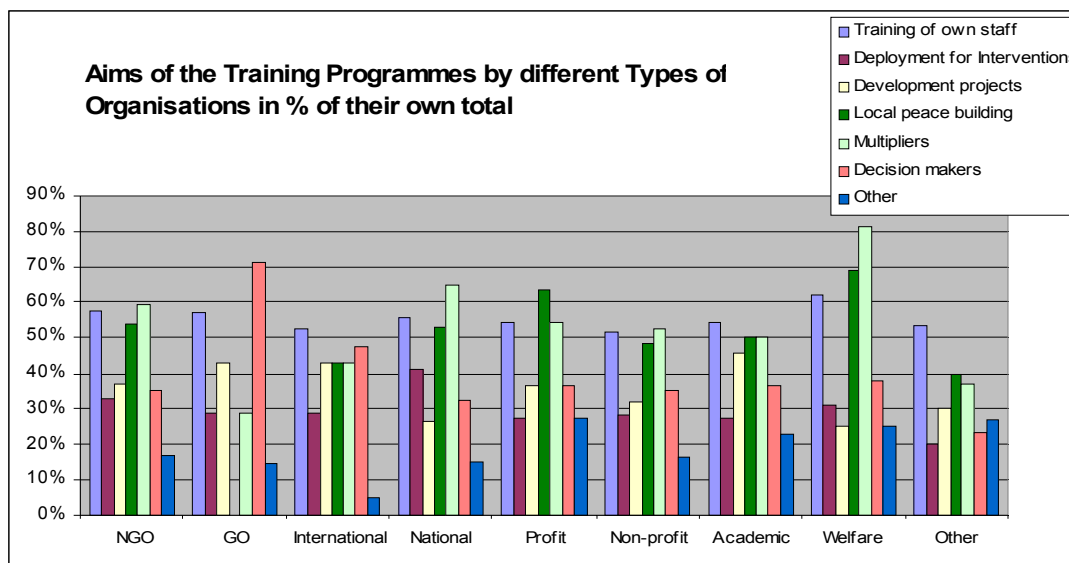


Table 17

highest in this section of the questionnaire; this aim is generally often chosen by all respondents too.

Generally the international organisations have a more equally mix of objectives, whereas *welfare organisations* have more specified aims. Welfare organisations are at the same time proven to be the most active in the total amount of trainings.

Training of own staff stays ahead in the comparison *provided* and *received* trainings for both groups. 70% of the respondents receiving training declare this as an aim, 53% in case of providing organisations. Both types have as the second priority training for multipliers, respectively 59% and 56%.

### 3.2.2. Aim of the Training vs. Size of the Organisations

Relating the size of organisations (budget-wise) to the trainings they offer, the study brought up the following data: in the case of both small and large organisations, *training of staff* scored the highest on the occurrence scale (see table number 18). *Training for deployment* is equally represented in all categories, though the smallest organisations have a lesser share, the reason possibly being that the small

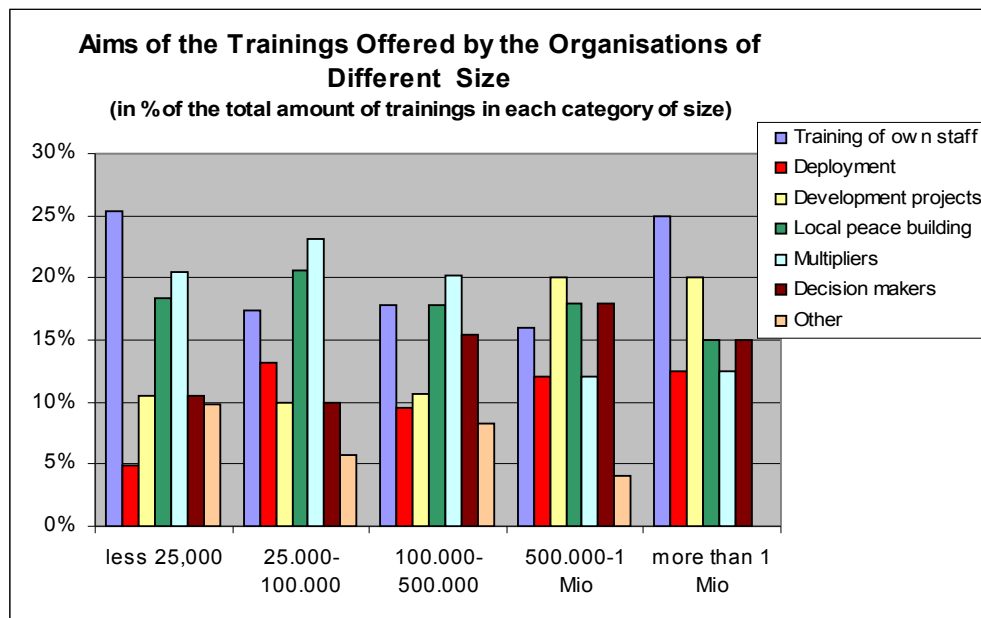


Table 18

organisations need to be prepared to make the effort of supporting this kind of longer and often more specialised types of training (see 4.9.).

Larger organisations offer training in *humanitarian aid and development projects*, twice as often as smaller organisations. The reason might be similar to the case of *training for deployment*: larger organisations are more involved in development projects that require trained personnel. Significant is also the higher engagement of bigger organisations in trainings for *decision makers*. Training at *local level* is an activity which is more evenly spread; it scored only 2% - 5 % percentages higher in the case of small organisations (with budgets of 25.000 to 100.000 EUR per year), whereas *training of multipliers* is highest represented within the same category of institutions.

*Other* aims of training scored 10% or less of all responses given, mostly offered by small and middle-size organisations.



Further on we compared the budgets of the different institutions to the aims of training offered (in contrast to the previous diagram with a focus on *size*, table number 19 focuses on *aim*) The intention was to analyse the potential of realising the aims, once knowing their budget. Comparing the share of the different sizes by the aims with the average spread of budget of all organisations (see table number 20), we can find some remarkable results.

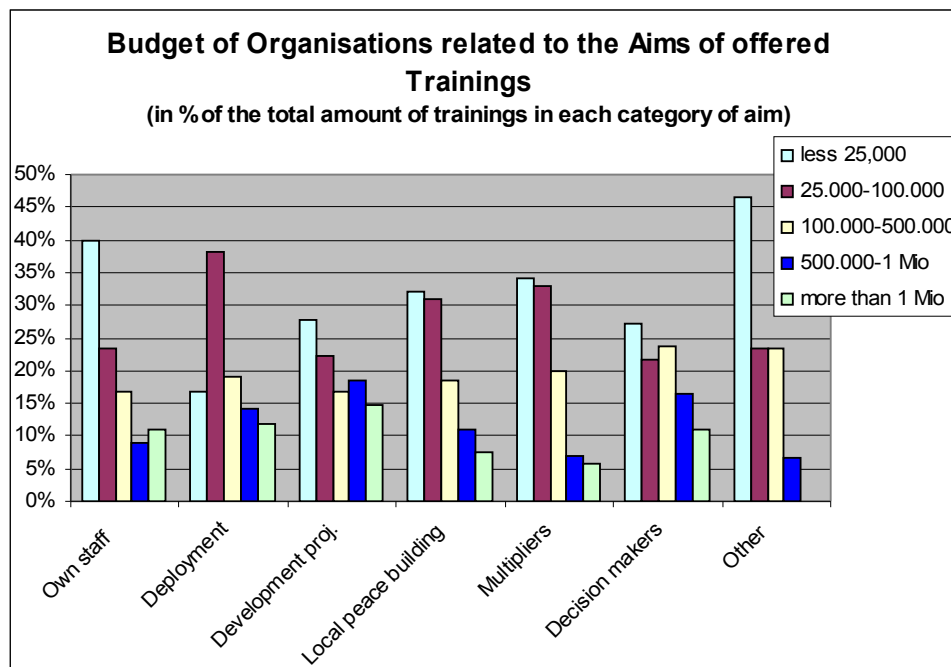


Table 19

The highest pillar in table 19 shows that *Other* training aims (for example working with youth) as well as trainings *for own staff* are mostly carried out by the smallest organisations in the survey (with a budget of less than 25.000 EUR). In the category of *deployment* for peace interventions the small organisations with a budget between 25.000 and 100.000 show to be more active than the average. Trainings for *development projects* and *decision makers* have in average higher budgets than other aims.

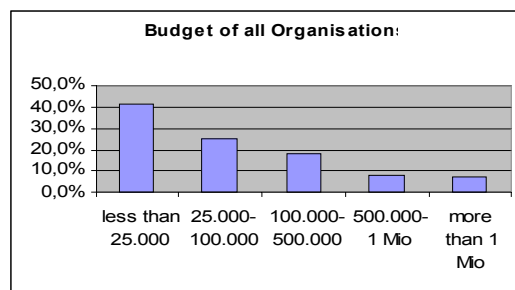


Table 20

### 3.3. Topics of Training Programmes

Table number 21 presents the options of response concerning *the topics of the training programmes* (both provided and received) and their frequency.

In both columns (*Providing* and *Receiving* organisations) the topics of training with highest priority are: *conflict analysis, mediation and facilitation, intercultural communication, team cooperation and training for trainers*<sup>7</sup>. Note that receiving organisations do not focus as often on *conflict analysis* but more on *mediation and facilitation*.

<sup>7</sup> Unspecified themes and topics of *training or trainers*

| Topics of the Training Programmes by Providing and Receiving Organisations |           |            |           |            |
|--|-----------|------------|-----------|------------|
|  | Providing | % of total | Receiving | % of total |
| Conflict Analysis  | 95        | 64,2%      | 63        | 59,4%      |
| Mediation, Facilitation  | 94        | 63,5%      | 67        | 63,2%      |
| Intercultural Communication  | 93        | 62,8%      | 64        | 60,4%      |
| Team Cooperation   | 81        | 54,7%      | 61        | 57,5%      |
| Training for Trainers  | 81        | 54,7%      | 56        | 52,8%      |
| Peace Building   | 79        | 53,4%      | 53        | 50,0%      |
| Human Rights   | 74        | 50,0%      | 47        | 44,3%      |
| Nonviolent Actions   | 68        | 45,9%      | 42        | 39,6%      |
| Crisis Prevention  | 66        | 44,6%      | 41        | 38,7%      |
| Reconciliation   | 62        | 41,9%      | 38        | 35,8%      |
| Community Development  | 62        | 41,9%      | 44        | 41,5%      |
| Gender Aspects   | 62        | 41,9%      | 38        | 35,8%      |
| Personal Power   | 62        | 41,9%      | 41        | 38,7%      |
| Project Management   | 57        | 38,5%      | 47        | 44,3%      |
| Conflict Mapping   | 43        | 29,1%      | 29        | 27,4%      |
| Interreligious Dialogue  | 42        | 28,4%      | 25        | 23,6%      |
| Rehabilitation, Re-integration   | 40        | 27,0%      | 24        | 22,6%      |
| Stress Management, Trauma  | 40        | 27,0%      | 24        | 22,6%      |
| Political Participation  | 39        | 26,4%      | 28        | 26,4%      |
| Regional conflicts   | 37        | 25,0%      | 25        | 23,6%      |
| Sustainability   | 34        | 23,0%      | 24        | 22,6%      |
| Safety and Security  | 32        | 21,6%      | 21        | 19,8%      |
| Press and Public Information   | 26        | 17,6%      | 24        | 22,6%      |
| Other  | 24        | 16,2%      | 19        | 17,9%      |
| Election Observation   | 10        | 6,8%       | 7         | 6,6%       |

Table 21

There has not been noticed any significant correlation in the *frequency* of the topics versus their aims. The top three topics (conflict analysis, mediation and intercultural communication) were equally present in the different aims of training.

### 3.3.1. Focussed Topics vs. Size of Organisations

Table number 22 presents an overview over the five most chosen topics of training

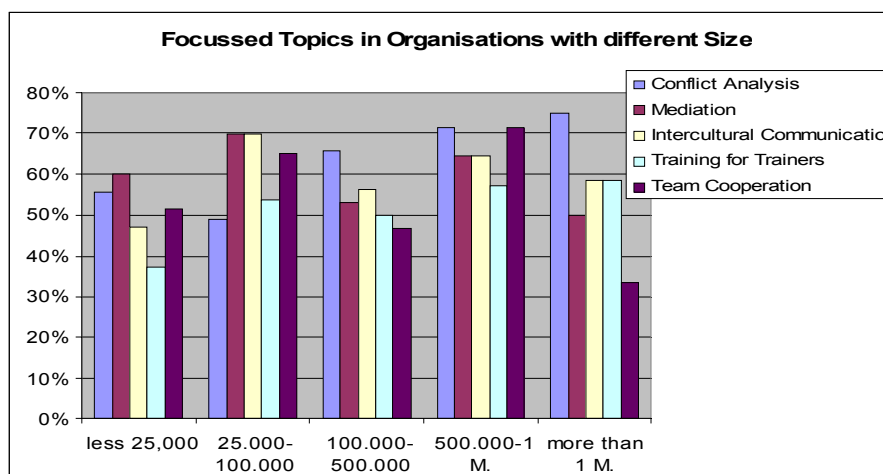


Table 22

in correlation with the budget size of our respondents, in percentage of their total.

The results show that the sizeable organisations (budget-wise) take up *conflict analysis* as topic of training frequently, whereas *team cooperation* is most infrequent in the case of the largest institutes. The smaller organisations (with budgets between 25.000 and 100.000 EUR) are most active in the field of *mediation* and *intercultural communication*. It is also notable that the middle-size organisations (100.000 – 500.000 EUR) feature the 5 topics less frequently compared to the other size categories – the same phenomena was shown in case of the financing sources of the organisations (see 2.4.3., table 13).

### 3.4. Training Methodology

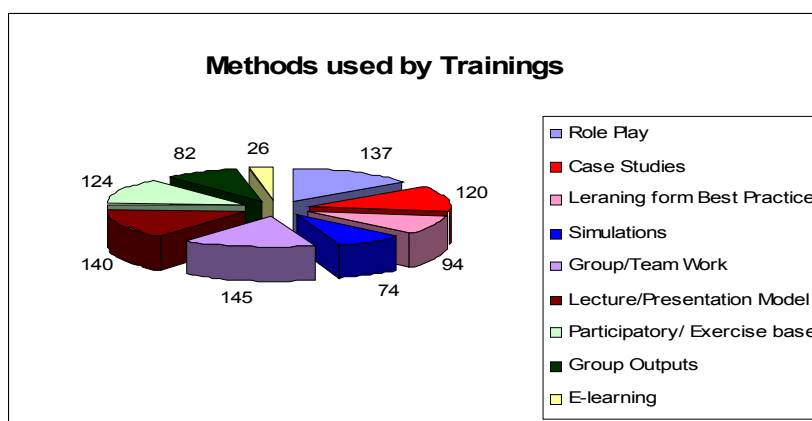


Table 23

We asked the respondents to provide information on methods employed in training programmes. The answers received (see table number 23) indicate a large variety of methods in the training activities: *group and team work*, *lectures /presentations* and *role play* are the most used methods; *participatory and exercise based* methods and *case studies* follow in the top. E-learning scored the least.

#### 3.4.1. Methods used in the Different Topics of Training

The study has shown a small preference for *case studies* in training on conflict mapping and peace building. *Simulations* occur mostly in training on peace building, crisis prevention, safety and election observation; *best practices* is used in conjunction with topics like peace building, interreligious dialogue and human rights. But generally the differences in the use of the methods were rather low and no significant preference was found.

### 3.5. Training Structure

The next subsection reviewed the training structure employed by training organisations. The general practice is to house participants together instead of separately<sup>8</sup> (87% to 25%). In correlation to this fact, off-site trainings are more common, that means most trainings take place in other premises than the

<sup>8</sup> Housing of participants in one location (same hotel) instead of separately (in different hotels or at home), regardless of criteria of gender, culture or religion, has an impact upon the dynamics of the group. There are cases in which local training programmes with local participants would offer to accommodate participants together, seeking this particular impact

respondent's buildings. There is also a tendency to mix international participants in the training programmes, especially when the topic is development and humanitarian aid.

### 3.6. Duration of the Training

The responses received showed a tendency to shorter trainings of *1-5 days* (63%). Duration of *1-2 weeks* occur in 14% of cases, whereas only 6% of our respondents organise training programmes of *1-3 months*.

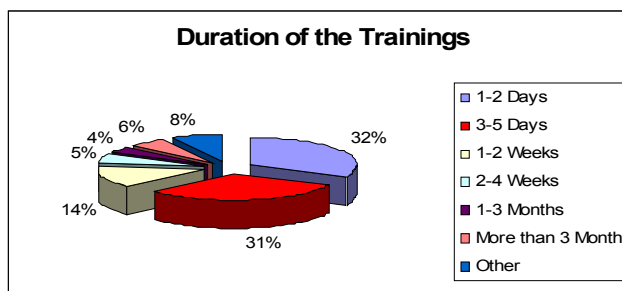


Table 24

The length of trainings is nearly independent of the aims. However, in the case of *Other* aims (working with youth, training of trainers, academic courses and project management), training time is shorter.

The tendency is to spend *1-4 weeks* or even *1-3 months* on deployment for peace building interventions, which is reality-based: more time, focus and engagement is needed. Along the same lines, the duration of trainings for development projects is longer on average. 8% of the responses under *Other duration* indicate *one year-long* preparation time while continuing working at the same time.

### 3.7. Networks of Alumni

The organisations were asked to provide information about their activities in offering alumni networks for the trained personnel or if they were themselves part of one. 64 respondents answered to have organised alumni networks (rate of 35% of the total responses to this particular question) while 27 (15%) acknowledged to belong to a membership.

Our partnership considered the rate of 35% to be a good result, in light of the fact that such networks require constant up-keeping, updating and coordination.

Country-wise, France ranked best on the topic of Networks of Alumni, while Spain and Romania ranked the lowest.

### 3.8. Summary of the Section on Training Profiles

We have received answers mostly from organisations providing training; however 45% of all respondents are both providing and receiving training. The different types of organisations provide and receive training in a almost balanced manner. Most significantly, twice as many academic institutions provide training as they receive.

The most common aims are to offer training for the professional development of the respondent's own staff and to train multipliers. Trainings to prepare people for deployment for peace building interventions in conflict areas have only a share of 10% of all trainings - one of the objectives of the ARCA project is to strengthen the efforts in this field.

The study showed that this focus is mostly an aim of national organisations followed by NGOs and welfare organisations. But on the other hand, training for deployment in conflict areas, humanitarian aid and development projects have a little better financial background than the average – larger organisations are engaged in this field. Local

peace building activities are frequent aims of welfare and profit organisations but the highest frequency of all is represented by the trainings for multipliers offered by welfare organisations. They are proven to be most active in offering trainings although their budgets are rather low.

The highest priority of topics of training was given to conflict analysis, mediation and facilitation, intercultural communication, team cooperation and training for trainers. The larger organisations provide more often trainings on conflict analysis , however team cooperation is of lowest frequency by the largest ones. It is also notable that the middle-size organisations (100.000 – 500.000 EUR) are less active in featuring the 5 topics and they are also the organisations to have the fewest financing sources.

The answers provided to the training methodology used by the target group indicate a large variety of methods. *Group and team work, lectures, presentation and role play* are the most used, while *e-learning* scores the least.

2/3 of all trainings are short with a duration not longer than 5 days, whereas the trainings for peace deployment and development and humanitarian aid project have on average a longer duration. The shortest duration have the trainings with *other* aims.

## 4. Human Resources of the Training Organisations

In the third section of the questionnaire we collected information about the number of trainers and the assisting staff at the disposal of training institutions. The aim was to get a picture about the human resources used for conflict transformation and peace education trainings.

The correlation between *human resources, type of the organisation and aims of training* was employed to analyse what type of human resources are available to meet the priorities of the various types of organisations present in our study. The use of external trainers was also ascertained.

### 4.1. Trainers and Staff

Most of the respondents have more than one trainer on staff (75%) and 18% have only external trainers. The fact that 40% of all organisations have more than three trainers shows that many organisations have sufficient human resources of this sort.

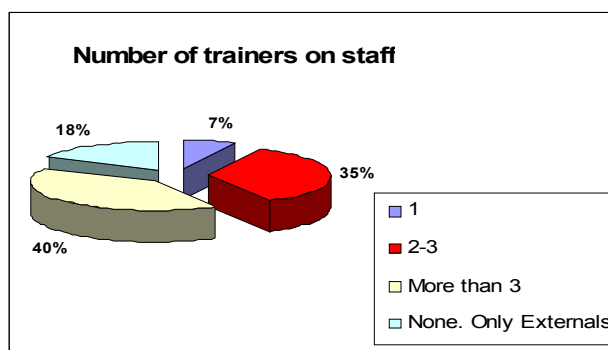


Table 25

The stronger financial basis of international organisations guarantees better human resources, compared to the national organisations: 38% of international organisations have more than three trainers on staff, whereas only 29% of national organisations benefit from the same personnel.

### 4.2. Number of Trainer vs. Aims of Training

The organisations offering training for peace work in development projects, local peace building and decision makers stay ahead of the rest: they represent 40% in the category of *more than three trainers on staff*.

Commissioning of *external trainers* exclusively is usual practice for 12-15% of

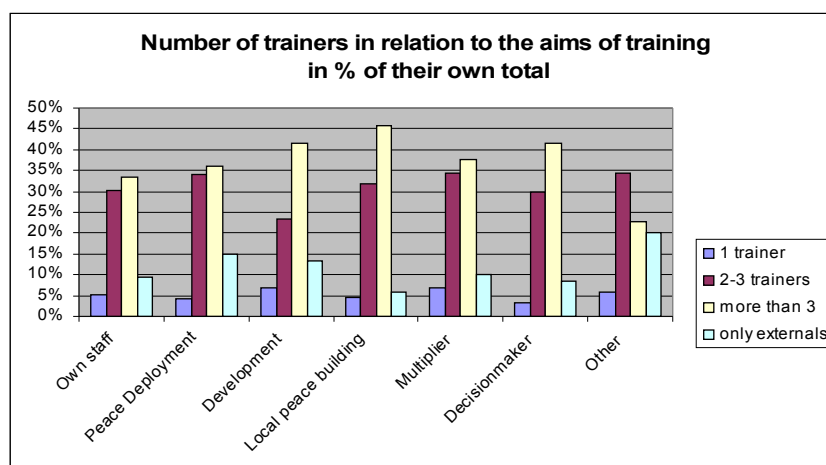


Table 26:

training centres organising training programmes in development aid and deployment for peace building. In case of development aid the percentage of 2-3 *trainers* was lower, also due to the higher percentage for *no answer* to this question<sup>9</sup>.

### 4.3. Number of Assisting Staff

Compared to the number of trainers (in 4.2.), the availability of assisting staff is much lower. In most cases the organisations have 1-3 permanent assistants or none at all.

Specialised trainings for *own staff* and *Other aims* (*youth, training for trainers etc.*) have more often *no assistance*. We have seen that the trainings for *other aims* are also more often of short duration, this fact can

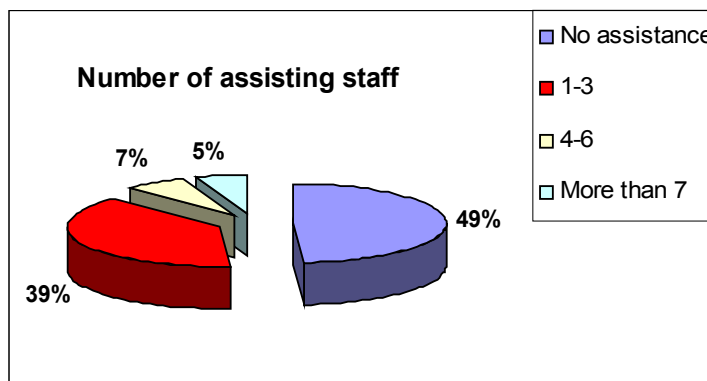


Table 27

be an explanation for the lack of necessity for support from assistance.

The situation looks better for training institutions whose aims are training for peace deployment, development projects, local peace building and decision makers.

### 4.4. Summary of the Chapter on Human Resources

40% of all respondents present in the study have more than three trainers in staff, so it can be concluded that the organisations often have rather a good variety and flexibility of trainers. At the same time, the number of assisting staff is relatively low. Taking in account that the organisations have limited means for peace building activities they clearly prioritize to have more trainers rather than training assisting staff.

Although the trainings for local peace building have rather middle-ranking budgets, they benefit from the existence of more than three trainers, followed by trainings for decision makers and development projects which indeed have the highest budgets.

<sup>9</sup> The overall percentage in this table is not 100% of the total respondents, because the study was confronted with a certain share of no answer to questions concerning the feature of training programmes because of the share of organisations only receiving training.

## 5. Materials used in Training

One aim of the ARCA project is to collect the best practices used in training programmes available in the field of Peace Building, Conflict Transformation, Mediation and Crisis Management; therefore the target group was asked to deliver information about the materials they use. The aim of this part of the survey was primarily: (1) to assess the variety of training materials used by European training institutions (2) to update ourselves on and collect training materials mentioned by the respondents and (3) to use these results for further discussion and analysis in other outputs of ARCA, especially in the Guide to Peace Education.

### 5.1. Core Material and Curricula

129 of the total amount of respondents answered to this part of the questionnaire; although 33% of them only naming the different kinds of materials used: readers, books, CDs, DVDs, films, case studies, etc.

The majority of the respondents (97 from the 129) have produced custom made materials and curricula to adapt to their training aims and target groups; they also identified the need to adapt and update both materials and trainings per se, to include new aspects and to develop knowledge in their specific fields of peer and school mediation, training for youth, training of police, judges and prosecutors on human trafficking and human rights. Individual curricula and core materials were developed also in preparation of other topics, i.e: institution building and capacity development as well as particular training manuals for peace education for women; further topics – such as Christian values and ecumenical involvement of religious based organisations received individually developed curricula too.

Ten respondents described the process of curricula development and methods: two respondents stressed the importance to start from the knowledge of the team members or using the participants experiences and competence, whereas others pointed out that their research and theoretical foundations is often developed in cooperation with research institutes or universities. Thus, the experience accumulated through advanced training - of trainers and trainees - collective thinking, group process, sharing power and consensus are concrete steps in the development of new material<sup>10</sup>.

Beside their own, respondents use renown publications in the field: books, handbooks, manuals and guides. The following were especially named more than once:<sup>11</sup>

- Marshall Rosenberg: Nonviolent Communication
- The Compass: “Manual on Education of Human Rights”,
- “Alternative to Violence Project”
- John Paul Lederach
- Training material of IFMAN (in France)
- UNESCO Training material

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<sup>10</sup> Insight by one of the respondents “[use as] *Starting point: having a clear intention in harmony with own mission statement; supported by a simple, learnable process described in Nonviolent Communication: A Language of Life*”

<sup>11</sup> Full bibliographical references were not offered by our respondents; however the partnership attempted to be more specific and details are given in appendix 2.



The appendix contains a list of all stated training materials, including the ones developed by our respondents.<sup>12</sup>

## **5.2. Summary of Materials and Curricula**

The various sources listed and the amount of organisations which have produced training materials and developed curricula demonstrate a dynamic and diverse field of trainings. The answers indicate that the organisations invest in developing original materials, methods and curricula based on requirements and needs of their target groups.

Half of the respondents (47%) use materials and literature from their own national sources and most materials were named only once. This fact deconstructs the idea of a standard literature for the whole of Europe in the field of peace education; though it is notable that there is an influence of the North American mediation school.

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<sup>12</sup> only the organisations which gave their approval for public disclosure are quoted.

## 6. Value of the Training in Practice

The ARCA partnership was interested to analyse what skills are needed in the field of peace education and conflict transformation, according to the respondents; the survey aimed to identify this aspect, both from the point of view of needs for personnel working in the field as well as the manner in which these are met through peace education and training. Therefore the questionnaire asked both training centres and deployment and recruitment centres what skills they see as most important and necessary.

The survey also obtained a general estimation of the current training aimed at passing down necessary skills for personnel intervening in conflict areas. We asked if the respondents see in the existing training programmes an appropriate balance between theory-oriented and practice-oriented contents.

The questionnaire also gave the space for suggestions on how to improve training in this field. The correlations between *type*, *size*, *aims*, *topics* and *methods* offer a deeper analysis of dependencies and resulted in a review of the current situation as well as of challenges for the future.

### 6.1. Most Necessary Skills for Interventions

Point 5.1. of the questionnaire offered four options for *Most necessary skills* needed for people working in peace building and conflict transformation in areas of conflict:

- ◆ Personal soft skills (i.e. capacity for teamwork and communication)
- ◆ Behavioural competencies (i.e. capacity to manage a tension-filled situation or to negotiate/mediate)
- ◆ Professional competencies (i.e. knowledge about conflict transformation)
- ◆ Other (here the respondents were asked to specify what skills)

The respondents could choose several options.

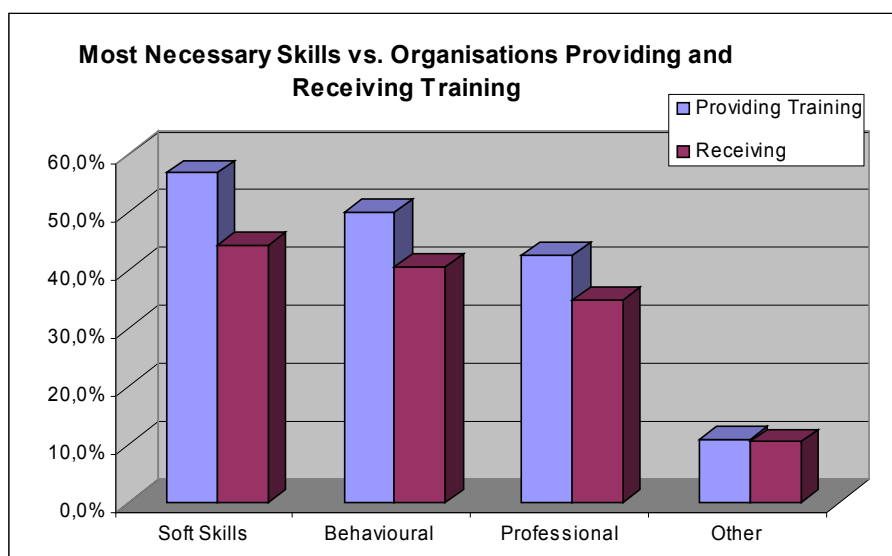


Table 28

The results are shown in the table number 28, as offered by both training providing

and receiving organisations. *Personal soft skills* are most needed in the view of organisations providing training (57%), whereas 50% identified behavioural competencies and 43% the professional competencies as most important. Organisations receiving training offered the following responses: 44% for personal soft skills, 41% for behavioural competencies and 35% for professional competencies.

Differences between the two sets of answers (from providers and receivers) do not differ extensively. The high pillars representing all three categories of skills with rather small differences between them show that the respondents gave to all skills a high priority without a clear preference for one of the categories; the highest pillar, personal soft skills seem to be regarded as basic, on which the behavioural and professional ones can be built.

In both groups about 11 % gave additional information (*Other skills*) naming other skills they attached importance to in working in the field of peace building and conflict transformation. The answers are summarised below:

1. Some respondents gave the following interpretation to personal soft competencies and to self-knowledge:

- curiosity to learn more, flexibility, openness
- clarity about the own interests
- reflection on the own conflict behaviour
- intercultural communication competencies and sensitivity
- empathy with local populations and respect
- desire to contribute with ones own competencies
- respect for cultural differences and ability to experience different perspectives
- personal trustworthiness
- the ability to reserve judgement (carefulness by snap judgements)
- a sense of humour

2. Other behavioural competencies were taken into consideration:

- to create empathic connections, to express honestly
- the ability to think and act strategically in team
- understanding of lessons learned in other contexts
- experience on field,
- facilitation, stress management
- ability to listen and to analyse

3. Some respondents mentioned other professional skills:

- understanding of the roles and situations and mutuality between insiders and outsiders
- content and local knowledge,
- Bachelor degree in social science
- knowledge of the real basic causes of conflicts (ecological footprint)

### **6.1.1. Valuing the Different Skills vs. Different Types of Organisations**

Table number 29 presents the correlation between *Skills* and *Type of Organisations* with more significant differences as in the general results in 6.1., table 28: Welfare organisations rank *behavioural skills* as most important in the highest percentage (62,5%), followed by *soft skills* 56% and *professional skills* 44%. National organisations value the *soft skills* (76,5%) higher than all others in percentage of their total. The academic organisations value the *behavioural competencies* as least necessary compared with all others.

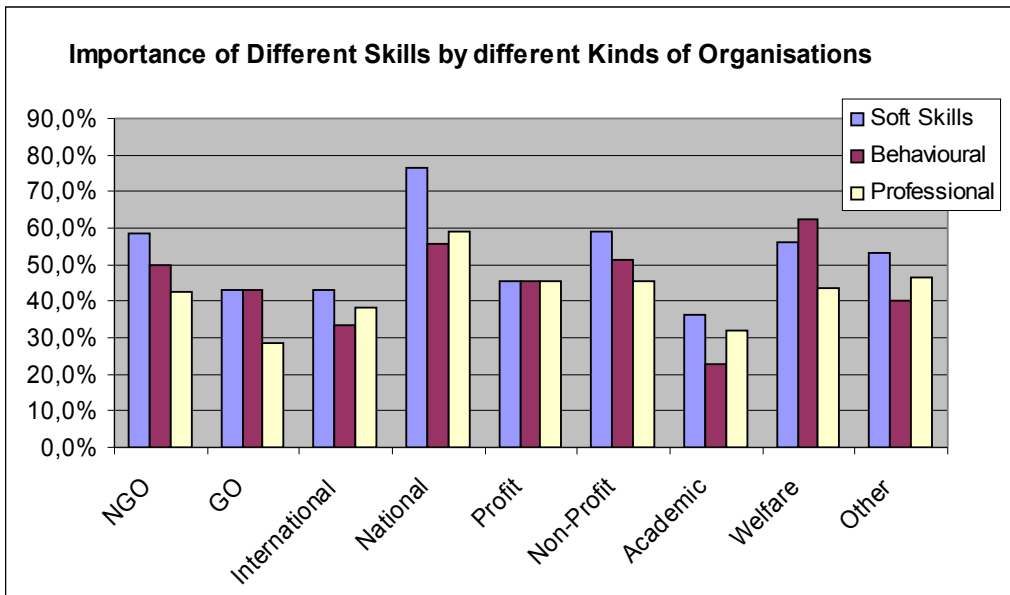


Table 29

## 6.2. Quality of the Training

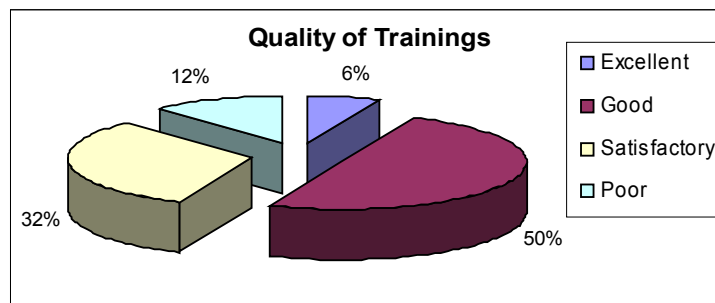


Table 30

The respondents were asked to state their opinion vis-a-vis the quality of the current training in the field, with regards to their capacity to pass on the necessary skills for peace building and conflict transformation interventions. The majority (56%) of the respondents valued the trainings as *good* (50%) or *excellent* (6%), 32% evaluated the trainings as *satisfactory* and 12% as *poor*.

The providing organisations evaluate training programmes more positively than the receiving organisations: *good* 52% - 40% and *poor* 8% -13%).



Table 31

### 6.2.1. Quality of the Training vs. Aims of the Training

With regards to the aims of training, the highest appreciation was given towards training for *deployment in peace building interventions abroad*, *training at local level* and *training for multipliers*, respectively 58%, 57% and 56% of the organisations; the trainings were evaluated as *excellent* or *good* (see table 32). In all cases the majority of the organisations rated the trainings as *good* or *excellent*; however the highest dissatisfaction was expressed by organisations providing or receiving training for their own staff and the organisations with *Other aims* (youth work, training for trainers etc.): 26% rated the trainings as *poor*. Here the reason could be the shorter duration and not available assistance to the trainings. Similar dissatisfaction was given by organisations in the field of development or humanitarian projects (19%) and training for decision makers (15%).

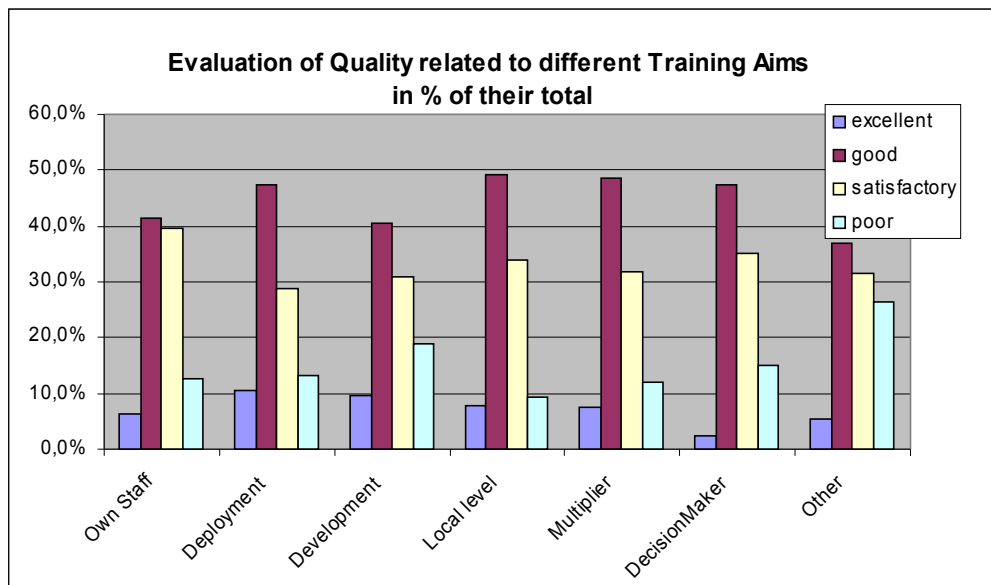


Table 32

### 6.2.2. Quality vs. Profile of the Organisations

Table number 33 on the next page presents the correlations between evaluating quality of training and profile of the respondents.

*Welfare organisations* were the most content when rating the current quality of training programmes: 82% as excellent and good. In section 3.2.1 above we have seen, that welfare organisations offer targeted and specialised trainings, at the same time the highest amount of all trainings in relation to their total amount - thus possibly explaining the positive image.

*Governmental organisations* came in 2<sup>nd</sup> place: *Good* (75%) (with only 4 respondents in this category; the result cannot be compared and made representative to the rest in the typology).

The institutes with *Other* profiles rated 25% of their experience in training as having *poor* quality, same evaluation by 20% of *international* and 17% of *profit* organisations (in the case of latter, the study cannot be conclusive, since only few answers were obtained).

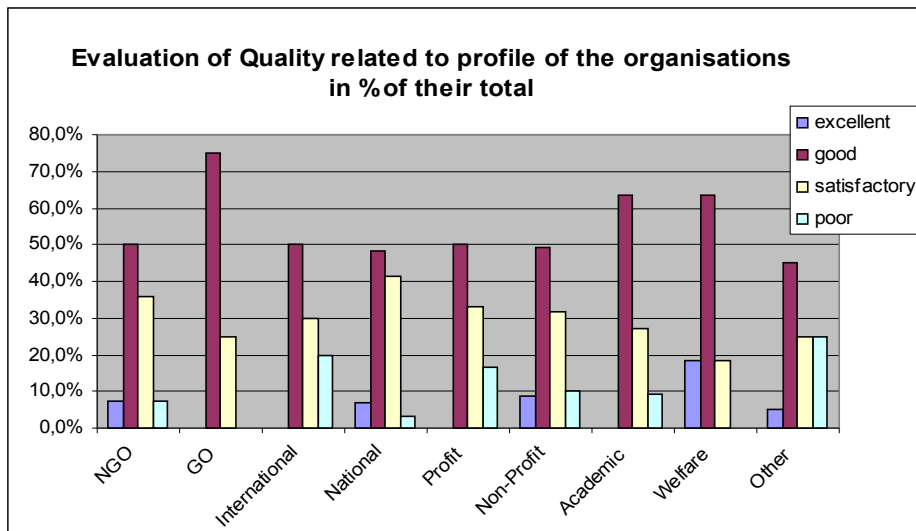


Table 33

Important point to note: In the group of *other* organisations were 4 Austrian and Hungarian schools with peace education for youth or children in their curricula that rated trainings as *poor*. In one case the school complained that they don't have any materials and adequate publications, in another case, there was expressed the need to have more specialised trainers and teachers.

### 6.2.3. Quality vs. Size of the Organisations

In table number 34 below we correlated the size of our respondents (by budget) and the rating of the quality of the trainings. The survey shows that middle-sized organisations are most content, with 78% rating for *good* or *excellent*, followed by smaller (58%) and very small organisations (54%). Clear data shows that the bigger organisations with a budget between 500.000 and 1 million EUR as well as the biggest organisations with more than 1 million EUR are mostly only *satisfied* or less.

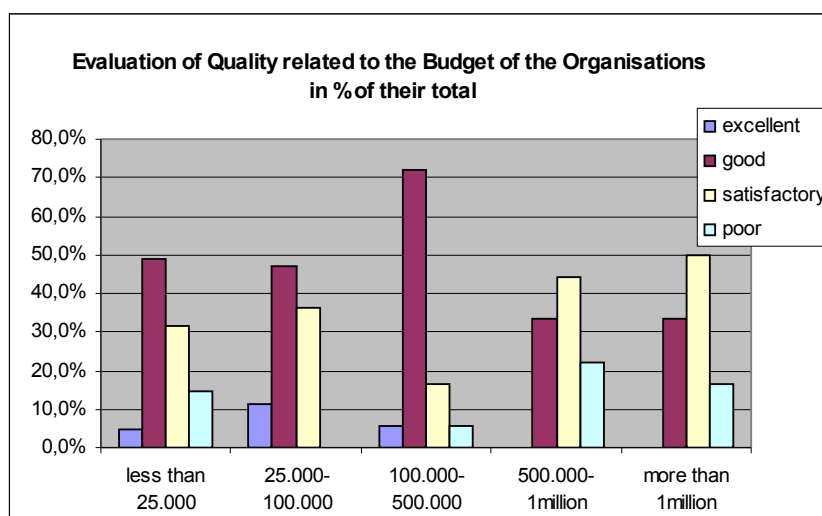


Table 34

We have seen in chapter 2.4.3. and in the chapter 3.3.1. that middle-sized organisations have a lower variety of funding sources and are offering less diversified

training programmes. The results and consequently the satisfaction of respondents seem to be higher if training programmes have fewer but more focused aims.

In the same line we can find a correlation between the *larger organisations* and the organisations offering training for *development and humanitarian projects* and for *decisions makers* which were both the most dissatisfied (see table 34 and 32 in 6.2.1.); the share of large organisations offering trainings for these aims is the highest (compare 3.4. table 19).

#### 6.2.4. Quality vs. Topics of the Training

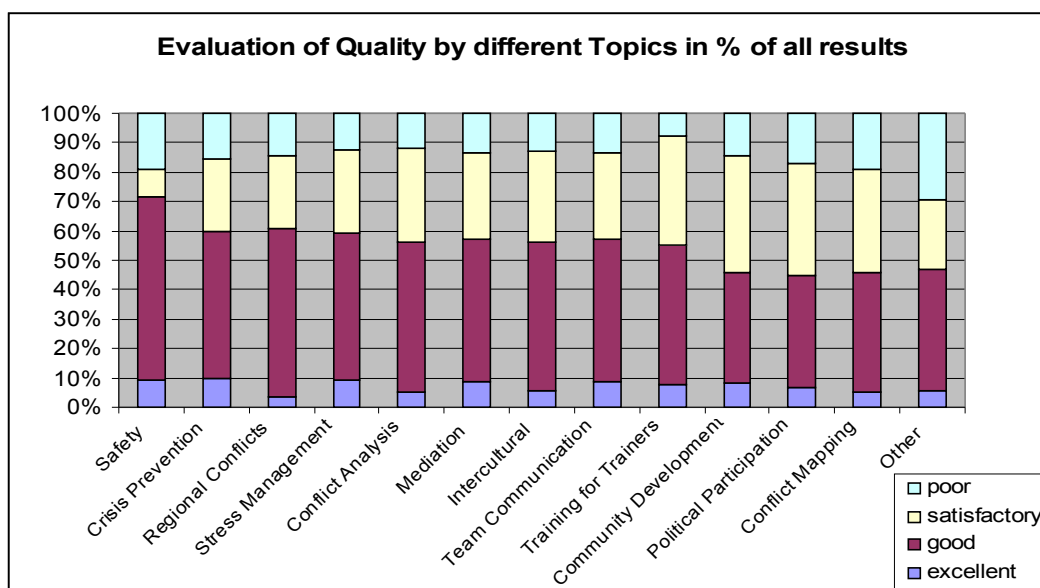


Table 35 (Only a selection of all topics with most remarkable results)

The respondents attached most value to the topic *safety and security*, 71% rate the quality as excellent or good<sup>13</sup>. Other results of the same topic show 19% for poor and only 10% for satisfactory. No other topic received such bi-polar ratings.

The next highly positive rating of about 60% was obtained by the topic of *crisis prevention, regional conflicts and stress management*. *Conflict analysis, mediation and facilitation, intercultural communication, team cooperation and training of trainers* have all got positive ratings of about 56-58%.

*Other* contents (often school mediation, fundraising, campaigning, consultancy etc.) (28%) and *conflict mapping* (19%) have high rates for poor. *Conflict mapping, political participation* and *community development* have got less than 50% ratings for good or excellent.

The organisations which were critical of the quality of training suggested that there is the need for more practice, flexibility and networking as well as sufficient financial resources (compare point 6.3. and 6.4.).

#### 6.3. Balance between Theory and Practice

Moving along the same line, we asked the respondents to express their opinion on the balance between theory-oriented and practice-oriented contents of current trainings.

<sup>13</sup> This is a notable result leading to the conclusion that safety and security should be taken on the list necessary skills.

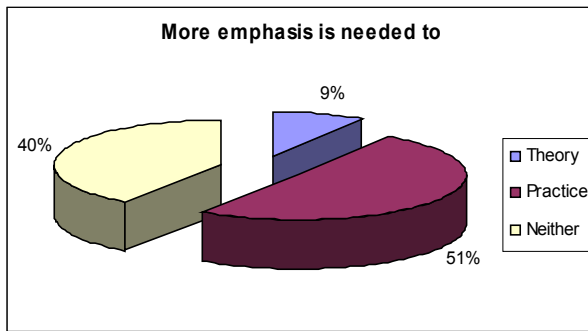


Table 36

The majority considered that more emphasis should be given to practice:

This result is consistent to our expectations, corroborating these answers with those on methodology, which showed a great amount of practice-oriented methods being used: role plays, case studies or participatory and exercise based methods participatory and exercise based methods.

There is no significant difference in the ratings between organisations providing and receiving trainings. But the results between the different countries indicate different evaluations, the existence of balanced trainings (in table 36 represented by the yellow slice of the pie= *neither*) is especially high in Norway (66%), Germany (55%) and Belgium (50%); in the same countries, the need for more practice was expressed in percentages of 17%, 39% and respectively 25%. In the other countries participating in the survey, the need for more practice-oriented trainings is significantly higher than the average: Spain 83%, Romania 80%, Italy 60% and Hungary 58%<sup>14</sup>.

It seems to be an important need aimed towards the training institutes, on how can they meet the need for more practice-oriented, more efficient trainings. The participants should be able to build also an understanding on how to transfer the methods and practice to other contexts which is only possible with a theoretical background.

Two of the outputs of the ARCA project - the joint training events and the Guide to Peace Educators in Europe - will probably give new fruitful findings and offer ways for improvements with regards to this issue.

### 6.3.1. Balance between Theory and Practice vs. Types of Organisation

The results of the correlation between theory and practice-orientation and the types of organisation in table 37 are similar to assessment on quality in 6.2.2. In both cases, the *welfare organisations* seem to be mostly satisfied: 60% of them answered that they find the current trainings quite balanced between theory and practice. In contrast, the ratings of the *profit* and *other* organisations are very clearly oriented towards more practice<sup>15</sup>.

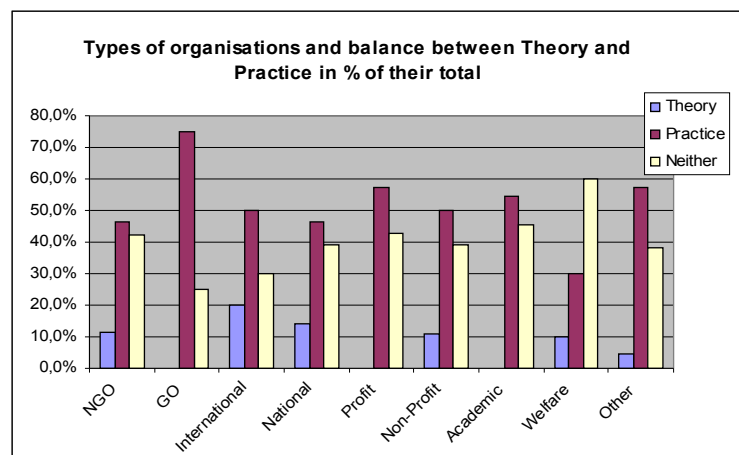


Table 37

<sup>14</sup> The amount of respondents is quite low in Spain, Romania and Belgium, see 3.1.

<sup>15</sup> The testimony of governmental was not considered relevant, due to the small number of responses.



### 6.3.2. Balance between Theory and Practice vs. Size of the Organisations

Correlations between the size of organisations (again, by budget) and their rating of the balance theory – practice in the training programmes is shown in table number 38.

Regardless of budget size, all categories of organisations expressed the need for *more practice* needed in the process of training programmes available. The balance between theory and practice was considered most appropriate by respondents with a budget in between 25.000 and 100.000 EUR (see the yellow pillar = *Neither*). In contrast, only 11% of the organisations with a higher budget (500.000 - 1.000.000 EUR) are satisfied with the balance; 67% of these see the need for *more practice* and 22% for *more theory* – both the highest ratings of all (see table 38).

The results regarding the high dissatisfaction of the larger organisations (500.000 – 1.000.000) corroborate the results presented in point 6.2.3.

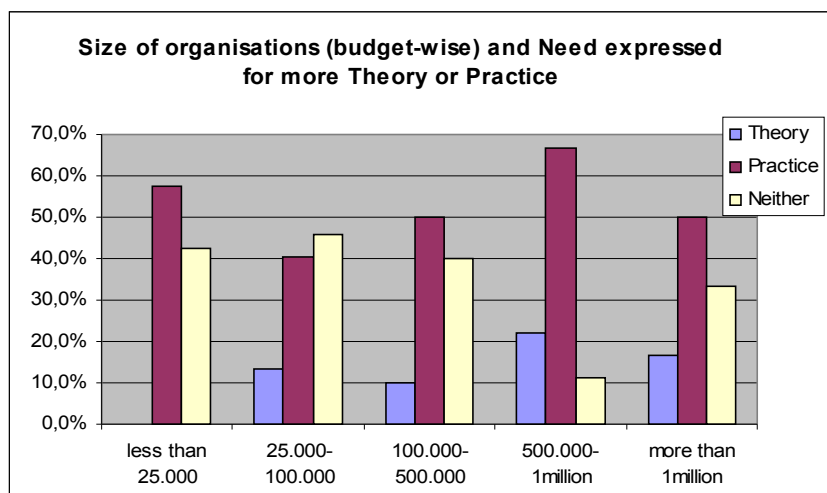


Table 38

### 6.3.3. Balance between Theory and Practice vs. Aims of the Trainings

The ARCA partnership went further on, studying the relation between the aims of the available trainings in the field and the balance theory – practice. Table number 39 shows the expressed need for *theory*, *practice* or *neither* ( meaning balance between , theory and practice), in the 7 main areas of training we chose.

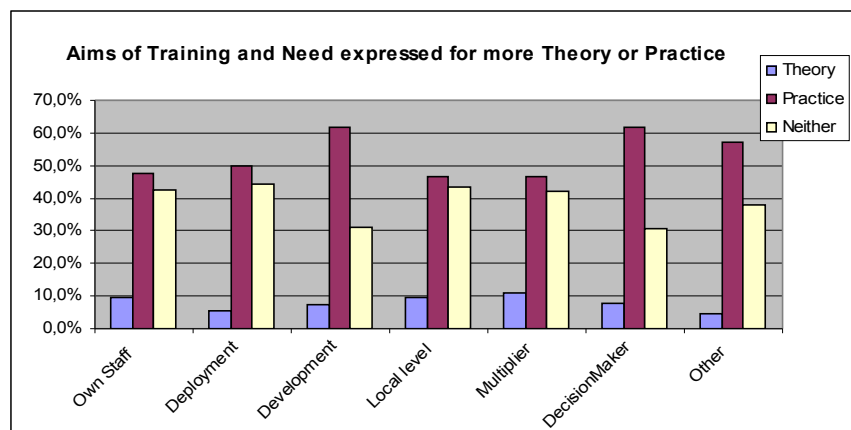


Table 39

Trainings for development and humanitarian aid projects and for decision makers scored the highest for *more practice* (and the lowest for *well balanced*). In table 32, chapter 6.2.1., it was shown that the same subfields have been rated negatively in a high percent (compare also 6.2.3.). The study will follow this issue in the next chapter.

#### **6.3.4. Balance between Theory and Practice and Topics of the Training**

Trainings in the topics *election observation, safety and security, personal power and other* are seen as the most balanced between theory and practice. The highest ratings for *more practice* can be found in the cases of training for rehabilitation, stress management and political participation.

### **6.4. Suggestions for Improving Available Training Programmes**

The respondents sent a long list of suggestions for further improvement of trainings, pointing out the need for networking and share of experience, contributions to quality of training and trainers, exchange between theory and practice, diversifying contents of trainings and achievement of personal development. (The answers are summarised and sorted in 10 different categories):

#### **6.4.1. Suggestions for Building up Better Resources:**

- More mediators (trainers and teachers) among the staff of institutions
- Support for regular face-to-face meetings between trainers, especially trainers working in the South.
- The need to make Peace building, Conflict Transformation, Mediation, and Crisis Management as practical as possible, showing its importance and relevance in the field.
- Sufficient financial resources

#### **6.4.2. Networking and Sharing of Experiences:**

- The need to establish a functional network of trainers, with adequate funding in order to facilitate joint learning and development.
- A structured dialogue between non-formal (NGO and civil society based) and formal education systems; Master (Post Graduate) programmes in Peace and Conflict Research should be developed in order to achieve better synergies.
- There is a need for conferences, seminars, gatherings between experts and trainers etc.

#### **6.4.3. Quality of Training and Trainer**

- There seems to be a lack of sufficient qualified trainers with field experience; what the respondents expect of them is *more flexibility and less ideology*: flexibility in order to adapt trainings to their respective target groups, less “pre-designed” workshops and time-limitation in the numbers

of sessions.

- Some respondents pointed out the importance of long-term planning in the process of preparation of training programmes in peace building and conflict transformation: *“The links between development and peace building are important, if long term sustainability is to be the focus of peace building.”* In this respect, it is important to analyse the roles of the actors involved in conflict at the different levels in society and *“to value the local resources and efforts”* for peace building.
- *Capacity building, dialogue and interdisciplinary projects* were additional suggestions to bring coherence in the process.
- When evaluating the training programmes some respondents identified and suggested the need for precise, scientific methods, according to the specifics of each training.

#### **6.4.4. Exchange between Theory and Practice**

- Not surprisingly many respondents used the opportunity to emphasize the need for practice: *training should occur on the basis of need and practical applicability, and should be conducted by people with real professional experience of the subject matter.*
- There were suggestions to connect theory and practice: *Sharpen the theory and relate it with facts. It should be team oriented and interdisciplinary. Wherever there is an analysis of a mixed conflict melting various aspects the result should be work in a structured team with experts in all specific areas.*
- Respondents have also suggested encouraging *bottom-up theory development* and alternation between training and simulation exercises, followed by discussions about lessons learned: *we have to distance ourselves from the ideology and to build on the reality and the complexity of the situations analysed through solid empathy, inwardness and non-partisanship.*
- The relation between peace work locally/nationally and internationally was mentioned as a basis for improvements among training on practical implementation and strategy development.

#### **6.4.5. Questions of Personal Development:**

- Many respondents stressed the importance of own personal development in peace work: they felt there should be more emphasis on self-experience and reflection with one’s own role as a trained peacemaker, working with empathy to transform hostile images. A way to internalise that is to acquire non-violent communication skills based on Marshall Rosenberg’s approach (mentioned by 3 respondents in the survey). .
- The trainings should accommodate the need for a process of inner growth and dealing with inner conflicts, by allocating enough time to address these issues.
- Starting from self-analysis, personal integration work and long-term supervision is necessary for people working in the field, so they can develop a greater sense of values in their work.

#### **6.4.6. Intercultural Approach**

- The necessity to recognise the intercultural differences in peace building was noted by several respondents: *Don't think only with a western mind!* The trainings should be adapted to the needs of the society, respectful of the cultural and social background: although we are working in the same fields, *we do have different historic and cultural references* . Dialogue about the philosophic and ethic values which underlies our work is needed.

#### **6.4.7. Content of Trainings**

- The respondents offered several suggestions to contents of training: topics of interest were: mediation, negotiation techniques, role play, team development /coaching, systematic conflict analysis, preventing burn-out and psycho-social formation.
- Some respondents commented on the positive role of the training programmes focussed on sustainable, democratic mechanisms: *Training programmes need to concentrate more on assisting people to establish sustainable, democratic peace, rather than analysing the causes of conflict. We know what the causes of conflict are. It is the causes of peace that we have difficulty with. All this requires a much more future focused approach. In true democracies, conflict and peace exist together. There can be no sustainable peace without conflict*

#### **6.4.8. Gender Perspective**

- The need for more women trained and competent in areas of peace and conflict work as well as incorporating gender dimensions into training was expressed.

#### **6.4.9. More Children-oriented Education**

- Respondents who carry out projects of peace education with youth offered information on their activities and stressed also the importance of starting at the level of primary school thus enhancing the future work with adults .

#### **6.4.10. Practical Suggestions**

- Involving the media, especially the daily press and the television, slides and videos on behavioural situations were mentioned.
- The challenge of access: training centres are concentrated only in capitals and big cities far away from smaller communities.
- Create and use the opportunity to involve further target groups: students, social workers etc.
- Short but thoughtful and knowledge-based publications and better public relations work was suggested.
- Register the trainings (i.e. available to interested public in an advertised data base): *It would be practical to have these trainings registered, so that it would be available to more people. They need to be financially affordable and possibly supported by scholarships.*

## 6.5. Summary of the Chapter Value of the Trainings in Practice

We have seen that on the question of *Most necessary skills* for peace building, all 3 sets of skills were seen as important but the differences between personal soft skills, behavioural competencies and professional competencies were small. Because of the lack of significant differences we concluded that respondents did not prioritise any of the categories of skills in particular. We assume that more complex questions concerning the necessary skills would have led to more relevance.

Generally the majority of the respondents valued trainings as being 56% *good* or *excellent*, 32% as *satisfactory* and 12% as *poor*. Interestingly the providing institutions gave a better evaluation than the receiving organisations.

The highest satisfaction can be found in the case of trainings for deployment in peace building interventions abroad (58%), followed by trainings at local level (57%) and for multipliers (56%). The organisations with “other aims” indicate the highest dissatisfaction: 26% rating the trainings as *poor*: the category includes working with youth, training of trainers, often offered by small organisations and have a short duration. Similarly high is the rating for *poor* by organisations with the aim to train people working in development or humanitarian aid (19%) and with the aim to train decision makers (15%).

The welfare organisations stay clearly ahead, with a highest rate (82%) for excellent and good, as well as a high share for well-balanced theory and practice. It could be explained by the occurrence of specialised range of trainings of these organisations, compared with others.

We can find significant differences between respondents with budgets of different size and their satisfaction. Very clearly, the middle-size organisations are most content (78% good or excellent), followed by smaller (58%) and very small organisations (54%); which are also most satisfied with the balance between theory and practice. One explanation for the satisfaction of the middle-size organisations could be the higher specification concerning topics and aim as well as financing sources of these category. Larger organisations with a budget between 500.000 and 1.000.000 EUR are clearly the most discontent. Their expressed need for more practice is the highest, as well as the need for more theory: their rate for *satisfied* is only 11%. The larger organisations, also the providers of trainings for development, humanitarian projects and for decision makers are the most dissatisfied with both the balance theory – practice and the quality of training; the parameters of our study do not permit to find out the reasons behind the discontentment of the larger organisations; further interviews on the topic with the respondents in this category would be necessary.

The majority of respondents considered that more emphasis should be given to practice (51%). Comparing the different countries, organisations in Norway, Germany and Belgium rated quite high for *balanced* trainings whereas institutions in Spain, Romania, Italy and Hungary were in favour of *more practice*-oriented trainings.

It seems to be an important and challenging job of the training providing institutions: *How to meet the need for more practice?* Dialogue among actors and sharing of experiences across Europe should analyse the need to provide efficient trainings with immediate practicability. Another view is to attempt to connect theory with the needs of reality and practice, to use scientific methods to serve practice.

Other outputs of the ARCA project (a joint training event and peace guide) will integrate the suggestions for improvement offered by the respondents and will serve the need for a well-functioning network of trainers.

## 7. Cooperation with Other Organisations

The aim of the ARCA Project is to improve the quality, content and methods of training for peace building and conflict transformation; the partnership considered important to assess the current state of communication and cooperation between training institutions and organisations, more exactly, the extent to which organisations communicate and cooperate to improve their training services, how frequent the process happens and how is it rated qualitatively. The respondents were encouraged to offer suggestions for improvement.

### 7.1. Frequency, Number and Effectiveness of the Cooperation with Similar Partners

The high majority of all respondents (77%) did cooperate with other institutions in the field of training in 2005; about half of them (73) declared that the cooperation was frequent and the other half (70) had infrequent cooperation.

The organisations mostly collaborated with more than five partners (37%), followed by 3-5 partners (34%) whereas 29% had cooperation with only one or two partners.

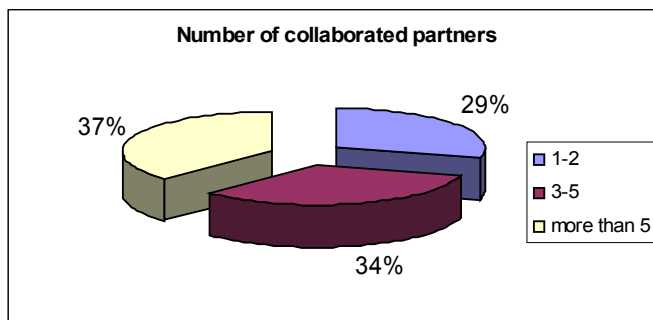


Table 40

In terms of frequency, there are significant differences between cases: in Norway the cooperation is with 88% more frequent, whereas in Hungary, Belgium and France the overwhelming majority rated the cooperation as infrequent.

The effectiveness of the cooperation is evaluated moderately (55%) to positively (44%) – please see table number 41. The conclusion of the analysis is a need to improve the effectiveness of the cooperation: although only one organisation evaluated the cooperation as *ineffective*; while 44% rated it *very effective* the majority is only *partly satisfied*.

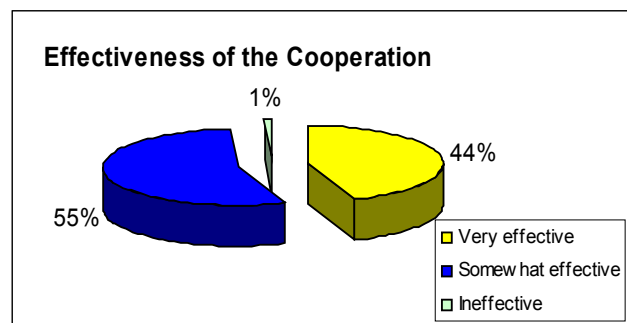


Table 41

#### 7.1.1. Cooperation with Partners vs. Different Types of Organisations

The most frequent cooperation as well as the highest ratings for very effective cooperation can be found in the following two diagrams (number 42 and 43): academic organisations (59% and 71%), followed by profit (55% and 56%), national (50% and 48%) and welfare organisations (45% and 50%).

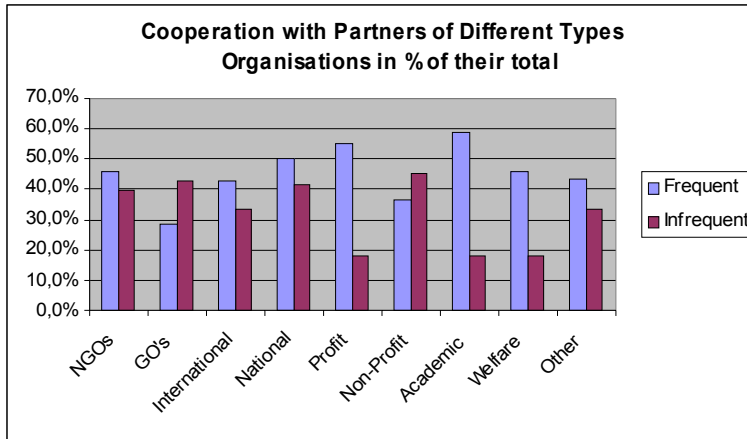


Table 42

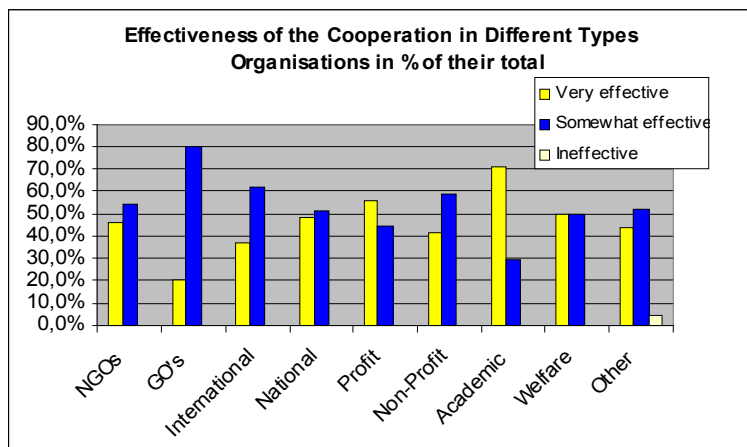


Table 43

In the comparison between profit and non-profit organisations, the profit organisations cooperate significantly more as they also experience more positive the effectiveness of the cooperation (see table 42 and 43).

There are remarkable results of *lowest effectiveness* for international and governmental organisations (only 5 answers of GOs).

The study also showed that NGOs and non-profit organisations cooperate less than the average, also the effectiveness was rated less effective.

It is an important objective for the future to find out the reasons for this fact and how to improve the communication for this target group.

### 7.1.2. Cooperation with Partners vs. Different Aims

The organisations offering trainings for interventions at *local level* have the highest ratings for *frequent cooperation* (67%). All other categories rated around 58% (no table). But looking at Table 44 we can see that the numbers of cooperation at the *local level* are the lowest of all and evenly split between the 3 answers to chose from. The explanation can be that it might be easier to cooperate with partners regionally and locally rather than internationally, but for these likely smaller organisations (see

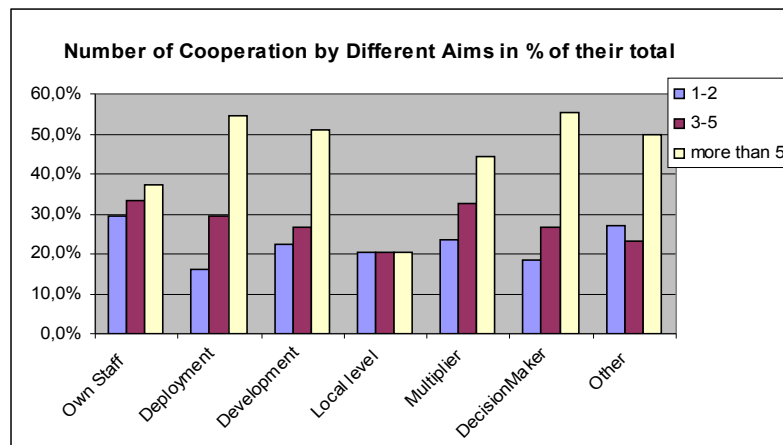


Table 44

3.2.2.) it seems to be possible to cooperate frequently and effectively only with fewer partners.

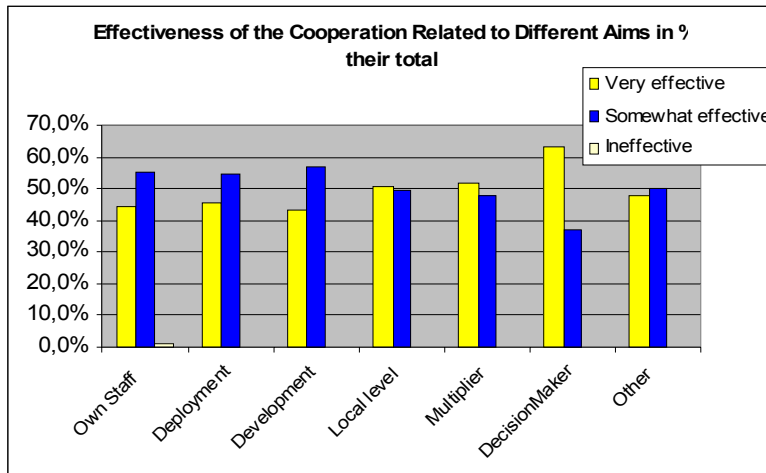


Table 45

In contrast, organisations offering training for *decision makers* (larger and better funded - see point 3.2.2.) have a large number of collaborators (table 44), with highest share of 62% as very effective (table 45).

The four aims: *local peace building* (with higher frequency and effectiveness), *decision makers* (with most number of partners and the

highest effectiveness), *development projects* and *deployment for peace building* (both high number of partner) have concurrent also the most number of trainers as resources (see 5.2.).

### 7.1.3. Quality of Training vs. Effectiveness of Cooperation and Different Aims

We wanted to explore if there is a correlation between the satisfaction with the quality of training and the effectiveness of cooperation and put these two factors in relation

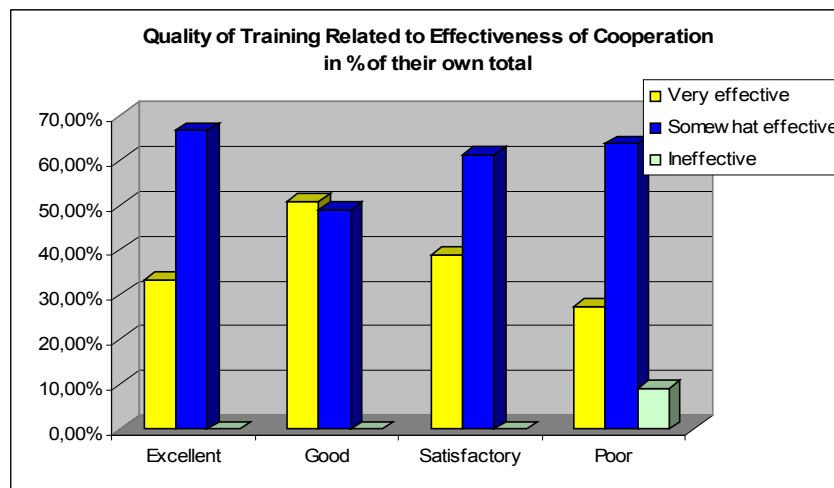


Table 46

(table 46). Our suppositions were confirmed by the finds that organisations who rated the quality as *good* also more often have *very effective* cooperation. Surprisingly those rating the quality as *excellent* cooperate even a bit *less effectively* than those evaluating the trainings *satisfactory* (in this latter case, the results might be less relevant, because only 6 organisations of those rating *excellent* also answered the



question on effectiveness).

We furthermore wanted to prove this correlation between *satisfaction and quality* versus *cooperation* in the organisations with different aims. It can be concluded that there is a correlation between quality and cooperation also regarding the different types of organisations: organisations with two of the same aims as above in table 45, *peace deployment* and *local level* are among those evaluating the quality of the trainings as good or excellent by about 57% (see table 32 in 6.2.1.). Additionally trainings for *multipliers* are represented both with many partners (table 44) and with high share of *very effective* cooperation (table 45) and at the same time with a high satisfaction with the quality (table 32). Only the trainings for *decision makers* have showed a high dissatisfaction (table 32) although at the same time, the highest share of very effective cooperation.

#### 7.1.4. Cooperation vs. Size of Budget

The table number 47 correlates the frequency of cooperation to the size of the organisations. The results show that cooperation and financial resources are interlinked: the largest organisations declared to have more partners.

But looking at table 48 we can find very significant differences between the organisations: the *middle-size* ones have the most frequent cooperation (59%) whereas the large organisations in the next category (*budget of 500.000 to 1 million EUR*) scored only 29%. Significant also the *smallest organisations* have less frequent cooperation.

Table 49 uses the corroborating terms effectiveness of cooperation versus size of organisation. The results showed a similar pattern to the previous table: *middle-size organisations* consider the

effectiveness of the cooperation as *most effective*. And again in the category *500.000 to 1 million*, the majority of organisations rate the cooperation only *somewhat effective*.

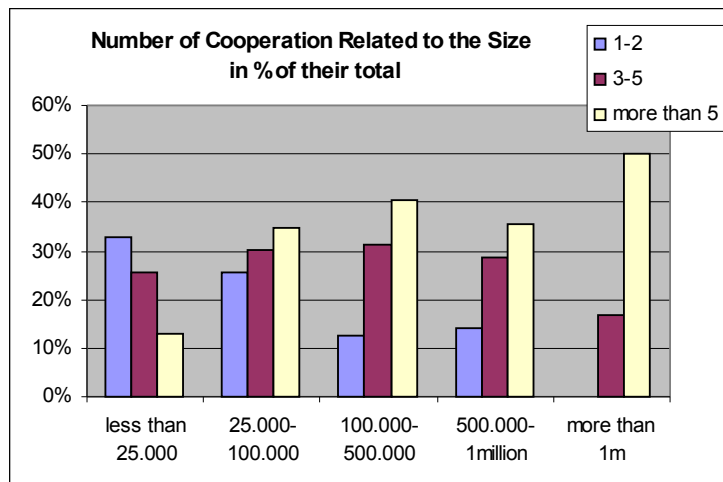


Table 47

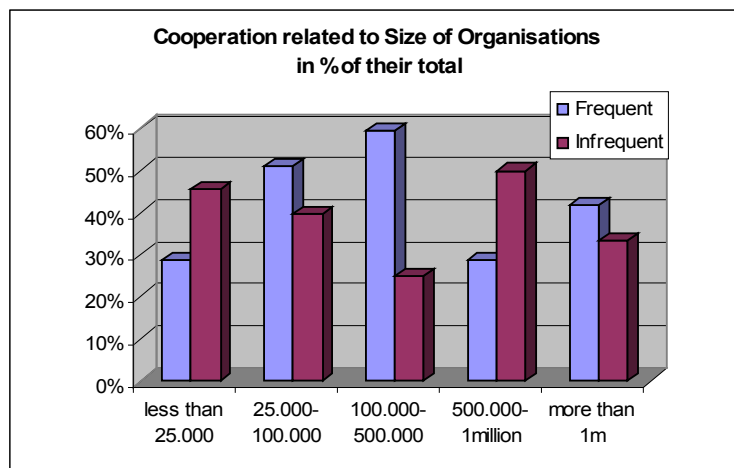


Table 48

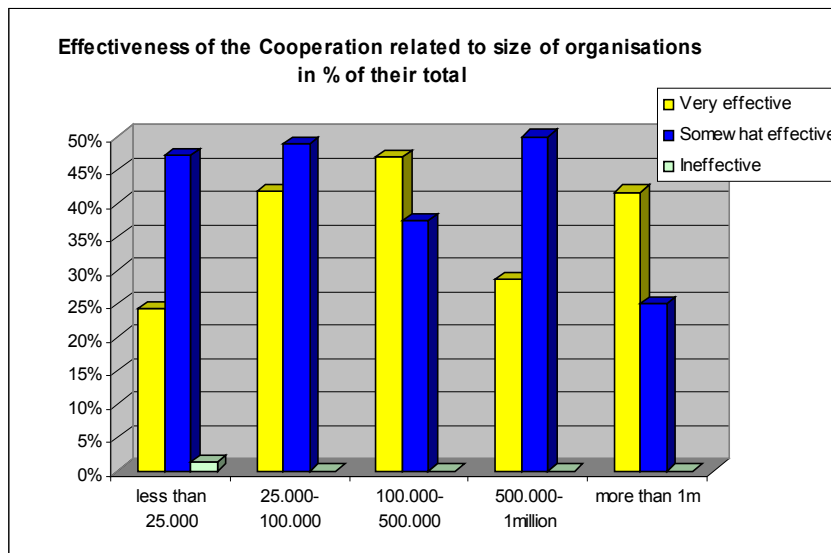


Table 49

There is a interdependent connection between the general evaluation of the trainings as mostly *good* by the middle-size organisations (table 34 in 6.2.3.) and the frequency and effectiveness of cooperation. The correlation of the infrequent and only *somewhat effective* cooperation by organisations in the next budget category (500.000 - 1 million) with their expressed dissatisfaction of the quality is obvious.

Comparing the countries participating in the survey, organisations from Hungary and France have scored as *most infrequent* cooperation; they also host the overwhelming majority of the typology of smallest organisations. The drawn conclusion is that small organisations have rather infrequent cooperation, probably because of lacking human and financial resources .

The distribution of middle-size and large organisations is more equal between the countries. It remains an open question why the large organisations (budget between 500.000 and 1 million) are most dissatisfied and have the most infrequent cooperation which they considered to be ineffective.

### 7.1.5. Alumni Networks and Cooperation

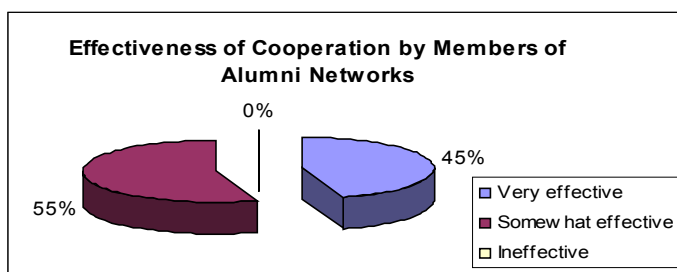


Table 50

60% of the alumni networks participating in the survey have frequent cooperation, and 45% rate it as *effective*. It seems that there is a good potential for quality improvement, if 60% have *frequent* communication and at least 45% see it as *very effective*.

## 7.2. Quality of Networks Communication

We asked the organisations if they are active members of national and/or international networks with the same profile and how they would rate the communication within these networks.

A clear majority of the respondents (58%) is an active member of a network and 16% judge the communication as *excellent*, 50% as *good*, 24% as *satisfactory* and 10% as *poor*.

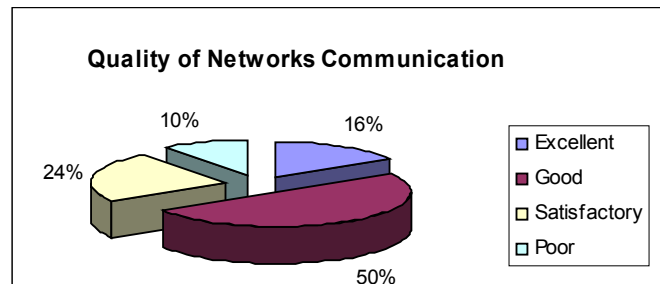


Table 51

We correlated the quality of communication within networks with frequency of communication and the results show not surprisingly, those who rate the communication in networks as *excellent or good* also have more *frequent* cooperation.

### 7.2.1. Communication within Networks vs. Profile of Organisations

With a clear lead over other profiles in the survey, the *international* and *academic* organisations declare to have a good or excellent communication in their networks (92% and respectively 83% for excellent or good); *profit* and *national* organisations are mostly dissatisfied with communication in networks linking them. (The results for GOs are too few to comment).

If we compare these results with the ratings for effectiveness of the cooperation with partners (see table 43 in 7.1.1.) there are interesting differences: *International*

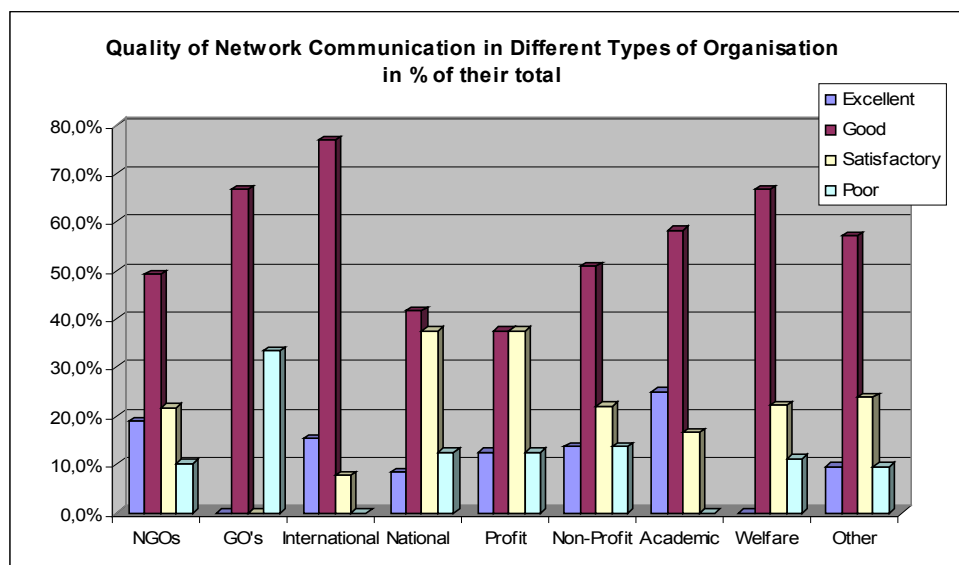


Table 52

*organisations* were among those who rated the effectiveness mostly as only *somewhat effective*. It appears that international organisations prefer working in networks instead of direct partnership where the communication was insufficient.

### 7.2.2. Communication within Networks vs. Size of Organisations

The table number 53 below correlates communication within networks and the size of organisations. The results show again that middle-size organisations are most satisfied with communication within their networks. Good ratings were obtained here for the first time also in the case of the next size category. The networks of smallest organisations have more challenges in ensuring good communication within their networks: 51% rated is as *poor* or only *satisfactory*.

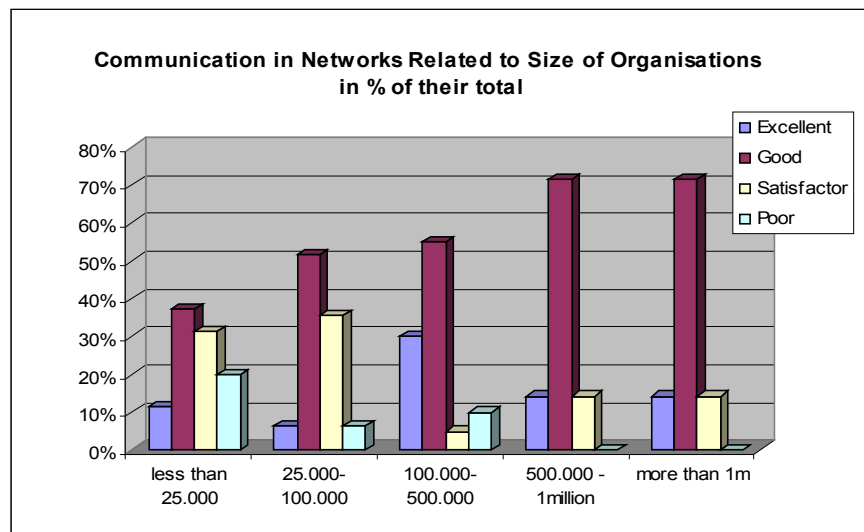


Table 53

Analysing these results, we suspect that smaller organisations belong to local or regional networks and usually the tasks of such networks are different. For example regional networks carry out lobby activities towards local authorities whereas middle-sized and large organisations do this on national or European levels. Larger organisations are more likely to invest sufficient resources (staff, travel costs etc.) in their networks and the networks become important tools employed to reach common aims (international projects e.g.). It is an open question if the small organisations can fulfil their tasks better in direct cooperation with partners than in networks and how can the existing networks meet the needs of these members.

### 7.3. Suggestions for Improving Communication

Many respondents confirmed the assumption that **resources** are needed for effective communication and networking. Lack of personal, financial and time resources was mentioned several times, also the need of a certain budget size in order to secure a continuing communication. Networks need sufficient funding for management and administration of activities. Smaller organisations seem to expect from the larger ones a bigger contribution to the networks.

Exchange of information, **cooperation** in joint projects, consultations, trainings for trainers, bilateral analysis and planning of further cooperation were mentioned often

as important: *“More common intended seminars with discussion and consultancy on approaches, concepts and questions of practice”*. The need for quality improvement was stressed.

Some respondents see a **better coordination** as necessary for an effective cooperation and communication – achieved through synthesis of information, similar or well complementary profiles of members and mapping their capacities and expectations within the network.

**Obstacles** in the way of good cooperation were identified by our respondents in the form of: diverse and incompatible missions and aims of organisations; competition for funds; insufficient coordination. One respondent complained that some funding institutions demand partnerships although they may not be efficient and beneficial for all sides: *“Funding processes have more to do with the convenience of financiers than addressing real needs of NGOs in the field”*.

There were **concrete proposals** offered by the respondents - on how to improve communication within networks, as well as methods that have been used by network members: electronic communication channels, face-to-face meetings and direct communication; international and national newsletters, virtual networks, data bases, common web portals with materials for download, e-learning materials, exchange of trainers and staff; the necessity to overcome language barriers when they occur; to offer capacity building and advocacy for members involved in decision making.

Better communication can be achieved by intensifying **personal contacts and confidence building**, members/partners being open and ready to share best practices, information and experience regarding training, resource persons and materials. Team work skills and transparency, participatory attitudes, collective planning and mutual interests were mentioned as elements that ensure better cooperation.

There is lot of readiness to invest in better networking and cooperation; respondents have experience in such partnerships and have given us a realistic picture of the difficulties to build sustainable and good communication with limited means and personal resources. Summarising the concrete proposals we can see that the aims of ARCA project to create a network and a data base of peace educators can meet the needs of many respondents.

#### **7.4. Summary of the Chapter on Cooperation with Other Organisations**

There appears to be a good basis for cooperation in 77% cases reported in this survey, underlined by the number of partners who collaborated in 2005; however there was a constant need expressed for improvement, mirrored in the 55 % of cooperation considered *somewhat effective*.

The different types of organisations rate the frequency and effectiveness differently: the academic, profit and national organisations cooperate more frequently and effectively. In case NGOs and non-profit organisations there seems to be space for improvement of the cooperation.

Training organisation for development, humanitarian aid and decision makers have often better material resources and more trainers available; they also cooperate better with similar training centres. This category of respondents valued highly the effectiveness of cooperation and the quality of communication within their networks.

Trainings for local level interventions are mostly offered by smaller organisations; they stay ahead with number of trainers, cooperate most frequently and very

*effectively* but they have the lowest number of partners.

The respondents confirmed that **cooperation needs resources** and effective communication. In some cases we found a correlation between existing human resources (trainers) and quality of training on one hand and effectiveness of cooperation on the other hand (generally those who rated training as good also have effective cooperation). Training organisations for multipliers and local level interventions both rated the quality of trainings as *good* or *excellent* and also the cooperation as *very effective*. On the other side, we have seen that large organisations mostly rated trainings either *satisfactory* or *poor* but have many partners and good communication in networks.

The majority of respondents (58%) are active members of national and international networks; 66% judge communication as *excellent* or *good*. Not surprisingly those who rate the communication in networks as *excellent* or *good* also have more frequent cooperation. An overwhelming majority of international and academic organisations declare to have *good* or *excellent* communication. International organisations which belong to the large budget category seem to prefer working in networks rather than in direct cooperation with partners: they rated the effectiveness of cooperation lowest.

The small organisations are not satisfied with their networks: 51% rated for *poor* or only *satisfactory* communication – possibly due to regional features and perspective and limited impact of such networks.

There are significant differences between the middle-size organisations and the next highest category of organisations present here:

| <b>Middle-sized organisations</b><br>(budget 100.000-500.000) | <b>Larger organisations</b><br>(500.000-1 million)       |
|---|--|
| Low variety in financing sources                              | High variety in financing source                         |
| Less diverse topics of training                               | High variety of different topics of training             |
| Highest satisfaction with quality of training                 | Highest discontent with the quality of training          |
| Most frequent and effective cooperation                       | Most infrequent and mostly somehow effective cooperation |
| High satisfaction for communication within networks           | Good communication in networks                           |

In case of the middle-sized organisations the results and consequently the satisfaction of respondents seems to be higher if training programmes have fewer but more focused topics. But the parameters of our study, do not permit to find out the reasons behind the discontentment of the larger organisations; further interviews on the topic with the respondents in this category would be necessary.

## 8. Evaluation of the Trainings

95% of our target group declared to conduct internal evaluations of their trainings. Table 54 presents the methods used by them in the evaluation process.

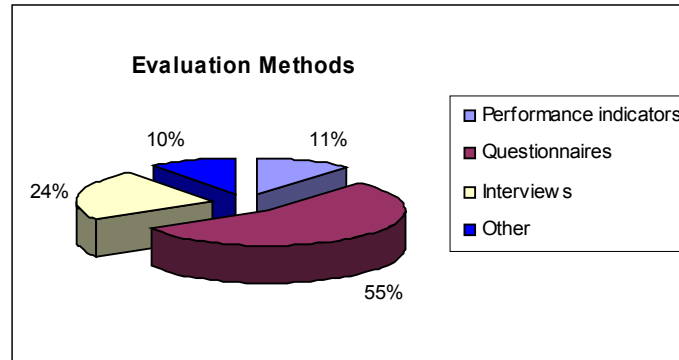


Table 54

Questionnaires are most popular (55%), followed by interviews and performance indicators. Other evaluating methods mentioned were:

*Quality circles, network meetings with reports, team analysis with a "gender book", external evaluation, monitoring of practice and skills, evaluation with trainers, training feedback 3 or 6 months later, action research evaluation with indicators and statistics about the performance of the organisation.*

Surprisingly the rate of evaluation in case of training programmes of own staff drops to 68% and increases in the case of training for peace deployment (87%).

There was no significant information when comparing the types of organisations present in the survey and the methods used to evaluate trainings.

### 8.1. Evaluation Methods vs, Aims of Training

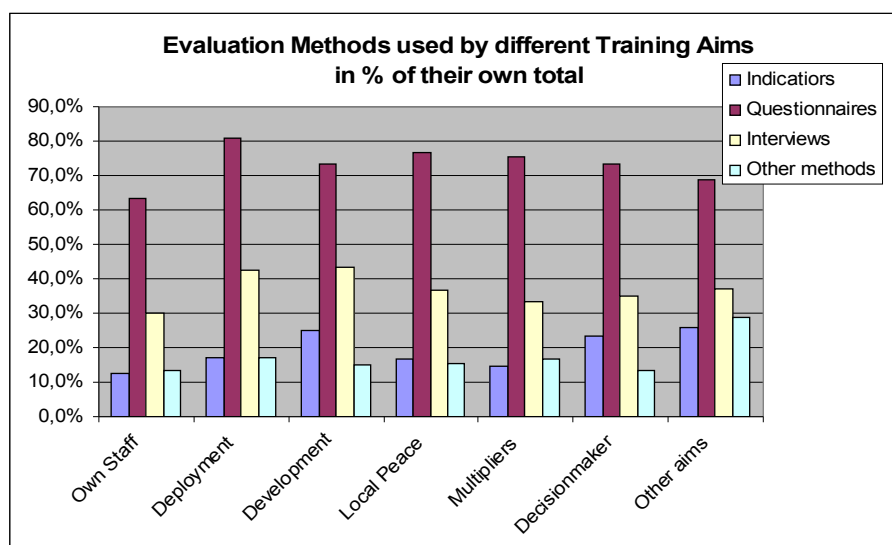


Table 55

The deployment and development organisations use more often interviews, maybe

this is a more adequate tool for longer trainings these organisations offer. If the trainings involve an assessment process interviews are needed to find the right persons for development and humanitarian aid projects as well as for deployments for peace building interventions

In case of *other aims* (working with youth, training for trainers etc.) there share of *other methods* was highest (29%) mentioned methods were: peer review, intermediary feedback, game activities during the training and discussion with the speakers.



## 9. Conclusions

### 1. Financial Situation of the Training Institutes

The organisations working in the field of training for peace building and conflict transformation have a rather low budget at their disposal, **66% of all budgets were lower than 100.000 EUR** in the year 2005. Organisations declaring to work international are mostly larger and manage to secure more and larger amounts of grants apparently through focused fundraising strategies and also supposable by more, better paid or specialised staff, like fundraisers.

The results of the study and the observation made by many respondents – is that lack of sufficient financial, timely and human resources hinder effective cooperation and this aspect should be seen as a priority for future common activities.

### 2. Most Common Aims and Topics

The most common aims are to offer training for the professional development of the respondent's own staff and to train different multipliers. **Trainings preparing people for deployment for peace building interventions in conflict areas have only a share of 10%** of all trainings and mostly an aim of national organisations, followed by NGOs and welfare organisations - one of the objectives of the ARCA project is to strengthen efforts in this direction.

The **highest priority of topics** approached by trainings have been **conflict analysis, mediation and facilitation, intercultural communication, team cooperation and training for trainers.**

### 3. Training Materials

The **great number of publications** the respondents listed and the amount of organisations which have produced their own training materials and curricula demonstrate a dynamic and diverse field. The answers provided indicate that the respondents make a constant effort to develop original materials, methods and curricula to match as best possible their target groups. There is a **lack of standard literature** in the entire European context. A discussion about most appropriate literature for peace education and conflict transformation trainings is initiated by ARCA Peace Guide.

### 4. Value of the Training in Practice

Generally the **majority of the respondents (56%) valued the trainings as good or excellent**, 32% as *satisfactory* and 12% as *poor*.

If we compare the profiles of the respondents to their contentment with the results in the field, **welfare organisations** stay clearly ahead with the highest satisfaction (82%) for **excellent** and **good** and a high share for well-balanced between theory and practice; from our study, this fact is explained by welfare and also middle-sized organisations being more often providers of a specialised range of trainings.

The highest satisfaction can be found towards trainings for **deployment in peace building interventions abroad, local level** and **multipliers**, a clear majority of the providing and/or receiving organisations of training programmes on such aims evaluate them as excellent or good.

The organisations with *Other aims* register the highest dissatisfaction: 26% rate the trainings as poor (the category includes working with youth, training of trainers, often offered by small organisations and have a short duration). It is a question if these trainings especially for young people need more attention.

## 5. Rating Results Depending on Budget

There are significant differences in the correlation size of the organisation (by budget) and rating of satisfaction with the trainings. Very clear **middle-size organisations are most content** - 78% (good or excellent and a fair balance between theory and practice), followed by smaller (58%) and very small organisations (54%). Also very clearly, **large organisations with a budget between 500.000 and 1 million EUR are the most discontented** (rating only 33% for existing good quality).

The middle-size organisations have also further specific results:

- ◆ a lower variety of financing sources,
- ◆ approaching less diverse activities and topics
- ◆ highest satisfaction with the quality of existing trainings
- ◆ most frequent and effective cooperation
- ◆ a high satisfaction with communication within networks

The large organisations in the next budget category have the following specific results:

- ◆ the highest discontent with the quality of training
- ◆ infrequent and only somewhat effective cooperation
- ◆ good communication in networks

The parameters of our study, do not permit to find out the reasons behind this difference; further interviews on the topic with the respondents would be necessary.

## 6. Towards more Practice

The majority of all respondents considered that **more emphasis should be given to practice** (51%).

It seems to be an important and challenging question towards the training institutes: **How to meet this need for more practice?** Dialogue and sharing of experiences on this topic among training institutions could explore this particular dimension. Suggestions in this sense – coming from our respondents - point in the direction of connecting theory and practice with more team orientation and interdisciplinary projects, encouraging “bottom-up theory development” and exchanges between training staff that allow discussion about lessons learned and more opportunities for “safe early practice”.

## 7. Cooperation and Communication

The answers of our respondents show that there is a **good basis for cooperation**: 77% cooperate with several partners; there is also room for improvement, as 55 % rate the effectiveness to be only somewhat fulfilled.

A clear **majority of the respondents (58%) is active in national or international networks** and 66% consider the communication to be *excellent* or *good*. International

organisations with good financial backgrounds seem to prefer working in networks rather than in direct cooperation with partners; they rated the effectiveness of cooperation lowest but were very satisfied with their networking.

Correlations showed that organisations with more resources, offering training for decision makers and for development or humanitarian projects register a higher number of cooperating partners; they value highly the effectiveness and the quality of communication. Small organisations, offering trainings at the local level have fewer partners but cooperate more frequently and effectively.

**The small organisations are not satisfied with their networks**, 51% rated for *poor* or only *satisfactory* communication. Larger organisations are more likely to invest necessary resources in their networks as networking might be an important factor in realising their work. Smaller organisations are mostly members in networks with regional (limited) perspective. Improving the networks of the smaller organisations and strengthening the direct cooperation with similar partners should be a priority of organisations in this category.

There is lot of **readiness to invest in better cooperation** and communication but on the other hand the respondents gave a realistic picture of the difficulties to build a sustainable and good communication with limited means and personal resources. The goal of the ARCA project is to construct infrastructure of support to allow for processes of exchange and better communication among training institutions in particular; this study confirmed the existing need in the field.

## **8. Priorities for the ARCA Partnership**

A good part of the observations made by our respondents should be seen as **concrete suggestions for improvements**, possible priorities of common initiatives of the civil society organisations.

The concrete implementation of the ARCA project has now a better basis to focus on the real, mapped needs of training institutes in Europe. Joint training events and the planned peace guide will offer a good opportunity to resume and deepen the dialogue on needed improvements of curriculum and training. The network of peace educators and database of peace educators is meant to contribute to the cooperation and communication between training institutions across Europe.

And lastly we hope to contribute to the further development and pioneering of peace education in European countries and on the international level through dissemination of updated information on the current state and needs of the training and educational centres.

## Appendix 1: Questionnaire

### **Adult Training and Education for International and Intra-national Interventions for Peace Building, Conflict Transformation, Mediation and Crisis Management**

#### **1. Organisational Profile**

In this first section, we would like to know about your organisation's profile (i.e. the aim of your organisation and relevant activities) (You may use as much place you need for your answers)

1.1. Name of your Organisation:

1.2. Address (Street, Postal Code, City, Country):

1.3. Email, Internet, Telephone, Fax:

1.4. Founding date:

1.5. Contact Person:

1.6. Please give a short description of the general aim of your organisation (mission statement, objectives)

1.7. What type of organisation are you? (You may choose more than one option)

- Non Governmental Organisation
- Governmental Organisation
- International Organisation
- National Organisation
- Academic Institution
- Welfare or Aid-providing Institution
- Profit Organisation
- Non- Profit Organisation
- Other (please specify)\_\_\_\_\_

1.8. Which of the following methods do you focus on in your work? (You may choose more than one option)

- Research
- Education/Training
- Action (Mediating, Negotiating, Project Coordination, Observing Elections etc.)
- Advocacy, Lobbying, Networking
- Other (please specify)\_\_\_\_\_

1.9. What is your organisation's annual budget for Peace Building, Conflict Transformation, Mediation and Crisis Management activities in 2005?

- Less than 25.000 €
- 25.000 € to 100.000 €
- 100.000 € to 500.000 €
- 500.000 € to 1.000.000 €
- More than 1.000.000 €

1.10. For many organisations it is difficult to finance the work of Peace Building, Conflict Transformation, Mediation and Crisis Management; we would like to know how you fund your activities? (You may choose more than one option):

- Financed through services
- Financed from members
- Financed through donations
- Financed through corporate revenues

- Grants from international institutions
- Grants from national institutions
- Grants from foundations

## 2. Profile of Training Programmes

In this section, we would like to ascertain information regarding the relevant trends of training for Peace Building, Conflict Transformation, Mediation and Crisis Management. Please give us information about your current training programme or about training you have received last year.

2.1. Does your organisation/institution (You may choose both options):

- Provide training
- Send staff and/or personnel to other organizations/institutions to receive training

2.2. Aim/objectives of the training programmes your organisation provides or has sent personnel to be trained: (You may choose several options):

- Train staff/personnel in different skills
- Train people for Deployment for Peace Building Interventions in conflict areas abroad
- Train people working in humanitarian or development projects in conflict areas abroad
- Train people working at the local level for peace building efforts in their home countries
- Train multipliers (media workers, priests, teachers, artists, movement leaders, etc.)
- Train decision makers (public sector - politicians, military/police officers, boards of foundations, private sector - firm leaders, etc.)
- Other \_\_\_\_\_

2.3. Main content/topics/modules of the training are "in which area were/are the trainings (You may choose several options)

- Conflict Analysis
- Conflict Mapping
- Peace Building
- Crisis Prevention and Management
- Safety and Security
- Nonviolent Actions
- Mediation, Facilitation and Negotiation
- Intercultural Communication
- Interreligious Dialogue
- Human Rights
- Regional conflicts
- Election Observation
- Reconciliation
- Rehabilitation, Post-War Recovery and Re-integration
- Empowerment for Political Participation
- Community Development for Social Change
- Gender Aspects
- Aspects of Sustainability (ecological footprint, demography)
- Stress Management and Working with Trauma
- Personal Power and Growth
- Team Cooperation and Communication
- Project Management
- Press and Public Information – Media, Journalism
- Training for Trainers
- Other (please specify) \_\_\_\_\_

2.4. Training Methodology

What processes are used during the training programmes? (You may choose several options)

- Role play
- Case Studies
- Learning from best practices
- Simulations
- Group/Team Work
- Lecture/Presentation Model
- Participatory / Exercise based
- Group Outputs (eg. Research Papers etc.)
- E-learning (web, email, virtual group)

#### 2.5. Training Structure

Please provide information on the training structures most common in the field in your experience. (You may choose several options):

- On-site training
- Off-site trainings facilitated by your organization
- Participants are housed together during training
- Participants are not housed together during training
- Participants come from the same country
- Participants are international mixed

2.6 Duration of the trainings most commonly provided by your organisation and/or received by your personnel (You may choose several options):

- 1-2 Days
- 3-5 Days
- 1-2 Weeks
- 2-4 Weeks
- 1-3 Months
- More than 3 Months
- Other

2.7. Do you have a network of alumni who have attended your trainings?

- YES
- NO

2.8. Are you a member of an training alumni network?

- YES. Please specify its name \_\_\_\_\_
- NO.

### 3 Trainers and Staff (For training institutions only)

In this section we wish to identify information about the resources of training institutions.

3.1. Number of trainers on staff at your organization:

- 1
- 2-3
- More than 3
- None. We bring external trainers in for our programmes.

3.2. Do you have permanent staff assisting with the organization and administration of trainings?

- Yes, \_\_\_\_\_ person(s)

#### 4 Materials Used in Trainings

One aim of our project is to collect the best practices of trainings for Peace Building, Conflict Transformation, Mediation and Crisis Management; therefore, we would like to know which material you use in your trainings or you/your staff has received in trainings:

4.1. What core materials do you use/or have received in trainings?

4.2. (For training institutions only) Have you developed your own curricula and methods for training or do you work with materials developed by other organisations/institutions in the field? Please describe briefly.

#### 5. Value of the Training in Practice

ARCA will specifically analyse what skills are needed in the field of Peace Building, Conflict Transformation, Mediation and Crisis Management (at local, national, and international level). In addition, we will identify both the current needs of organisations working in the field and manner in which these needs can be met through peace education and training.

5.1. If your organisation has experience in deploying/recruiting people for work in peace building and conflict transformation in areas of conflict, in your opinion what skills are most necessary (You may choose several options):

- Personal soft skills (i.e. capacity for teamwork and communication)
- Behavioural competencies (i.e. capacity to manage a tension-filled situation or to negotiate/mediate)
- Professional competencies (i.e. knowledge about conflict transformation)
- Other, please specify \_\_\_\_\_

5.2. From your experience, how would you evaluate the quality of current training in the field with relation to their capacity to train people with the necessary skills for interventions in peace building and conflict transformation?

- Excellent
- Good
- Satisfactory
- Poor

5.3. From your experience, would you say that current trainings provide an appropriate balance between theory-oriented and practice-oriented contents? If not, where is more emphasis needed?

- To theory
- To practice
- Neither. I have found the trainings quite balanced between theory and practice.

5.4. What further suggestions do you have for improving training in Peace Building, Conflict Transformation, Mediation, and Crisis Management?

#### 6. Cooperation with Other Organisations

In this section we are analysing the extent to which organisations communicate and cooperate with other similar organisations in the field of training for Peace Building Conflict Transformation, Mediation and Crisis Management.

6.1. In your experience as a training organisation and/or having sent personnel for training, how would you rate your cooperation with partners specifically in the field of training in 2005?

- Frequent. How many times? \_\_\_\_\_
- Infrequent. How many times? \_\_\_\_\_

6.2. How many partners have you collaborated with specifically in the field of training during the last year?

- 1-2
- 3-5
- More than 5

6.3. How effective was this cooperation?

- Very effective
- Somewhat effective
- Ineffective

6.4. Is your organisation an active member of national and/or international networks with the same profile? If yes, how would you rate your organisation's communication within these network(s) in 2005?

- Excellent
- Good
- Satisfying
- Poor

6.5 From your experience, what needs to be done in order to improve effective communication between organisation and within networks of peacebuilders?

## 7. Impact Assessment (for training organisations only)

Please provide information on the evaluation process of your training activities.

7.1. Do you evaluate your trainings?

- YES

7.2. How do you evaluate your trainings?

- With performance indicators
- Questionnaires or feedback concerning the satisfaction of participants
- Interviews with participants
- Other criteria for measurement. Please specify: \_\_\_\_\_

## 8. Conclusion:

8.1. Would you like your organisation's information (name, address and general information) to be posted on our ARCA webportal for dissemination to those interested in the field of peace building and conflict transformation?

- Yes
- No

8.2. How would you like your answers to be used?

- To be accessible on the ARCA webportal
- For research purposes only



## Appendix 2: Materials, Literature and Curricula

### Material provided (answers according their frequency)

|  |    |
|--|----|
| 1. General explanations to the kind of materials (reader, CD, books movies, DVDs, exhibitions, poster)                   | 42 |
| 2. Specific developed own material   | 36 |
| 3. Methods   | 16 |
| 4. Most used publications to mediation, school mediation, and nonviolent conflictresolution, various                     | 10 |
| 5. Marshall Rosenberg  | 6  |
| 6. Compass manual for educating youth for human rights   | 5  |
| 7. Alternatives to Violence Project  | 3  |
| 8. Lederach/Easter Mennonite University  | 3  |
| 9. Equipment (Video, projector)  | 1  |
| 10. Unesco education and training material   | 2  |
| 11. Material of International Centre for Migration Policy development  | 2  |
| 12. UNDP, IOM, OSCE Material   | 1  |
| 13. Caritas Training manual  | 1  |
| 14. T-Kit of the Council of Europe   | 1  |
| 15. Nonviolent Peaceforce guidelines for Core training   | 1  |
| 16. Opening Space for Democracy curriculum   | 1  |
| 17. Film: A Force More Powerful  | 2  |
| 18. Trauma Healing (Star program)  | 1  |
| 19. Berghof Handbook for Conflict Transformation by Beatrix Schmelzle  | 1  |
| 20. Fränkisches Bildungswerk für Frieden/Kurve Wustrow/LE CUN du Larcac-Millau: Demokratie lernen – Zivilcourage zeigen! | 1  |
| 21. C. Besemer: Mediation  | 2  |
| 22. Glasl, Friedrich 2004. Konfliktmanagement  | 2  |
| 23. Quan   | 1  |
| 24. Working with Conflict  | 2  |
| 25. RTC  | 1  |
| 26. Trainings material of "Bundesverband für Mediation   | 1  |
| 27. Arnold Mendell, Material of the process oriented psychotherapy   | 1  |
| 28. Fundamental metaplan from Theater der Unterdrückten  | 1  |
| 29. Basis material for Offender-Victim-Settlement USA  | 1  |
| 30. Kagan, S.: Cooperative learning  | 1  |
| 31. Amnesty International: First Steps – a manual to start Human Rights Education  | 1  |
| 32. KIP Manual (Complex Instruction Program) Intercultural education material  | 1  |
| 33. Domino (Youth Centre of the Council of Europe)   | 1  |
| 34. Training material of Coalition for Work with Psychotrauma and Peace  | 1  |
| 35. IFOE Women Peacemakers Program   | 1  |
| 36. Pierre Weil: The Art of Living in Peace  | 1  |
| 37. Nansen Dialog Materials  | 1  |
| 38. Helsinki committee material  | 1  |
| 39. Norwegian Peace Council material   | 1  |
| 40. Romanian Institute for Training  | 1  |
| 41. Scottish Centre for Nonviolence: Handbook Nonviolence from Theory to Practice  | 1  |

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After Violence 3 R's: Johan Galtung

Framework for Peacebuilding and Conflict Transformation Do no Harm: Mary B. Anderson  
 Nepal Toolkit: Kai Frithjof Brand Jacobsen  
 Confronting War: Mary B. Anderson  
 Reconciliation after Violent Conflict--A handbook: Institute for Democracy and Electoral Assistance

### Curricula

|   |    |
|---|----|
| 1. Own curricula  | 74 |
| 2. from other Organisations   | 27 |
| 3. University Curriculum”Human Rights and Peace Education in Europe                               | 1  |
| 4. Official Austrian Curriculum   | 1  |
| 5. European Language portfolio for Intercultural Learning, Vienna                                 | 1  |
| 6. Unesco Training materials  | 2  |
| 7. Human Rights Training for schools (“Recht hat jedeR”)  | 1  |
| 8. Kompass konkret  | 1  |
| 9. Viadrina University, Frankfurt/Oder: International and Intra-Cultural Conflict Management      | 1  |
| 10. Manual “Nonviolence et gestion constructive des conflits”                                     | 1  |
| 11. Best practices in the African Great Lakes Region  | 1  |
| 12. Opening Space for Democracy Curriculum  | 1  |
| 13. Kurve Wustrow; Aktiv gegen Rassismus, ein Handbuch  | 1  |
| 14. Programme for Nonviolent Communication in Schools   | 1  |
| 15. Curriculum of AGDF/QVB (Network for Qualification of the Working Group Service for the Peace) | 1  |
| 16. IFMAN France Training material  | 4  |
| 17. School of Paolo Alto  | 1  |
| 18. Rogers, Gordon CNV  | 1  |
| 19. Materials of Social Watch, Unicef, Greenpeace, Survival, Terra Nuova                          | 1  |
| 20. WINPEACE (Womens Initiative for Peace) Training manual  | 1  |
| 21. Academic Curriculum, Master degree in Peace and Conflict Transformation                       | 1  |
| 22. Transcend Training methods and Approaches   | 1  |
| 23. AVP Manuals   | 1  |