



Associations and Resources for Conflict Management Skills

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LESSONS LEARNED REPORT

**Paths to Peace Education in Europe:
Experiences, Lessons Learned and Opportunities**

**ASSOCIATIONS AND RESOURCES FOR CONFLICT MANAGEMENT
SKILLS (ARCA)
2005 -2007**

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About the ARCA Project

ARCA will directly contribute to improving the quality, content and methodology of peace education and training in conflict transformation across Europe through the gathering together of best practices, exchange of methods/curriculum, development of resources and guides and establishment of a European-wide data-base of peace educators and peace education resources.

The ARCA Project is designed to advance theory and practice of peace education. According to its stated intentions, ARCA sought to improve quality, content and methodology of peace education and training in conflict transformation across Europe. It intended to do so by gathering best practices, exchange of methods/curricula, development of resources and guides, and establishment of a European-wide database of educators and educational resources. It also aimed to improve sharing of experiences, tools and methodologies through European-wide cooperation.

More concrete objectives were as follows:

- Bring together many of Europe's leading networks, associations and centres to gather best practices and lessons learned;
- Promote sharing of experiences, tools and methodologies in the fields of peace education and training in conflict management and transformation, both formal and non-formal;
- Collect and collate existing resources and materials on peace education and develop effective guides to peace education for institutions, centres of adult learning, and formal and non-formal educational bodies;
- Establish a database of peace educators, institutions and organisations in Europe and worldwide, and resources and materials available for training and education development.

About Paths to Peace Education in Europe: Experiences, Lessons Learned and Opportunities Report

This report has been produced as a summary of Experiences, Lessons Learned and Opportunities identified in the 2-years ARCA project. It includes an assessment of peace education in Europe; evaluation of project implementation and achievements, evaluation of short-term impact, assessment of expected medium and long-term impact, opportunities and strategies for introducing peace education into national curricula and training programmes, and future possibilities for intra- and inter-national cooperation for peace education. The **evaluation of project implementation and achievements** has been taken in its entirety, with only slight modifications, from the report of the External Evaluator, Anna Matveeva. The ARCA project and partners thank her for her cooperation and support throughout the project. The **evaluation of short-term impact and assessment of expected medium and long-term impact** have been taken from the evaluation and assessment carried out by ARCA Project Partners and Participating International Experts at the International Seminar in Stadtschlaining in September 2007 hosted by ASPR. The Report as a whole has been compiled by Kai Frithjof Brand-Jacobsen, Director of the Department of Peace Operations, PATRIR.

I Assessment of Peace Education in Europe

Peace Education in Europe today is:

- An increasingly well developed field practiced by many leading training Institutions across Europe - East, West, North and South;
- A **broad field**, encompassing many forms, tools, methods and approaches to training for working with conflicts at many different levels, from inter- and intra-personal to professional and business place conflicts, to community conflicts, and to national and international crisis and wars;
- A **maturing field**, which has developed substantially over the past ten years, including the growth of a large number of qualified trainers, training resources and materials, increased networking, cooperation, and mutual learning, and greater recognition and understanding from governments, the European Union, agencies and professionals working in the field;
- A **necessary and vital service** building effective capacities for conflict transformation, peacebuilding, violence prevention, and post-war recovery;
- **Engaged in by a wide-range of institutions** providing both formal and non-formal education, including specialised training agencies, training departments of governments and national and international agencies, universities and local organisations;
- **Increasingly recognised as essential** in developing effective capacities for dealing with conflicts and preparing adult professionals for a wide-range of professional roles involving working with conflicts

However there is:

- A **wide-range and diversity of quality**, standards and effectiveness;
- A **wide-range in competencies** and qualities of training institutions, trainers and programs;
- The **need to strengthen the practical and appropriate content** of training to ensure training addresses actual needs of participants and of the communities and situations on the ground in conflict and crisis situations;
- A **need to increase the link between training and implementation** in the field, including longer-term tracking and assessing of the usefulness and impact of training;
- A **need for greater understanding, recognition and support for training**, including financial and policy support, on behalf of governments and the EU
- **Substantial opportunity for further growth and development**, including increasing cooperation and learning amongst training institutions and organisations within Europe, and internationally, and increasing the links between training organisations and deployment agencies;
- A **need to support next steps in the development of professional training** for peacebuilding and civilian peace services, including the development of standards, rosters of trained professionals, and creation of “nuts and bolts” practical tools and methodologies for peacebuilding, conflict transformation by peaceful means, violence prevention, and post-war recovery

Preparing Adults for Peacework and Nonviolent Intervention in Conflicts

The fields of education and training of adults for working with conflicts have developed substantially over the past 40 years. Today **peace training** in Europe and internationally is a well developed and continually growing field engaged in by a wide-range of actors.

What is the goal of peace education and peace training in Europe?

The goal of Peace Education and Peace Training is to develop people's skills, tools and knowledge to be able to handle and transform conflicts constructively. Like any form of education or training, its goal is to develop practical, effective capacity. This can include the full range of issues and needs presented by conflicts, including (but not exclusively):

- ❖ Conflict Mapping, Analysis and Assessment
- ❖ Early Warning Systems
- ❖ Violence Prevention
- ❖ Conflict Transformation
- ❖ Peacebuilding
- ❖ Conflict Engagement Strategies
- ❖ Civilian Peacekeeping
- ❖ Accompaniment, Interpositioning and Intervention
- ❖ Situation Assessment and Analysis
- ❖ Risk Assessment and Analysis
- ❖ Empathy and Understanding
- ❖ Nonviolent Communication
- ❖ Creative Problem Solving
- ❖ Working with Trauma and Fear
- ❖ Team Work

Very importantly, *Peace Education* and *Peace Training* are also about building individuals' and communities' *positive capacities* to contribute to constructive peace: ie. enabling individuals and communities to achieve their goals through peaceful means, overcoming and even preventing violence, oppression and injustice constructively and through non-violence, and promoting positive co-existence, democracy, gender equality and human rights. Some of the tasks which peace education and peace training aim to prepare people for include:

Box 1: Eight Tasks of Peacework

1. Conflict Analysis, Mapping, Assessment and PCIA
2. Early Warning
3. Conflict Transformation by Peaceful Means
4. Prevent and Stop Violence
5. Address Root Causes of Conflict
6. Create and Enhance Infrastructures for Peace
7. Capacity Building for Conflict Transformation
8. Healing, Recovery and Reconciliation During and after Violence

By Kai Brand-Jacobsen, Director of the Department of Peace Operations, PATRIR

Who Provides Peace Education and Peace Training in Europe?

A wide number of agencies and institutions provide peace education and peace training in Europe, from schools and universities to businesses, professional training institutions, development organisations and inter-governmental agencies:

- 1. Schools:** Educational systems in nearly all EU countries are either implementing or developing curriculum and courses involving peace education and conflict resolution, including programs on peer-mediation, non-violent communication, multi-culturalism, and civic education
- 2. Universities:** In every country in the EU, providing courses on conflict resolution, conflict management, mediation, negotiation, peacebuilding and other related fields. These include both (i) universities which provide core specialization or degree programs in *peace studies*, as well (ii) degree programs in other fields (Law, Political Science, Social Work, Business Management and Administration, Human Rights, etc.) providing individual courses on conflict resolution, mediation, negotiation, etc.
- 3. Businesses:** Providing training for professionals in dispute resolution, mediation, negotiation and improving conflict management and conflict resolution skills for the work place.
- 4. Community-Based Organisations:** Providing a wide-range of training services to assist communities in working with conflicts and strengthening conflict transformation skills and inter- and intra-community dispute resolution.
- 5. Training Institutions & Agencies:** EG the *Peaceworkers Project* and *Responding to Conflict* in the UK, the *Austrian Study Centre for Peace and Conflict Resolution (ASPR)*, the International Peace and Development Training Centre (IPDTC) of PATRIR in Romania, and the association of training institutions and agencies in the European Community Project on Training for Civilian Aspects of Crisis Management, primarily focussing on training staff of governments, local, and international organisations for deployment abroad or own-country peacebuilding.
- 6. Seconding Organisations and Recruiting Agencies:** *Civilian Peace Services* in Germany (*Forum zfd*), the *German Centre for International Peacekeeping Operations (ZIF)* and the Swedish *Folke Bernadotte Academy*, implementing training of adults for deployment in civilian peacekeeping and peacebuilding missions and seconding staff to support NGO peacebuilding activities
- 7. Development Agencies:** GTZ (*Gesellschaft für Technische Zusammenarbeit*), Terre des Hommes (tdh), Save the Children, Oxfam, ICRC, DFID with strong programs on conflict transformation and peacebuilding providing training for own staff and sending staff to professional training institutions and agencies
- 8. Intergovernmental Organizations:** Including the *Organization for Security in Cooperation in Europe (OSCE)* and the *European Union*, extensively involved in a wide-range of peacebuilding, conflict transformation, mediation, post-war recovery and security and confidence building programs, providing training for own staff and sending staff to professional training institutions and agencies

Who Participates in Peace Education and Peace Training in Europe

Participants can broadly be divided between those being trained for work in their own communities / countries within Europe, and those being trained to be deployed internationally.

Training for People Working with Conflicts Domestically within Europe, including:

- Professional Mediators and Negotiators working in the Private Sector
- NGO and Civil Society Mediators
- Family Mediators
- Community Workers dealing with community-based conflicts
- Peer Mediators in Schools, Businesses and Local Communities
- Local Authorities who increasingly seek training in mediation and conflict resolution to assist them in dealing with community-based conflicts
- Civil Society workers engaging in communities experiencing conflicts
- Police Officers being trained in Community-Based Mediation and Nonviolent Conflict Resolution and Crisis De-Escalation
- Crisis Response Professionals and Community Mediators

These people may be being trained to deal with: Conflicts in Schools, the home/family, businesses, inter- and intra-community conflicts, domestic violence, crime, racism, inter-cultural conflicts, etc.

Training for People Working with Conflicts Internationally, including:

- Peaceworkers, Practitioners of Conflict Transformation, Professional Mediators
- Staff of National and International Organizations working in Peacebuilding, Conflict Transformation and Mediation
- UN, OSCE, EU Staff
- Diplomats, Ambassadors, National and Local Level Politicians engaging in countries affected by war and conflicts or with portfolios responsible for issues dealing with peacebuilding, conflict transformation and development policies
- Staff of international and national NGOs working in the fields of development, human rights, conflict resolution, confidence and security building measures, democratization, and social empowerment
- Policy makers
- Military

Participants seeking training in conflict transformation and peacebuilding are usually:

1. In positions where they are responsible for working and dealing with conflicts directly, either domestically or internationally; or
2. In jobs which include working in situations of conflicts or which experience conflicts; or
3. Wishing to develop skills for dealing with conflicts in their own community, family, organization

ARCA OUTPUT: Needs Analysis: Current State and Needs of Training and Education for Peacework, both at European and country level

The aim of this study which formed a core output of the ARCA project and which can be found in full at www.peacetraining.org was to document and evaluate the state of the art in peace education in Europe. It sought to obtain a detailed picture of training providers (and, to an extent, recipients of training) in their methods, subjects and structure of trainings. It also undertook an inquiry into the needs of training institutions who prepare adults for peacework.

The *Needs Analysis: Current State and Needs of Training and Education for Peacework, both at European and country level* provides a valuable source of information for governments, training organisations, academic and EU institutions and deployment agencies on the current strengths and shortcomings of training and education for peacework in Europe. It formed the basis for the ARCA 2 years project, which then sought to identify how to address many of the challenges made visible through the needs analysis, and to improve the quality and delivery of training for adult professionals.

The following excerpts help to provide a synopsis of the current picture of the state of the art of training for peace workers in Europe:

From the External Evaluation:

“The following conclusions have been reached

- Organisations working in peace training have rather low budgets at their disposal. 2/3 of all budgets were under 100,000 EUR, which means that most organisations are rather small.
- Training for deployment to do peace work in conflict areas represent only 10% of all trainings offered.
- The highest priority was given to the following subjects: conflict analysis, mediation and facilitation, intercultural communication, team cooperation and training for trainers in conflict management and peacebuilding issues.
- There is a lack of standard European curriculum in peace training.
- Largely, people are satisfied with training they get. 56% rated trainings that they received as ‘good’ or ‘excellent’, 32% as satisfactory and 12% as poor. The highest rate of satisfaction is in trainings for deployment abroad, local level interventions and multipliers.
- Middle-sized organisations are among the most satisfied with training, while large organisations with a budget between 500.000 to 1 million euros are the most discontented.
- Half of the respondents (51%) agreed that there is need for more practice in training, but stressed that how to meet this need is a challenge.
- Majority of respondents want to cooperate with others and are already active in national and international networks. However, small organisations are not satisfied with their networks.”

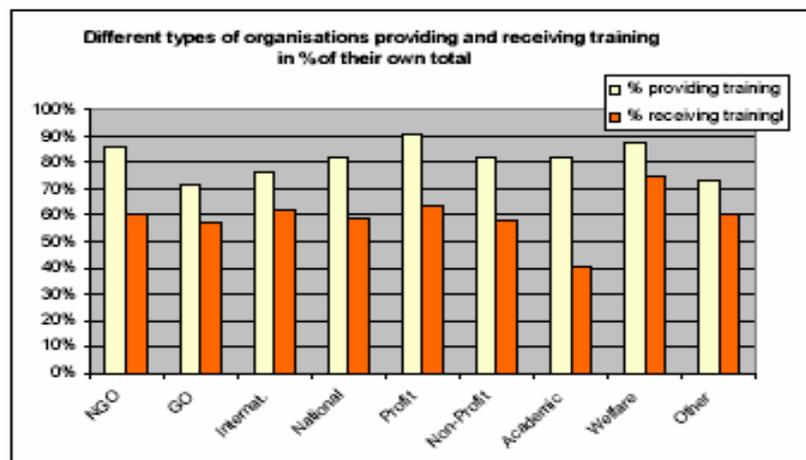
From the Needs Analysis Summary:

Aims of the Training in different Types of Organisation

- The focus of training for deployments for peace building interventions in conflict areas is mostly an aim of national organisations followed by NGOs and welfare organisations
- Local peace building in the participants own countries is a very frequent aim of welfare and profit organisations
- The highest share of all have the trainings for multipliers offered by welfare organisations.

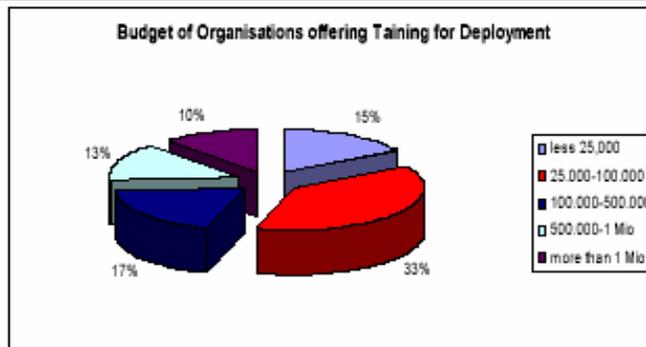
Profile of the Training Programmes

- We have received answers mostly from organisations providing training but 45% of all are both providing and receiving training
- The different types of organisation provide and receive training almost in the same amount
- Most significantly twice as much academic organisations provide training as receive training.



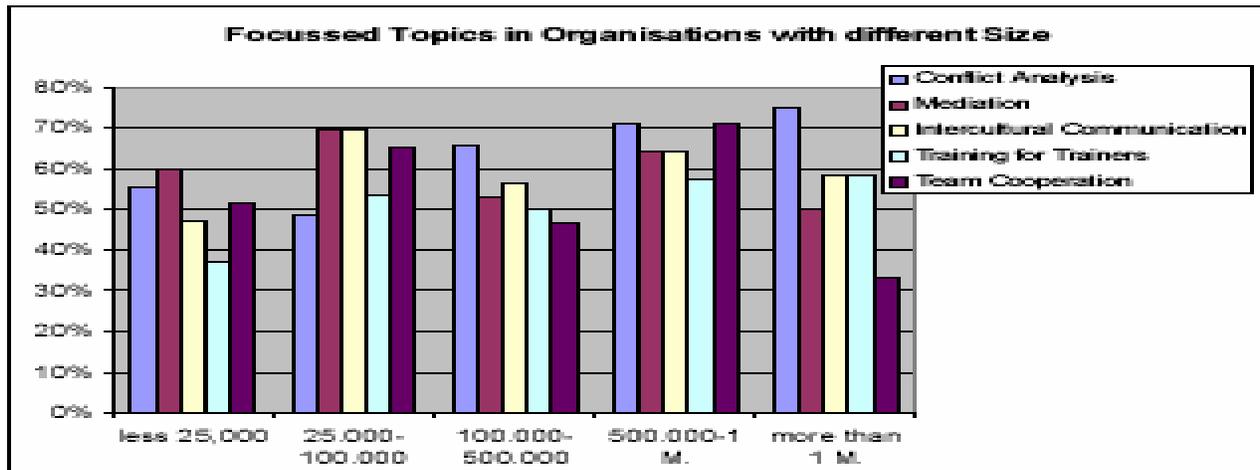
Trainings for Deployment and their Budget

- The focus of training for deployments for peace building interventions in conflict areas is mostly an aim of national organisations followed by NGOs and welfare organisations
- Organisations offering training for deployments have on average higher budgets than the total amount of all organisations.



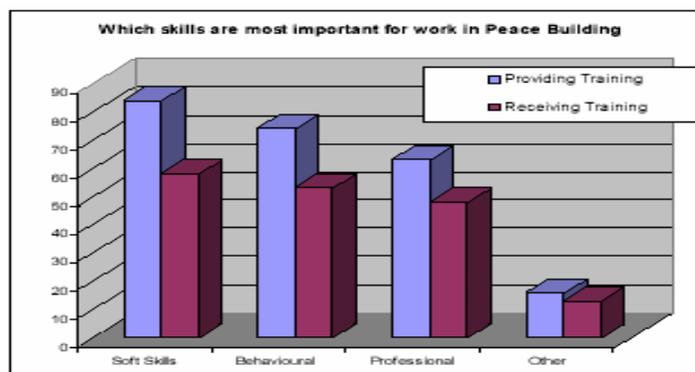
Topics of the Training Programmes

- The highest priority of topics in the trainings have conflict analysis, mediation and facilitation, intercultural communication, team cooperation and training for trainers.
- As bigger the organisation is as more frequently they cover the field of conflict analysis and as more infrequently the field of team cooperation
- The middle-size organisations are less active with nearly all topics.



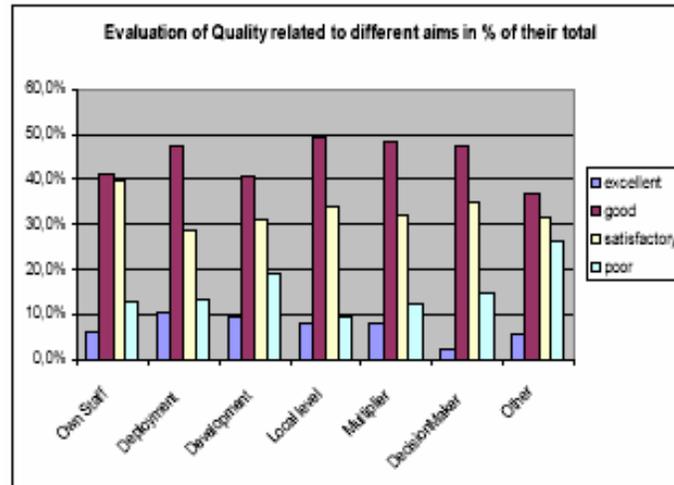
Value of the Training and the most Necessary Skills

- Both the organisations providing and receiving training see the soft skills as the most necessary (57% and 44% of their own total)
- The second priority in both groups are the behavioral skills followed by professional skills
- No significant differences could be found in correlations with aims, topics or methods



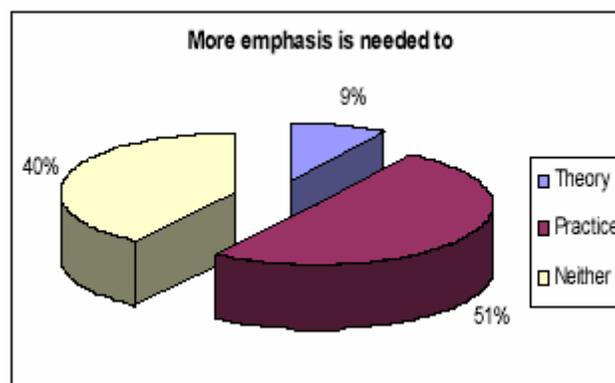
Quality vs. Aims of the Training

- Compared with the aims of the training the highest satisfaction can be found by the training for deployment, local level and multipliers, respectively 58%, 57% and 56% of the organisations evaluate the trainings excellent or good.
- Organisations with “other aims” are most dissatisfied, 26% rate poor, development projects with 19% and decision maker 15%



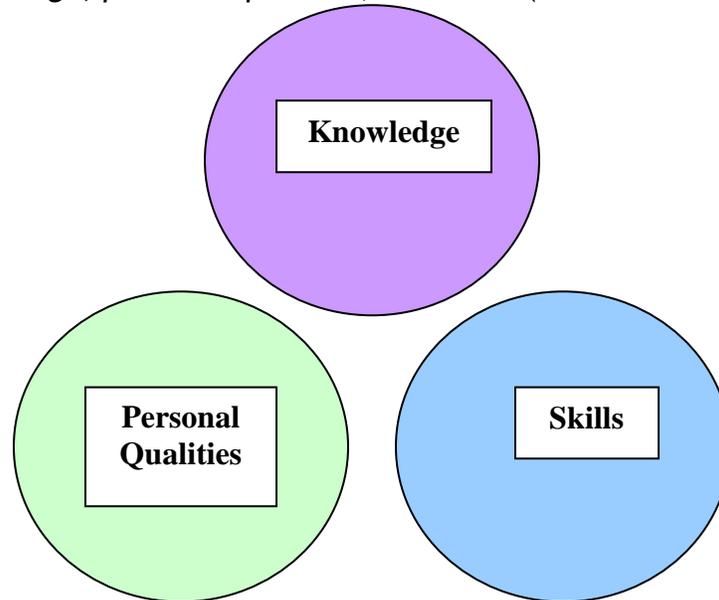
Balance between Theory and Practice

- There is a high rating for more practice in the trainings, approximately the half of all respondents see the necessity for more practice.
- Organisations offering training for decision maker and preparing humanitarian or development projects rate with the highest amount for more practice, with 62% each, others also 57%

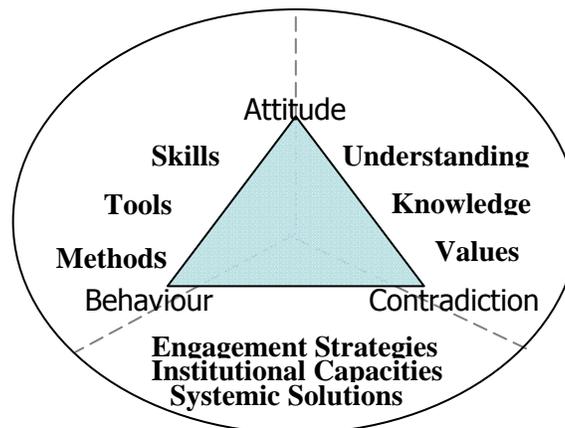


Components of Peace Training

There are diverse interpretations regarding the best ways for effectively preparing individuals for peacework and nonviolent intervention in conflict. One thing most agree on is that peace training must prepare participants on many different levels. The Peaceworkers Project of International Alert speaks of the necessary competencies for peacework as *knowledge, personal qualities, and skills* (Peaceworkers UK 2006).



The International Peace and Development Training Centre (IPDTC) of PATRIR bases its training of peaceworkers upon addressing the three (ABC) points of conflict and the inter-relationship between them: Attitudes, Behaviour, and Contradictions, focusing training of peaceworkers on **skills, tools, and methods** for dealing with attitudes and behaviour, **knowledge, values and understanding** for dealing with the attitudes and contradictions/root causes driving conflicts, and **engagement strategies, institutional capacities, and systemic solutions** focusing on parties/actors behaviour in conflicts and how to address the actual contradictions and root causes driving conflicts.



Levels and Stages of Peace Training

Demand Driven vs. Supply Driven Peace Training

“I believe looking first at the individual peaceworkers and secondly at the field is the wrong way around. What is needed is to first look at the field and see what is needed and then see how to meet those needs. We have to somehow please the demand and not the supply. If you look at it from the supply side, you will never meet the demand (or you will not meet it sufficiently). In preparing trainings, it is imperative to involve actors from the field. They have to tell us what is needed—not for particular trainings, but in the field of conflict transformation, of reconciliation, of peacebuilding. Then we can ask, ‘How can training support this demand from the field?’ This is a different approach. When I develop trainings, I gather people from the field and from the field here at the Austrian Study Centre for Peace and Conflict Resolution to talk about how to improve trainings and then we plan and implement them.”

-Arno Truger, ASPR

The *Peace Training: Preparing Adults for Peacework and Nonviolent Intervention in Conflicts* Guide identified 5 key knowledge areas for Peace Trainings:

Key Knowledge for Peace Trainings:

1. Conflict Sensitive Approaches to Peacebuilding: Conflict sensitivity suggests actions that respect the conflict context and local culture and that are done in collaborating with internal actors in ways that minimise harm and maximise constructive impacts on conflict.¹
2. Roles of Various Actors and Context of the Conflict: Knowledge is crucial of as many actors involved in a conflict as possible. This includes oneself as an intervener, the relationship between all actors, and the positions, goals and needs of each. Not only is it important to understand how external interveners can support internal actors, it is also essential to know which actors might act as “connectors” or “dividers” to any peace process (Anderson 2004). In addition to local actors, it is important to map out where international actors and donors contribute, where civilian-military-NGO cooperation can take place and other linkages that might be overlooked. Finally, the history and timeline of a conflict are vital, as are how actors’ actions of both commission and omission precipitated violence.
3. Fieldwork Techniques: This refers to the techniques required for fieldwork in conflict zones such as: project management skills; various practices for transforming conflict; methods for third party nonviolent intervention; conflict analysis; etc.
4. Mission Working Environment: In order to work sustainably and sensitively in conflict zones, a few of the most principal areas are: the ability to work on a team; gender awareness; communication skills; stress management; commitment to ethical codes of conduct and adherence to one’s mission.²

¹ See Conflict Sensitivity.org for more on this subject: <http://www.conflictsensitivity.org/node/8>

² International Alert’s Code of Conduct for Conflict Transformation Work is a prime example of this (International Alert 1998).

5. **Safety and Security:** This includes both personal and group security as well as how the actions of external actors may affect the safety and security of those internal to the conflict. In addition, how to work with trauma and secondary trauma—or, the propensity of interveners to internalise the trauma of conflict insiders—takes precedence.

Looking at how to implement this in practice in training peaceworkers for deployment the Peaceworkers Project (www.peaceworkers.org.uk) and the the *Austrian Study Centre for Peace and Conflict Resolution (ASPR)* (<http://www.aspr.ac.at>) have worked to establish transparent standards of professional competency to improve both the quality and quantity of civilian personnel working in the various fields of peacework. To this end, the Peaceworkers Project has developed a grid of five levels of peacework to build the capacities of peaceworkers and to identify the type of work available to participants at each level.

Diagram 6: PWUK’s Levels of Peacework³

	Who is in this category?	What can they do?
Level 1	People with little or no relevant academic or work experience (although they may be highly experienced in an unrelated field).	Primarily opportunities in their own country, but also limited opportunities abroad as volunteers, short-term election observers, junior support staff, etc.
Level 2	People with relevant academic qualifications but little or no relevant work experience, i.e. a Master’s level qualification in a relevant field.	Volunteering and internship opportunities abroad, long-term election observing, senior support staff positions, etc.
Level 3	People with relevant work experience in their own country but little or no field experience abroad: i.e. at least 2 years continuous work experience within a relevant field.	General staff positions, including generic monitoring roles and other junior field positions.
Level 4	People with relevant work experience in their own country plus limited but not necessarily relevant overseas field experience: i.e. Minimum of 6 months overseas experience in addition to 2 years relevant work experience in their own country	Field officer positions across the range of specialist areas, including advisors, trainers and consultants.
Level 5	People with considerable relevant field experience overseas: i.e. minimum of 2 years relevant overseas experience in a recognized position	Senior field positions as well as specialist and more senior management positions.

³ Peaceworkers UK (2006, p. 9).

While Peaceworkers itself does not provide every training, it links with other training organisations which, together, cover a vast range of training needed to prepare people for a variety of projects. They have also developed a free online register that is open to the public to help individuals find positions in the field, relevant trainings, and various mechanisms to improve their capacities as peaceworkers.⁴ Overall, the Peaceworkers Project has done the most consistent work in the field at developing benchmarks for quality in the field of peace training. Their systematic guide to training offers many reference points for dialogue concerning the creation of more universally accepted standards for peacework.

ASPR's Stages of Peace Training

- **Core Courses:** ASPR defines core courses as general training for mission involvement, regardless of the specific function and the specific mission participants will serve. Core courses aim at preparation for the general conditions in which civilian experts will have to act—e.g. acute conflict situations; absence of necessary infrastructure; prejudices and hostile perceptions; health and supply problems and dealing with traumatised people. To be able to cope with these problems, peaceworkers need knowledge of the causes and prevailing conditions of conflict and of the potential areas where positive transformation is possible. Such core courses also help participants actively address their own conflict behaviour and positions vis-à-vis different conflict parties.
- **Specialisation Courses:** With specialisation courses, ASPR prepares peaceworkers to fulfil a specific function in a conflict area, but not necessarily related to a specific mission.
- **Pre-Mission Training:** Pre-Mission Trainings aim at the preparation of civilian experts for a specific mission. Included in these trainings are the objectives of the mission, the organisation's special mandate and structure, strategies and logistics and also the relevant political, legal, social, cultural, economic, and security situations in the area in which participants will intervene.
- **In-Mission Training** These on-site trainings offer additional mission-related preparation for peaceworkers, including details on mission specific tasks and the conditions under which they will be implemented.
- **Debriefing / Training Evaluation:** All preparation stages mentioned above should include elements of scientific review and evaluation that provide continuous feedback to training programmes to ensure consistent updating.

Specialisation Course on Conflict Transformation: Modules and Subjects

Module 1: Conflict analysis: nature and function of conflict; root causes of conflict; conflict mapping; from conflict analysis to conflict transformation

Module 2: Third party intervention: challenges to ending violence; rationale of third party intervention; intervention strategies

Module 3: Conflict transformation skills & techniques: overview of third party roles; presentations of theory of mediation and facilitation; application of theory in practice (simulation of mediation in large social conflicts)

⁴ The Peaceworkers Register can be accessed at http://www.peaceworkers.org.uk/index.php?option=com_signup&task=register

Module 4: Peace process development: general dynamics of peace processes; creation of peace constituencies; interface of missions with local peacebuilders; dealing with spoilers; case study of a facilitated peacebuilding process

Module 5: Post settlement issues: general dynamics of post settlement issues; development of post settlement politics; peace and conflict impact assessment (“Do no Harm”); linking conflict transformation with development; continued work with a case study of a facilitated peacebuilding process

Module 6: Towards sustainable peace: from mediation to reconciliation: concepts and methodologies

TRAINING TO PRACTICE CONTINUUM: Lessons Learned from Peace Training: Preparing Adults for Peacework and Nonviolent Intervention in Conflicts

This training-to-practice continuum brings with it a number of relevant indicators for further improvement of both peace training and peacework:

- Clarify the purposes, explicit and implicit assumptions, and political agendas of stakeholders involved in peace trainings;
- Give ample time for participants to share their own experiences, resources and knowledge with which they will cross-fertilise the contents of the training.
- Design trainings to be as related to the conflict field as possible: e.g. hire trainers with relevant experience and expertise and use relevant information gathered from the field;
- Provide time between the training room with experiences in the field—e.g. field trips and internships—that give opportunities for on-site learning whenever possible;
- Train external interveners and local individuals together and allow space for them to exchange relevant experiences;
- Allow intentional time for dialogue, reflection and supervision during and after field experiences;
- Evaluate short and medium-term impacts of training on peaceworkers’ knowledge—personal qualities—skills, their ability to do their work more effectively, and on their capacity to contribute positively to the transformation of conflict;
- Adjust training goals and instruments to the changing realities in the field. Training programmes done on a regular basis—e.g. when they are part of a larger intervention process—need to be revised and updated regularly.

Transformative Learning

1. Identify knowledge that is both general for peacework and mission specific and facilitate the learning process using critical and creative pedagogy in a way that participants’ own life experiences are welcomed to enhance the learning process;
2. Cultivate personal qualities that are both general for peacework and mission specific by building on reflection regarding the vocation of peaceworkers and on the manifestations of interconnection that inspire them.
3. Hone skills that are both general to peacework and mission specific by assessing peaceworkers along as commonly-agreed upon standards using experiential learning that makes participants learn by doing.
4. Find as many creative and diverse methods of bringing together all three of these competencies and share them with colleagues.

Beatrix Schmelzle's Training for Conflict Transformation - An Overview of Approaches and Resources also provides some excellent insights into good training practice and how to effectively improve the quality of training programs

“Ten cornerstones for good practice have emerged across all contexts:

- 1) *Baseline Analysis and Needs Assessment* - with the participation of prospective trainees, trainers/training organisations and funders - must shape all of the following components
- 2) *Goal Formulation* - ideally by all involved - can help to improve strategic focus and appropriate context-sensitivity
- 3) *Trainee Selection and Preparation* needs to address expectations and commitments and should be transparent to participants
- 4) *Choosing/Creating an Environment* that is safe, creative and connected to participants' realities is key
- 5) *Curriculum and Methodology Development* must be tailored to needs and purposes that should be jointly explored
- 6) *Characteristics of Trainers/Teaching Teams* should model diversity and respectful relationships
- 7) *Flexible Implementation* should be practiced, i.e. trainers and trainees should come prepared, yet ready to adjust if necessary, and learn to recognize when adjustment is needed
- 8) *Feedback, Monitoring and Evaluation* need to become regular programme activities that enhance creative learning and further development and evolution of training formats
- 9) *Supervision and Coaching* can improve individual and team support and reflectiveness
- 10) *Follow-up/long-term support* is absolutely necessary to improve the sustainability of training interventions

With respect to these cornerstones, a number of key elements generally enhance the effectiveness of training (see, among others, Anderson and Olson 2003, chapter 10 and Fischer 1999, 30-38):

- In terms of participants, training *key people* seems more promising than indiscriminately training more people (see below)
- *Smaller groups* allow for work with more lasting effects
- *Joint learning* of those across the divide of conflict who have similar tasks, or work in similar organisational environments, can be very powerful and should be employed more often
- *Cross-cultural* education and training lay foundations for culturally sensitive and informed practice, i.e. mixed groups are generally “richer” (but can also be more challenging to accompany and train)
- It is necessary to *think broadly about relevant skills* (strategic planning, project management, communication, curriculum development, group dynamics, etc.) and integrate them creatively into training for conflict transformation
- *Interactive/participatory/elicitive training methods* are seen as more powerful (yet in some cultures and contexts they may be met with more resistance)
- Building *trust, respect and relationships* between trainees is necessary in order to lead to effective training, especially in contexts of violent conflict
- *Strategic embedding* of training is absolutely necessary: training workshops that are not part of a broader vision at best remain inconsequential, at worst they can discredit the whole enterprise of nonviolent conflict transformation”

Towards an Effective Architecture - Infrastructure for Peace: Learning from Medical Health

A major field for development in Europe and internationally in the coming decades will be moving from small-scale, individual peacebuilding projects, activities and trainings, to the creation of effective, long-term and sustainable *architecture and infrastructure* for peace. Peace Education and preparation of increased capacities for conflict transformation and peacebuilding will be central to this. The goal of this section is to step beyond the focus on **peace education and training** to make visible the broader infrastructure and architecture of which it forms a key and central part. Drawing a parallel with medicine can be helpful for identifying both how far we have come and what is still needed for developing an effective architecture-infrastructure for peacebuilding, peace education and working with conflicts and crisis. While many challenges remain (and people continue to fall sick and to die in huge numbers) over the past 400 years and the last 50 and then 10 years in particular we have made substantial investments and substantial progress in building the human capacity to respond to health issues. The same is beginning to be true for peacebuilding and conflict transformation.

Around the world those who study medicine are praised while the medical profession and medical 'services' are recognised as essential. Few would mock or dismiss those wanting to be doctors by pointing to the fact that it is 'human nature' to fall sick and to die, and that people have always 'died throughout history'. Instead, we recognise that *because* of this, it is important to commit all our possible resources and capacities to *preventing illness and disease* and improving capacity for *healthy and meaningful lives*, including training those professionals who work in the health profession and promoting broad-based health awareness and 'health education' in our communities. The same has not yet been achieved for peace education, conflict transformation and peacebuilding, but it is beginning to. For each point below (drawn from the medical field) imagine the parallel - or what would be the parallel - for peacebuilding and managing conflicts:

In the field of health and medicine, countries:

1. **Have Health Education in Schools:** recognising it's important for everyone in a community to have basic health knowledge. This increases the 'health management' capacity of each citizen.
2. **Increase Health Knowledge for Higher Risk Activities:** with professional mountain climbers, athletes, life-guards and others learning additional first-aid and emergency health techniques, increasing their capacity and competency level because of increased risk and potential health threats posed by their activities.
3. **Promote Public Health Awareness:** both to encourage general health and healthy living (encouraging exercise, warning against bad foods and eating/drinking/smoking habits), and to raise awareness about epidemics (SARS, mad-cow disease, etc.)
4. **Train Health Professionals & Standing Health Services:** including doctors, nurses, scientists who develop appropriate technologies, chemists and pharmacists inventing new medicines, hospital administrators, ambulance drivers, as well as psychologists, psychiatrists, homeopaths, ayurvedic healers, chiropractors, and the entire range of 'health' professionals (health services) dealing with positive and negative health.
5. **Have a Code of Conduct:** Substantially developed in many countries and branches of the medical health services, with the Hippocratic Oath and 'do no harm' a common starting point of many.

6. **Build Hospitals:** with focussed capacity and technological and human resources for dealing with a wide range of medical health needs, from emergency services to long term recovery and focussed/specialised services (cardio-units, etc.)
7. **Build Pharmacies:** creating a localized, accessible capacity increasing people’s ability to manage health needs
8. **Develop Rapid Response Units:** Including Ambulances, helicopter and airlift.
9. **Develop Early Warning Systems:** Including long-term tracking of health and diseases issues, monitoring outbreaks, monitoring and analysing trends for early warning and emphasizing prevention.
10. **Build Government Infrastructure and Capacity:** from local to national, including health departments and Ministries of Health.
11. **Develop Appropriate Government Policies:** outlining strategies, setting targets and objectives, working to ensure cohesion and effectiveness in government health policies
12. **Build Global Inter-Governmental Infrastructure:** Including the World Health Organisation and responsible agencies dealing with health issues, prevention, capacity building, etc.
13. **Build Civil Society Capacity:** Locally, nationally and internationally, including health clinics, community-based health care initiatives, specialized agencies, Red Cross and Red Crescent, Medicines sans Frontiers, and others.
14. **Gather Lessons Learned and Support Systematic Research and Improvement of Methods and Knowledge:** including through publications, journals, research conferences, symposiums, seminars, and tertiary education that focuses on training both **in-depth** and extensive knowledge and information based-learning and practical, **applied** skills and method (medical health practice/work).
15. **Mobilize and Invest Political and Financial Resources:** including funding of all of the above, and mobilizing joint effort in cases such as global and regional responses to epidemics, famines, and pressing health issues.
16. **Prevention is Emphasized**
17. **A Culture of ‘health’ and valuing health and healthy living is promoted**

	Health Architecture-Infrastructure (Existing)	Peace Architecture-Infrastructure (Principally To be developed)
1	Health Education in Schools	Peace Education in Schools
2	Health Knowledge for Higher Risk Activities	Peace Education for Higher Risk Activities: Counsellors, police, politicians, teachers
3	Public Health Awareness	Public Peace Awareness
4	Health Professionals & Standing Health Services	Peace Professionals & Standing Peace Services: including professional training of adult peaceworkers
5	Code of Conduct	Code of Conduct
6	Hospitals	Peace Institutes and Centres
7	Pharmacies	Community-Based Peacebuilding Centres
8	Rapid Response Units	Rapid Response Units: Mediators, Civilian Peacekeepers, Nonviolent Peaceforces, on the ground, local peacebuilding capacities
9	Early Warning Systems	Early Warning Systems: eg. WANEP, FAST
10	Government Infrastructure and	Government Infrastructure and Capacity: eg.

	Capacity	Ministries and Departments of Peace, Civil Peace Services, Mediation Support Units in Governments
11	Develop Appropriate Government Policies	Develop Appropriate Government Policies: eg. EU, and British and German government conflict and peacebuilding policy papers
12	Global Inter-Governmental Infrastructure	Global Inter-Governmental Infrastructure: Including UN Peacebuilding Commission, Peace Support Office, Department of Political Affairs Mediation Support Unit, joint UNDP-DPA program on building government capacity for conflict resolution; and, EU, ASEAN, OSCE and AU enhancing peacebuilding capacities
13	Civil Society Capacity	Civil Society Capacity: local & community-based peacebuilding organisations, PATRIR-Department of Peace Operations, Mediation Centres, International Alert, Conciliation Resources, European Network of Civil Peace Services, WANEP, Women’s International League for Peace and Freedom, Nonviolent Peaceforce, Global Partnership for the Prevention of Armed Conflict (GPPAC)
14	Lessons Learned and Support Systematic Research and Improvement of Methods and Knowledge	Lessons Learned and Support Systematic Research and Improvement of Methods and Knowledge: including dramatic and significant need to improve the quality of ‘peace studies’ to include substantially deeper knowledge and understanding and <i>applied</i> skills and capacity
15	Mobilize and Invest Political and Financial Resources	Mobilize and Invest Political and Financial Resources
16	Prevention is Emphasized	Prevention is Emphasized
17	A Culture of ‘health’ and valuing health and healthy living is promoted	A Culture of ‘peace’ and valuing peace and peaceful living (transforming conflicts constructively) is promoted

II Evaluation of Project Implementation and Achievements

EXTERNAL EVALUATOR'S REPORT

Executive Summary

The *Association and Resources for Conflict Management Skills* (ARCA) has been a collaborative project undertaken by thirteen partners representing NGOs and universities from eleven EU countries. It was funded by a grant of the Socrates programme of the European Commission and implemented over two years (2005 - 07). ARCA project was coordinated by PATRIR from Romania. The evaluation report is prepared by Dr. Anna Matveeva of the London School of Economics.

ARCA partnership has been aimed at enhancing peace education in Europe. The original design did not specify whether the project was to target peace educators to work on contentious issues within the EU countries, or whether it was aimed at training civilians for deployment in peace missions abroad. In practice, the partnership evolved more towards the latter direction. It has been structured in seven interrelated components which formed the outputs of the project. In addition, rigorous networking among members has been a distinct feature of the project and contributed towards formation of a common European identity of peace educators. The project produced significant impacts upon the participating organisations, fostering relationships between individuals and institutions, which are likely to last, and provided impetus to common initiatives. Direct impacts have been also produced upon over sixty training recipients in three sessions of events.

Working groups have been formed to take a lead on each output, while the rest of members contributed in their areas of expertise. ARCA partners had different capacities, and some organisations were more active than others. The following outputs were produced. A Survey of the current state and needs for training and education in Europe documents and assesses the development of peace education. The survey is based upon 184 answered questionnaires and provides a detailed picture of training providers and recipients, and of their methods, subjects and structure of trainings. It also undertakes an inquiry into the needs of training institutions which prepare adults for peacework. Eleven individual Country Reports have been prepared for each participating country.

Three 'sessions of events' have been held. Event 1 on 'Improving and Assessing Skills for Civilian Peace Missions' was organised by *Mouvement pour une Alternative Non-violente* (France), *Peaceworkers UK* and *Nonviolent Peaceforce* (Brussels) in July 2006. The event 2 on 'Conflict Resolution in Intercultural Communities' was organised by BSV and IFAK (Germany) and PDCS (Slovakia) and held in Bonn in May 2007. Event 3 on 'Training for Civil Peace Teams' was organised by *Nonviolent Peaceforce*, *Norwegian Peace Association* and *PATRIR* and was held in Romania in August 2007. It took four weeks and involved collaboration with Romanian Army.

Webportal of pan-European database of peace education resources was established and includes the training activities and events by the ARCA partner organisations, its related networks and training materials elaborated by the partnership. It also disseminates the ARCA newsletter which advertises the events, publications and available courses. The main educational resource is the Guide to Peace Education which is a product of collaboration between PATRIR, NOVA, NPA, PDCS and University of Florence. It is a publication on the preparation of adults for international and intra-national interventions in peacebuilding and conflict transformation. It is primarily aimed at the community of practice and seeks to enhance the quality of peace training through research and self-reflection. It was originally written in English and has been translated and published in a number of European languages.

The network of peace educators was launched in September 2007, but in practice it has been already functioning via a wide dissemination of information, e.g. the ARCA newsletter, the calendar of events and the news on the webportal, interaction between ARCA members and organisation of events. The last event of the partnership was the seminar in Stadtschlaining in September 2007 hosted by ASPR. It discussed dissemination, evaluation, maintenance and follow-up to ARCA.

The design of the project although innovative, proved overambitious and challenging to keep to a rather steep implementation pace. Coordination and budgetary re-allocation of staff costs were a challenge at the initial phase, while severe pressure was experienced to finalise high-quality outputs in time before the end of the project. The project staff coped remarkably well given the odds, but this may be a lesson for future to expect less outputs to be produced when a variety of partners is involved, since collaboration across institutions and countries tends to take up time and effort.

Recommendations

In the next stage the Project should clarify the focus which way it wants to go - either in the direction of peace education for adults to work inside the EU countries on such issues as, for instance, un-integrated minorities, or further in the direction of preparing civilians to work in peace missions abroad. The ARCA partnership needs to be mindful that the field of training for deployment in Europe is well developed and that competition is stiff, and identify its own niche and strategic advantage.

There are good grounds established for the ARCA partnership to grow, however, its growth has to be manageable. Clarification of the future direction would allow to streamline the roles of partner organisations. It is suggested to have a two-tier system with a core group and affiliated partners with different level of responsibilities.

A decision on strategic direction would determine which additional partnerships have to be established both on the governmental and civil society side. If ARCA were to make a transition to an open community, it has to work out how the webportal and the newsletter can serve an enhanced publicity purpose.

The recommendation is to proceed with dissemination of information and strengthen the links with the existing outlets, but abstain from further formalisation of the network of

peace educators. The webportal can provide an opportunity for trainers to advertise their services and learn about opportunities that come up.

Introduction

The *Association and Resources for Conflict Management Skills* (ARCA) project was funded by the Socrates Programme of the European Commission for a period of two years. The Project has started in October 2005. The Report is written by Dr. Anna Matveeva, an external Evaluator (Evaluator), in October - November 2007. It is based upon the written sources made available by the Coordinator⁵, information contained at the webportal and email communication with the Coordinator and selected Project partners. Since October 2006, when the Evaluator was invited to join the Project, feedback was provided as requested by ARCA coordinators and partners, which gave insights into how the Project functioned in practice. The Evaluator participated in the 2nd partnership meeting held in Florence, Italy, in November 2006, where she had a chance to meet the ARCA partner organisations. Unfortunately, presence at the International Seminar in September 2007 in Austria was not possible due to the late arrival of the invitation.

The Report is structured in the following way: it introduces the Project and discusses its strategy, design and impact (General Findings), proceeds to outline the Project components and assesses its relative merits (Detailed Findings), and comments upon process matters, such as budgetary issues and communication. The concluding section deals with the final reflections on achievements of the ARCA partnership and its weaknesses, and provides strategic recommendations on future development. Concrete suggestions of technical nature in relation to outputs are placed in the main body of the report (Detailed Findings) for the conclusion to concentrate on bigger issues.

I GENERAL FINDINGS

Strategy and Design

The ARCA Project is designed to advance theory and practice of peace education. According to its stated intentions, ARCA sought to improve quality, content and methodology of peace education and training in conflict transformation across Europe. It intended to do so by gathering best practices, exchange of methods/curricula, development of resources and guides, and establishment of a European-wide database of educators and educational resources. It also aimed to improve sharing of experiences, tools and methodologies through European-wide cooperation.

More concrete objectives were as follows:

- Bring together many of Europe's leading networks, associations and centres to gather best practices and lessons learned;
- Promote sharing of experiences, tools and methodologies in the fields of peace education and training in conflict management and transformation, both formal and non-formal;

⁵ for the full list please refer to the appendix.

- Collect and collate existing resources and materials on peace education and develop effective guides to peace education for institutions, centres of adult learning, and formal and non-formal educational bodies;
- Establish a database of peace educators, institutions and organisations in Europe and worldwide, and resources and materials available for training and education development.

ARCA's target group was defined in fairly broad terms and included institutions, centres of adult learning, formal and non-formal educational bodies, project partners, teachers and professors, ministries of education, national parliaments, EU parliament, and organisations/institutions working with formal and non-formal peace education. The original proposal did not specify whether the Project targeted peace educators to work on issues of social tension and promote peaceful co-existence between groups within the EU countries, or whether it was aimed at training civilians for deployment in peace missions in conflict-affected countries abroad. The participating organisations represented both sides of peace education in Europe, and the Project could have developed in either of those directions. Throughout its two-year lifespan, the initiative evolved more in the direction of preparation for foreign deployment.

ARCA partnership brought together 13 organisations from 11 EU countries. The Project was run by two coordinators based in PATRIR, Romania, who were responsible for a smooth operation of the partnership. Working Groups were established to take responsibility for each output, which featured collaborative effort of two or more partners. Regular internal evaluations were carried out by a designated ARCA partner organisation (UNIFI), and questionnaires were distributed by the organisers and analysed after most events. This internal monitoring mechanism greatly advanced stronger ties within the partnership.

The design of the Project is very interesting, but comes across as overambitious in terms of how many activities were supposed to take place in a relatively short period and how many organisations were to be involved. It seems that the challenge of coordination between many institutions - for most of whom ARCA was not a single most important priority, - was underestimated. The coordinators coped with the task remarkably well, but at a high price of being overstretched and working hard to meet tight deadlines.

Efficiency

The ARCA project has been highly efficient in utilisation of human and material resources, and in its ability to implement the outputs as much as it could. Very many activities have been accomplished in a short period of time and with a relatively small budget. Deadlines were largely met, despite a slow start during the inception phase, which is only to be expected in a situation when a whole variety of new partners are expected to work together.

Impact

The impacts of the Project on conflict transformation are likely to be long-term and cannot be assessed within the timeframe of the Project. However, the Project produced significant impacts upon the participating organisations themselves and upon creation of a common identity of peace educators in Europe.

Impact upon ARCA partners was noted through both internal evaluations and reflections at the partnership meetings, and at the quality of the outputs which were steadily improving throughout the Project's operations. Most importantly, the ARCA partnership contributed greatly to fostering relationships between individuals and institutions, which are likely to survive the timespan of the Project, and provided impetus to common initiatives, with a high degree of ownership.

Impact upon formation of common identity and integration of peace education in Europe has been significant, as it brought together a whole variety of groups and organisations from different parts of Europe and gave them practical tasks to do rather than a mere opportunity to share experiences. Through networking, collective decision-making, creative conflict and pulling forces together to produce the Project's outputs, they had a chance to appreciate different approaches, national styles and educational cultures, and forge acceptable compromises on this basis.

Direct impact has been produced upon over sixty training recipients in three sessions of events (Output 2) who benefited from capacity-building and debates held during the events. Those trained in the session 3 (Romania, August 2007) also benefited from their qualifications formally assessed and certified by NP, one of the participating organisations.

Linkages have been established with other networks and organisations working in the field of peace training either through the website or by the ARCA members through their own networks. However, some important networks have not been sufficiently included, e.g. the Global Partnership for Prevention of Armed Conflict (GPPAC) based in The Netherlands. There were also weak links with the major donor governments involved in the field and the training providers they use, some of whom were not included into the wider ARCA network.

Composition of Partnership

The ARCA partnership brought together a mix of diverse organisations from the 'old Europe' and from the new EU member states. It is noteworthy that the coordinating institution was from Romania - the EU newest member. It was apparent that the ARCA partners had different capacities. Some are leaders in the field, such as ASPR with a sound funding base and long history of engagement in training of civilian experts in conflict management and peacebuilding. Others are small, with one person working full-time and relying on part-time, temporary or volunteer staff. A few organisations work

mainly in the international arena, while others concentrate more on a domestic agenda. Staff of participating partner organisations⁶ were of different age groups, with a prevalence of younger professionals of the average age of twenty nine. The partnership appears appropriately gender balanced.

ARCA also had a transatlantic connection through organisations from the new EU members states (Slovakia) where US involvement into development capacities for peacework has been pronounced, and internationally (Romania) where strong global experiences and expertise were drawn upon and fed into the project. This also concerns Nonviolent Peaceforce which is more international in scope than a purely European organisation.

II DETAILED FINDINGS - PROJECT COMPONENTS

The ARCA partnership was structured in seven components, or outputs. Work to produce concrete outputs was supplemented by various forms of networking between participating organisations, such as physical meetings, skype conferences, webportal and email communication.

Output 1: Current State and Needs for Training and Education

This Project component has been led by the Institute for Applied Cultural Research (IFAK) from Germany. A Working Group for this output consisted of IFAK, PATRIR, BOCS (Hungary), but it appears that the Hungarian partner was largely dormant. While IFAK took an overall responsibility over developing the questionnaire, distributing it among partners, collating and analysing the responses, the work entailed collaboration of all ARCA partner organisations who coordinated research in their own countries or advised on the questionnaire. They compiled Country Reports which present the needs and state of training in their countries.⁷ Eleven English-language surveys on individual countries are placed on ARCA's website. Outi Arajärvi is the author of the final report which summarises findings from the country surveys and speaks about Europe as a whole. Results of the ARCA study on 'Adult Training and Education for International and Intra-National Interventions for Peacebuilding, Conflict Transformation, Mediation and Crisis Management in Europe' have been published and are available on the webportal.

The study is an impressive undertaking broad in its scope and comprehensive in the remit of how many diverse constituencies in peace educators in Europe have been surveyed. It was obviously a very labour-intensive effort which required a great deal of discussions on unification of categories across countries, processing the questionnaires and elaborating concise summaries out of the breadth of the material.

The aim of the study was to document and evaluate the state of the art in peace education in Europe. It seeks to obtain a detailed picture of training providers (and, to an

⁶ This is to distinguish from the term 'participants' which is applied by ARCA to the direct beneficiaries of training programmes and other events held by the partnership.

⁷ Reports are available on-line at the ARCA webportal.

extent, recipients of training) in their methods, subjects and structure of trainings. It also undertakes an inquiry into the needs of training institutions who prepare adults for peacework. The survey focuses on seven subjects:

1. profile of participating institutions and methods they use for training
2. profile of training programmes
3. human resources available in training institutions
4. training materials used
5. value of training in practice
6. cooperation with other organisations
7. evaluation

The target group for the survey were institutions in eleven ARCA countries and in additional nine European countries which provide or receive training in peace education and conflict transformation. Most questions required multiple choice answers, and there were five open questions. Some overlap between categories of answers has been traced, but since the exercise was not strict science, this does not undermine the overall results of the survey. At all stages the respondents were encouraged to provide additional information and opinions. Out of 660 questionnaires, 184 have been answered, which makes it a 27% response rate.

The following conclusions have been reached

- Organisations working in peace training have rather low budgets at their disposal. 2/3 of all budgets were under 100,000 EUR, which means that most organisations are rather small.
- Training for deployment to do peace work in conflict areas represent only 10% of all trainings offered.
- The highest priority was given to the following subjects: conflict analysis, mediation and facilitation, intercultural communication, team cooperation and training for trainers in conflict management and peacebuilding issues.
- There is a lack of standard European curriculum in peace training.
- Largely, people are satisfied with training they get. 56% rated trainings that they received as ‘good’ or ‘excellent’, 32% as satisfactory and 12% as poor. The highest rate of satisfaction is in trainings for deployment abroad, local level interventions and multipliers.
- Middle-sized organisations are among the most satisfied with training, while large organisations with a budget between 500.000 to 1 million euros are the most discontented.
- Half of the respondents (51%) agreed that there is need for more practice in training, but stressed that how to meet this need is a challenge.
- Majority of respondents want to cooperate with others and are already active in national and international networks. However, small organisations are not satisfied with their networks.

The findings of the survey can be utilised in two ways: to feed data into the Guide on Peace Education (Output 4) and to collate and present quantitative information which for researchers and practitioners in the field of peace education and pre-deployment training independently of ARCA as a stand-alone product. The Guide capitalises on the data and conclusions provided by the survey, and in this sense there is good continuity

and integration between the Project components. The results of the survey are presented in the chapter 2 of the Guide and referred to throughout the publication.

Future Possibilities - Assessing the State of Peace Education

The survey would have been an even greater value for future researchers were it to include some other important questions to assess the state of peace education. These include, for example;

Quantity of training

The survey inquires into views on quality of training, but not into its frequency and amount

– How much training people receive? How often are they trained? Do people want to get more or less training?

Composition of training recipients

- Who is being trained - young, old, middle-career, are they trained together or in separate groups? Are they already involved in some aspect of peace work, or are novices? How trainees are being chosen - do they go through a selection process, are nominated or volunteer for training?

Use of Skills

- Do people use the skills they acquired as a result of training? Where do they use them: are they deployed in the field after training or are they already in positions where they can directly apply those skills?

Needs Assessment

- How training providers know that they are training people in the right set of skills? How do they know/ find out what are the requirements in the field? Do they carry out any specific needs' assessment?

Curriculum development

The survey asks an open question about which resources training providers use and lists those most frequently mentioned. At times, it is slightly confusing as to which particular resource the reference is made, e.g. 'John Paul Lederach' - is it a particular work by the American scholar or do organisations use J. P. Lederach as a trainer? However, it would have been useful to probe the issue a bit further, i.e. by giving the respondents an opportunity to choose from a list of the main sources frequently cited and see whether they are actually used by the practitioners.

It would have been easier for an external audience to comprehend the assumptions behind the study and the relevance of the questions asked, were they formulated more explicitly. Otherwise, the rationale for some questions in section 6 ('Value of Training in Practice') is not apparent, especially since there are no linkages between satisfaction of the respondents with training and their actual use of the skills. Certain findings appear

far too obvious: 'generally, the international organisations have a more equal[ly] mix of objectives, whereas welfare organisations have more specified aims' (p. 16).

The larger question is to what extent it is possible to rely solely on data provided by questionnaires, or would it have been more useful to formulate more developed assumptions from the start, then test them through the survey to confirm/ deny the assumptions and bring out new issues, and then discuss the results and how they feed into a conceptual debate presented in the Guide. Thus, the logic of the study would have been more explicit if some initial ideas were developed by the team working on the Guide together with IFAK, and these ideas would have laid foundations for the survey.

Output 2: 5 Sessions of Events on Best Practices in Peace Education and Lessons Learned

Working Group consisted of nine organisations, namely MAN, NP, PWUK, IFAK, BSV, ASPR, PATRIR, CSDC, PDCS. According to the Project Document, the following sessions were intended to be held:

- (1) Civil Peace Intervention;
- (2) Community Mechanisms for Conflict Prevention and Resolution and Inter-Religious Dialogue;
- (3) Current Formal and Nonformal Education in Europe on Nonviolence and Mediation;
- (4) Peace Education in Schools and Communities: Methods and Approaches to Peace Education in European Countries, formal and non-formal, academic and training-based;
- (5) Peacebuilding, Conflict Transformation, and Post-Violence Reconciliation and Healing: Methods, Tools and Pedagogy.

A change was made to the original proposal to convert three out of five sessions of events (1 week each) into a four weeks'-long training programme. Thus, three events instead of five originally planned were held, as follows:

Event 1 was organised by Mouvement pour une Alternative Non-violente (MAN), Peaceworkers UK (PWUK) and Nonviolent Peaceforce (NP) in Marly le Roy, France, on 2-6 July 2006.

The subject was 'Improving and Assessing Skills for Civilian Peace Missions'. The seminar was co-financed by the European Commission's Socrates Programme through the ARCA project budget (70%), MAN (21%), participants' fees (5,5%), PWUK and IRNC support (3,5%). 18 people participated in this event. Participants were asked for a fee of 75 euro for individuals and 100 euro for organisations.

The event focused on the link between training, assessment and recruitment of civilians for peace support operations abroad. It was designed to come up with a common understanding of the qualities and competencies of a peacemaker which can be enhanced through training, assessed and be used as a basis for selection procedure.

The seminar did not quite come up with concrete proposals on how to implement training and assessment, but rather discussed the compatibility of the methods different

organisations use and their understandings of training, assessment and recruitment processes. The participants focused on exchange of experience and methods, analysis of the general training process and identification of possible sectors of cooperation.

The discussions can be summarised as follows. The participants felt that the question of which basic skills can be enhanced through training is still debateable. The conclusions of the seminar stress that training has to be reviewed regularly to be adapted to the changing situations and needs on the ground. However, a common method of collecting views from the ground is still a long way ahead, as different types of organisations have their own ideas on how this should be done. The participants considered that assessment of peaceworkers is needed, as it provides a quality control that the competencies have been acquired during the training. They agreed on the importance of the practice-oriented emphasis in assessment methods. Assessment is critical to training and recruitment process. However, there are differences in understandings of what can and what cannot be assessed. The participants also discovered that much of the misunderstanding in their common appreciation of assessment was due to different interpretations of terminology.

A powerpoint 'Map of the Processes of Training and Recruitment' in Europe was produced as one of the tangible outputs. The seminar has fostered potential for cooperation between the organisations involved. However, they realised that the focus of the seminar was too broad. More clarity and focus would have allowed to come up with more concrete points for discussion, rather than incorporate a wide variety of training-related issues.

Event 2: Workshop on 'Conflict Resolution in Intercultural Communities' was held in Bonn in May 2007

The event was organised by BSV and IFAK (Germany) and PDCS (Slovakia). It was focussed upon peace work in domestic context and concerned relationships between minority/recent immigrant groups and the majority communities. Three organisations presented their work and described the techniques used: Cultural Interpreter (IFAK), *Thérapie Sociale* (BSV), and Roma Social Integration (Trainings Centre of 'Partners for Democratic Change Slovakia' funded by USAID). IFAK introduced the qualification course for the cultural interpreters it uses and took the participants through training exercises. Application of personal soft skills and dimension of culture in conflict resolution have been discussed.

'Integration of Roma in Slovakia' was introduced by the Slovak partner who works with Roma living in Eastern Slovakia, one of the poorest areas of the country. Two main concepts are used: Cooperative Planning of local development and Conciliation Commissions between Roma and non-Roma residents of an area. This methodology is similar to the one used by USAID and UNDP elsewhere. A case study of Roma integration programme was conducted with the participants.

Thérapie Sociale is a method of conflict resolution developed in the French suburbs, in the Banlieus. The aim of *Thérapie Sociale* is to help people with different values, norms and cultural backgrounds to live or work together in a better way. In the view of its creators, the concept of *Thérapie Sociale* is appropriate to a city environment and to municipalities, where there are many 'way of life' conflicts and where violence between

different groups of population has taken place. In this method, individuals work together in the project groups, meeting and engaging with the kind of people they normally do not interact much. Initially, there is typically a lot of tension, as the participants have their fears and prejudices. However, as the process of interaction unfolds, real problems come out and the group achieves common ideas and proposals how to improve the situation in the city.

The workshop was comprised of many icebreakers, exercises and small group work, which appears very exciting. Common principles and differences between the three approaches have been identified and discussed. The workshop produced a report of good quality which has relevance beyond the participating group.

The evaluation by the participants done at the end of the seminar showed that their impressions have been highly positive. The participants, for example, noted that the connection of conflict resolution with intercultural approaches was new and important. They felt that it was good to have time and space to be able to compare different concepts, as it allowed a better understanding of notions of peace training in the European context.

Event 3: Training for Civil Peace Teams was held in Romania (Cluj and Sovata) on 2 - 30 August, 2007.

The event brought together three organisations (NP, NPA and PATRIR) in a collaborative effort. This was an intensive training and assessment programme for civilian experts and staff of civil society organisations to form a roster for deployment in NP and possibly other international missions. Out of 22 participants, half came from Europe, with the rest being from North America, Latin America and Africa. The training team consisted of trainers from Europe, Asia, and North America.

The event's first module consisted of assessment of the participants and was based on the criteria elaborated during the workshop on 'Improving and Assessing Skills for Civilian Peace Missions' (event 1, Marly le Roy). This represented a model which can be used as a standard by other training organisations for assessing applicants *prior* to training to select appropriate participants for more advanced training and preparation for field deployments.

NP had previously elaborated core training programmes for field peace teams and was interested in piloting them in Europe (their previous training events took place closer to the field context). NP offered to contribute the curriculum they had prepared and the trainers they have used on previous occasions, e.g. from Sri Lanka. The ARCA partnership considered the NP proposal and concluded that it could add value to the Project, since it would produce a roster of trained civilian cadre for deployment and provide an opportunity to use tools and methods developed within the partnership, e.g. Guide to Peace Education and report on assessment of skills for civilian peace missions (event 1).

NP certified trainers and ARCA partners then developed an innovative training curriculum, building upon NPs previous experiences and substantially enhancing, improving and developing these with the inputs and experiences gained through the ARCA projects. The result was the development of a far more comprehensive and integrated

training curriculum for preparing civilian peacekeepers for field deployments. The training acquired the stamp of approval of Nonviolent Peaceforce as implemented according to their standards, and NP's Capacity Building Director took part throughout the program, providing valuable insight and assistance, and learning from the training to improve NPs future standards and methods used.

The training itself should be seen as a ground-breaking model at the European level for training professional civilian peaceworkers for deployment. Employing extensive simulations and applied practice, the training went far beyond current standards at the European and international level in preparing civilian peacekeepers and peaceworkers for deployment. Participants were extensively trained in a wide-range of 'hard' and 'soft skills', including:

- ❖ Third-Party Nonviolent Intervention
- ❖ Protective Accompaniment
- ❖ Civilian Peacekeeping
- ❖ Interpositioning
- ❖ Situation Analysis and Assessment
- ❖ Security & Risk Assessment
- ❖ Situation Reporting
- ❖ Civil Military Cooperation
- ❖ Conflict Mapping and Analysis
- ❖ Conflict Transformation
- ❖ Peacebuilding
- ❖ Team Work & Team Support
- ❖ Dialogue
- ❖ Personal Preparation for Deployment
- ❖ Working in Crisis Situations
- ❖ Field Leadership
- ❖ Working with Fear
- ❖ Managing Stress
- ❖ Perimeter Monitoring
- ❖ First Aid & Emergency Response
- ❖ Communicating with Trauma and Violence Survivors
- ❖ Information Gathering

A variety of training methods and professional trainers were used, including **Robert Rivers**, one of the Coordinators of the ARCA project and a contributing author of the ARCA Guide for Peace Education, **Monica Alfred** a trainer and facilitator on non-violent conflict resolution and psychosocial support who had conducted two trainings in 2005 and 2006 for NP Sri Lanka, **Angela Pinchero**, Nonviolent Peaceforce Project Manager in Sri Lanka with extensive experience deployed as a Field Team Member for Nonviolent Peaceforce, **Kai Frithjof Brand-Jacobsen**, a member at the time of the Nonviolent Peaceforce International Governing Council and Director of PATRIR's Department of Peace Operations with experience working in Africa, Latin America, Asia, Europe and the Middle East, **Winnie Romeril** an expert training on first aid and NP trainer from the NP Latin America training in Ecuador with experience in Peace Brigades International field deployments, and **Phil Esmonde**, Director of NPs Capacity Building Programs. Overall logistics and cooperation with the Romanian government and military was

coordinated and managed by **Denisa-Brand-Jacobsen**, one of the Coordinators of the ARCA project.

Learning from participants own experiences, drawing upon on-the-ground conflict experiences, simulations, exercises and *practical* training were defining aspects of the 4 weeks core training for field peace teams, civilian peacekeeping, and deployment in conflict situations.

The event also featured a simulation exercise conducted in partnership with the 81st Brigade of the Romanian Army which made a very positive contribution to the training. This was the first example of training collaboration between the army and in civilian peace teams in Romania, and a good example of civil-military cooperation in preparation of civilian peacekeepers for deployments in a new member state. The experience gained and the positive relationships developed between PATRIR (the lead coordinator of the training) and the Romanian Ministry of Defence and 81st Brigade of the Romanian Army open for future programs of this kind in Romania.

Overall, the partnership provided an opportunity to apply best practices of the partner organisations to the Sessions of Events output. The partners explored, debated and piloted guidelines for assessing civilians for training for peace field teams (from Session 1 into Session 3). Thus, the Project went beyond the exploratory phase, and took consensus decisions on what successful practices are implemented them through the sessions of events. At the same time, theme (4) 'Peace education in schools and communities: methods and approaches to peace education in European countries, formal and non-formal, academic and training-based' appear to have been lost sight of, confirming the evolving orientation of the ARCA partnership towards training for deployment outside of the EU and away from the issues internal to the EU countries. There is, therefore, important opportunity for future projects which would focus in more depth on approaches to peace education in European countries addressing internal/domestic conflict transformation and working with conflicts.

Output 3: Webportal of Pan-European Database of Peace Education Resources

Working Group consisted of NOVA, CSDC and PW UK (IA). The Project Document states that an internet webportal with training resources will be created to serve as a platform for a European virtual community and links to other sites. The portal was meant to include a database of all current and proposed future activities on peace education and teaching materials in European languages, as well as a database of institutions, trainers and individuals working on peace education in Europe. The portal was to include and make available an on-line directory of the European institutions and organisations offering peace education programmes or working in the field of peace education, and an on-line directory of peace educators.

The webportal includes the training activities and events primarily undertaken by the ARCA partner organisations, its related networks, e.g. European Group of Training (EGT) and training resources materials elaborated by ARCA. There is some information on the European institutions involved in peace education and trainers/ resource persons engaged

in the field (see below, output 5), but it is far from a comprehensive on-line directory. Since 23 July 2007 there have been 160,000 hits on the website in total. The design of the portal is very good in its simplicity which makes it user-friendly. It is to its credit that the site is not overloaded with photo images, latest techniques etc. which can make it difficult to download for users with slow Internet capacity and be too confusing. In its current shape, it is easy to navigate through. The newsletter mostly consists of advertising the events, publications and available courses, and information about participating organisations and similar groups in peace education.

The suggestion is to put into open access only those documents which have sufficient quality and therefore would be interesting/relevant for a wider audience unrelated to the ARCA partnership. The documents which are relevant for the ARCA members, but do not speak to others, are best left for restricted access. One example are the reports of the two events - while the report of the Bonn workshop 'Conflict Resolution in Intercultural Communities' is interesting for a wider readership, the report on 'Improving and Assessing Skills for Civilian Peace Missions' (Marly-le-Roy, July 2006) speaks mostly to the internal ARCA audience and helps to develop the partnership's own thinking on how to move forward on the agenda it has taken on.

The partnership debated at its September 2007 seminar in Austria how it can make the best use of the webportal rather than duplicating existing websites and tools. The target audience for the webportal appears to be the ARCA partnership and people associated with its members and their networks; thus it is quite narrow and speaks to a particular community of practice. The question is what is the purpose of the newsletter and the webportal - should it service the ARCA partnership and associated networks, or does it have a broader public purpose? In the words of one participant in the Stadtschlaining seminar, 'I am afraid of the "NGO peace industry"'. With an abundance of information available on the Web, the portal has to compete against other web resources and has to be appealing to the general public beyond professional 'peace constituency'. A concern was expressed about information overload and an overlap with other organisations and networks, some of which are run by the ARCA members, e.g. Peaceworkers UK project of International Alert.

The webportal could play a positive role as an easily accessible European-wide repository of announcements, resources and materials relevant for training programs and preparation of adult professionals in peacebuilding and conflict transformation.

Output 4: Guide to Peace Education

Working Group: PATRIR, NOVA, NPA, PDCS, University of Florence, NP. The Guide's title has been altered to better describe its focus. The original intention (as per Project Document) was to produce a Guide to Peace Education in Schools and Communities. However, it was considered that a book for schools and communities would not be sufficiently centred on adults as beneficiaries. Hence, the Guide has become a publication on the preparation and training of adults for international and intra-national interventions in peacebuilding and conflict transformation.

The Guide is a high quality publication and makes a valuable contribution to the professionalisation of the field of peace education. It is a product of collaboration of five authors: Giovanni Scotto, Robert Rivers, Frode Restad, Kai Brand-Jacobsen and Jan Mihalik. Glossary was compiled by Mariana Gavis. All chapters are written by two authors at least. This is quite remarkable, since writing collaboratively is always a challenge and typically authors concentrate on their own chapters leaving others aside. By contrast, the Guide presents an outcome of a genuine partnership. Fostering positive collaboration was helped by opportunities for the authors to meet and brainstorm together in Florence in autumn 2006 and in Berlin in spring 2007.

The Guide is not a practical how-to-do resource pack. Its objectives are more complex:

- a) to enhance the quality of peace training through research and self-reflection**
- b) to bring greater legitimacy to peace training and demonstrate its value for related fields**
- c) to deepen understanding of peace training to expand training capacities and improve networks of training organisations.**

The Guide's target audience is a community of practice which includes individuals, NGOs and governmental organisations involved in development of training practices. Those actors include ARCA's project partners, institutions which provide training, trainers in conflict transformation/peacework, individuals preparing to work in the field and policy makers, especially in donor countries. It also has practical implications for formal education institutions and universities with programmes in peace studies.

The Guide covers the following themes: definitions and concepts behind peace education and history of the evolution of the field. At the beginning chapter 1 frames the issues for discussions in the next chapters. The Guide proceeds to introduce ARCA's propositions for peace training which reflect generalisations from the survey (Output 1). It then outlines five examples of best practice based upon work of the ARCA-participating institutions, discusses challenges and explores how the challenges identified can be addressed, and how training can be made a more fulfilling experience for both a trainee and a trainer. It concludes on a high note of commending the art of peace training and emphasising its internal beauty.

The Guide does not rest on a false premise that the field of peacework is perfect and does not try to gloss over its difficulties. It contains an interesting chapter 4 on challenges encountered which reflects some real dilemmas practitioners in the field would identify with. However, it does not mention a disparity between training and the use of acquired skills, and a weak link between training and deployment in the European context which is a key issue that needs to be addressed both by the training providers and by the end-users. The Guide brings about the voices of several distinguished peace educators which are put in boxes to separate from the main text (sometimes quite long), but it would have benefited from offering more practical examples to illustrate the narrative.

Output 5: European Network of Peace Educators

Working Group PATRIR, BOCS, NP, CSDC, PW UK (IA)

The network of peace educators was officially launched at the end of the project in September 2007. There are two lists of trainers available which contain some information on their previous experience and areas of expertise. As of early November, 33 'trainers' (or registered users) could be found on the website, 9 of them under alias with no further information provided. Many more prospective trainers/ resource persons were invited to join, but since the network was launched not so long ago, results are yet to be expected. The users are provided with the technical capacity to send private messages to each other and to the whole group, publicise new events, comments and posts on the forum, but since there are few users, exchanges are still deficient. The plans are to link the Peacetraining Network of Peace Educators to that included in the Peaceworkers UK Register. Decisions about this would need to be taken in the near future.

That said, the network of peace educators is held together, perhaps more successfully not so much by the means of trainers' interaction, but by a wide dissemination of information, such as through the ARCA Newsletter, the calendar of events and the news on the home page. Issues of the Newsletter have been sent directly to about hundred users who normally forward them to their national contacts.

Output 6: International Seminar on Evaluating Impact and Ways Forward

The international seminar was hosted and coordinated by ASPR and held in Stadtschlaing in September 2007. It was attended by 18 ARCA participants. This was the final major event of the ARCA Project. Its stated goals, as per agenda, were:

- Discuss dissemination, evaluation, maintenance and follow-up to ARCA
- Present financial report to the partnership
- Celebrate achievements and experience of working together

The seminar discussed the Project's outputs and the outstanding project activities. Two guest speakers from Forum ZFD, Germany, and Miramida Centar-Regional Peacebuilding Exchange, Croatia, were invited to present experience of their organisations in peace training. The main content discussions concentrated around the following issues:

(1) The purpose of the European Network of Peace Trainers

Web-portal and the database of peace educators

Evaluation of both outputs as tools for communication and networking

(2) A European-wide peace education sector in Europe: what we miss, what can we do? Evaluation of the outputs of ARCA: Impact and Lessons Learned

(3) Ways Forward: exploration of future projects and their possible focus. It was stressed that it is important to consider the evolution of the ARCA partnership. Do the participants want to continue with it? Is it desirable to integrate new partners or whether it is possible to enlarge ARCA beyond the current remit?

Internal evaluation has been carried out and yielded the following results:

- Overall, the seminar was rated by 60% ‘excellent’ and by 40% ‘good’.
- Content and structure were rated by 27% as ‘excellent’, 53% as ‘good’, 13% as ‘average’ and 7% as ‘poor’.
- Methodology was rated by 13% as ‘excellent’, 60% as ‘good’, 20% as ‘average’ and 7% as ‘poor’.
- 53% felt that most of the seminar was a value for them, while 47% thought that about half of it was of value for them.
- 60% felt that most of the seminar was relevant for them, while for 40% the relevancy was ‘about half’.
- 13% responded that they will use most of what they heard at the seminar, while a large majority of 87% responded that they will use ‘about half’.
- 54% felt that it was little new for them at the seminar, 33% - ‘about half’ and it was mostly new for 13% of respondents.

III PROCESS MATTERS

Networking, Internal Communication and Management

On the whole, the participants have been satisfied with management and decision-making. Communication within ARCA appears to have worked rather well, given the enormous challenge of coordination with new staff coming on board while others leaving or becoming dormant. Nevertheless, a number of issues deserve scrutiny to learn lessons for future projects in cross-European networking.

Budgetary Issues

The phase I of the Project has been marred by the discussions on how to divide the money available for participating organisations. The main difficulty experienced after the initial Rome meeting was connected to the budget, and particularly to the allocation for staff costs. The coordinator’s view is as follows:

The difficulties encountered in dividing the staff costs came as a result of the budget cuts by the EC (196.968 EUR versus 287.400 requested). Thus, a redistribution of the work load was required. However, the coordinators had a clear idea of distributions of roles and responsibilities, and a table presenting financial divisions since the application was made. Understandably, the partnership was disappointed with the budget cuts, but the choice was either not to go ahead with the Project, or try to undertake work on a reduced budget. The decision was made to handle the Project on a reduced budget and to re-draft all related documents accordingly.

As a result, partners that put more work in, had their staff costs supplemented (IFAK, NPA, PATRIR), whereas partners who did not contribute as much as expected or were late in delivering their outputs, had their staff costs reduced. In the Coordinator’s words, ‘all of these recalculations happened in a climate of dialogue and not one partner left feeling unjustly treated or underpaid if the budget allowed it.’

The internal evaluation report ⁸ suggests that this view was not uniform. The budget procedure was criticised by several participants: “The activity-based model the coordination team came up with (after Rome) seemed fairer to us, but the calculating system was time consuming” and thus not appealing to the partner organisations.” “The coordinators suggested a very complicated method for a fair way of sharing the money. The method of estimating the work load for every partner was so difficult and unrealistic to deal with that nearly no one did it. I tried and had immediately the problem of very different estimation to the coordinators.” During the ensuing discussion, one partner organisation put a veto upon the original proposal brought forward by PATRIR. This strong decision catalysed a new phase in the discussion. In the end, the resource allocation has been accepted, although - as some noted - not very enthusiastically: “The solution after the 'veto' was mostly 'solving by confusing'. I assume things got sorted out then, because everybody was just tired about the budget discussion and people needed to know where they could take commitments and where not”.

Some partners pointed at specific problems: “The special problem was that in the original application our workload and budget part was relatively high. The general situation was changed because of the severe cuts in the budget, because some partners wanted now to be more involved and to get more money. The first idea was that we cut our part with the percentage budget cuts from EU and we [were] happy with that. During the very complicated phase of counting and negotiations we were more and more frustrated with the process. Every new proposal for budget brought new cuts for us. The compromise was that we shorten our workload and set an absolute limit, that we don't accept any further cuts. This was accepted by the coordinators although I had the feeling they see us as wanting too much.”

Other difficulties were experienced in distribution of working time: “When deadlines are set in the ARCA project, there is no consideration made to the actual allotment of work time of the partner organizations”. Some partners experiences problems with adhering to the deadlines, progressing too slowly as compared to the timeline of the project in the initial stage.

Three Lessons Learned observations are made by the Evaluator in this respect:

- At the design stage of the project it can be more feasible to cost each activity in working days/hours, and seek guidance from more experienced partners to come up with realistic estimates. In this case, it would be easier to re-allocate costs if need be.
- Partners involved in drafting an application have to agree in advance on a mechanism of how money would be re-allocated if some partners do not pull their weight. Contingency planning needs to be undertaken at an early stage, together with risk identification.
- It appears that the costs and the amount of time partners had to put in to ensure that deliverables of high quality are produced, have been underestimated.

⁸ ‘Evaluation of the ARCA project – process and relationship aspects’, Time frame: Phase 1 (October 2005 – December 2005), Phase 2 (January 2006 – March 2006). Names of organisations and individual respondents omitted by the Evaluator.

Financial side, in the view of the coordinator, worked well. Two instalments were obtained, salaries and travel money were paid on time. However, some organisations had to wait for the second instalment. Still, the coordinators were not faced with serious difficulties in this respect. However payment in instalments presented a problem especially for small organisations. “It was a problem for us to wait so long for the first instalment. We are a small institution and it is not so easy to finance the salaries for six months before getting money”. In the view of some participating organisations, funds were not always sufficient for the work required. “The task was much bigger than expected and caused a lot of overtime work for us. The person we had hired could not finish the work on time and we had to find other solutions, voluntary working capacities, people working for other projects inside the organisation. For example, the work to create the webpage for the questionnaire was not possible within the ARCA partnership, so we had to find someone outside willing to do this work voluntary (approximately one week full-time for a professional computer expert).”⁹

There was also a situation when Peaceworkers UK found themselves in a difficult situation at the period of joining International Alert, and there was a lack of clarity between ARCA and PW UK on the latter’s ability to deliver upon outputs. The issue was subsequently resolved, but it pointed to a generic problem within the partnership as of what contingency capacity should be put in place if partners experience institutional problems and cannot contribute as much as they would have liked to.

Internal Communication

Internal communication has been a challenge in the phase I where there was a general lack of clarity of what the mutual expectations are. Participants noted that with hindsight it would have been better to hold an inception meeting straight at the onset of the Project to enable greater clarity from the start. ‘While the process of working together started with the conception of ARCA in Brussels in February 2005, knowledge about (and identification with) the project and its goals was uneven among the partners. A criticism voiced during the first months of work concerned the quality of the project presented, which was felt not to be very clear; several aspects like outputs, budget questions, etc. needed clarification. For this reason the discussion during the Rome meeting and in the following weeks were still at a very general level. Some of the partners did not feel very involved in this phase and one perceived it as “lost months, [during which] cooperation was almost non-existent”. The need was felt that the pre-partnership meeting held in December should have happened earlier.’¹⁰

Soon, however, communication has massively improved, with a general timetable for the whole Project available and weekly reports/ updates on plans distributed by PATRIR. The coordinators also prepared and distributed Trimestrial Reports on a 3-monthly basis which outlined progress made during the reporting period and the immediate priorities. Internal evaluation reports have been prepared every six months.

⁹ ‘Internal Evaluation of the ARCA project – process and relationship aspects’, Time phase: Phase 3: April 1st - July 31st 2006.

¹⁰ ‘Evaluation of the ARCA project – process and relationship aspects’, Time frame: Phase 1 (October 2005 – December 2005), Phase 2 (January 2006 – March 2006).

The participants on the whole were satisfied with the amount of information distributed. A number of the partnership members noted that deadlines sometimes have been too short for them to be realistic, as each organisation has many other competing commitments. Some felt that a few participants regularly respond to the requests, provide feedback and comment on drafts, while others respond only when an issue directly concerns them. This is an unfortunate, but typical situation with electronic fora: members have different workloads, and for some networking is of greater value than for others.

Internal evaluation reports done by UNIFI proved a very successful way of standing back from the Project's outcomes and deliverables and reflecting upon the *process* of interaction. Internal evaluations enabled the partnership to understand itself better in terms of its strengths and weaknesses in cooperation, decision-making and sharing of resources. This relates to the general principle that projects are not only about outputs, but also to a great extent about processes and relationship, i.e. about how people work together.

The reports have been based upon responses to questionnaires sent via email by UNIFI to all partner organisations. Again, it can be noted that some responded regularly, while others - not at all. Coordinators were given a chance to respond to comments made about their performance in the next report. Internal evaluation reports greatly contributed to transparency in ARCA's operations and improved the climate of partnership.

Presentation

English is the common language of the partnership, while for the majority it is not a mother tongue. However, written outputs have been done in English. They would have benefited from a more thorough copy-editing and checking names and abbreviations, especially the Guide, which is a publication of high quality whose shelf life is expected to be reasonably long.¹¹ Overall, there was less translation and publishing in other languages than originally envisaged, but this did not appear to undermine the quality of dissemination, since in a number of countries, e.g. Norway, English is universally understood in professional constituencies. The Guide has been translated and is currently being published in Romanian, German, Italian, French and Spanish.

Report of the 1st Session of Events was produced in English and French and the 2nd - in English and German. The webportal was intended to be tri-lingual (English, French and German), but so far only functions in English.

¹¹ For example, DFID stands for Department For International Development (the Guide, p. 54).

IV CONCLUSIONS

The ARCA partnership made a valuable contribution to the field of peace education in Europe, raising its professional standards. The most successful components appear to be the training needs assessment which was a remarkably comprehensive pan-European exercise, session of events and the Guide to peace education. Weaknesses are most felt in the Network of Peace Educators and, by default, in operations of the webportal where it concerns the Network. The greatest achievement however was establishment and development of the partnership itself, and the connections between individuals and organisations made possible by the ARCA.

In the next stage the Project needs to find a clear focus which way it would develop: either in the direction of peace education for adults to work inside the EU countries on such issues as, for instance, un-integrated minorities, or it would move further in the direction of preparing civilians to work in peace missions abroad, e.g. new EU deployment in Kosovo to replace the UNMIK administration.

A decision on strategic direction would determine which additional partnerships have to be established both on the governmental and civil society side. So far, the partner organisations in ARCA have been NGOs and universities. However, links with the major donor governments involved in peace operations and their agencies (e.g. National Defence College in Sweden) and the training providers the donor governments use, - private companies, e.g. Ground Truth in the UK, - need to be made. Agencies within the UN system responsible for training (e.g. UN Staff College) should be involved, since trained individuals tend to move across sectors, while divisions between working for an intergovernmental organisation or for a international NGO in the field are blurred. The ARCA partnership needs to be mindful that the field of training for deployment in Europe is well developed and that competition is stiff, and identify its own niche and strategic advantage, if it decides to proceed in this direction.

Clarification of the future direction would allow to streamline the roles of partner organisations. It appears that there were too many organisations involved, while in practice some were more active than others. It is suggested to have a two-tier system which would involve a core group of partners to carry the bulk of responsibilities, play a key role in decision-making and be responsible for concrete areas. The other group may consist of associated members who would benefit from inclusion into the partnership's activities and debates, and fulfil *ad hoc* tasks, but would have lighter responsibilities than the core group. There are good grounds established for the ARCA partnership to grow, however, its growth has to be manageable.

The Evaluator questions the need to put further effort into establishment of an on-line directory of peace educators and trainers in Europe. The EGT attempted to so, but eventually the effort came to a halt since users were reluctant to put any negative information about the trainers if they used them and were not satisfied. In practice, reputation spreads more by the 'word of mouth'. The recommendation is to proceed with dissemination of information and strengthen the links with the existing outlets, such as the Berghof Center for Constructive Conflict Management which already has directories established. The webportal can also provide an opportunity for trainers to advertise their

services and look for team members in case of large assignments. However, these networking activities would have to be moderated.

In future, it is suggested to develop a more realistic timetable, since collaborative efforts of a number of partners from different countries tend to take up more time than it was envisaged. This would prevent an overload at the end of the Project as it happened.

Quality control needs to be given further consideration. In the ARCA partnership so far this was done mainly by peer review. It may be good to establish a more formal process for this purpose.

Evaluation of Short-Term Impact & Assessment of Expected Medium and Long-Term Impact

As Evaluated and Assessed by ARCA Project Partners and Participating International Experts at the International Seminar in Stadtschlaining in September 2007 hosted by ASPR.

SHORT TERM IMPACT

- Production and Dissemination of the **Peace Training: Preparing Adults for Peacework and Nonviolent Intervention in Conflicts** Guide
- Production and Dissemination of the **Needs Analysis: Current State and Needs of Training and Education for Peacework**, both at European and country level
- First consistent project amongst the newly created network of training institutions in ARCA funded by the EC
- 60+ direct beneficiaries (practitioners, field workers) trained through the session of events
- Output 1 and 4 for immediate use in the partner organizations
- Creating links with institutions and organizations to achieve together output 2 → from that cooperation there are several possibilities to start new ones
- Concrete outputs (guide + portal + rapport) to disseminate and share with partners/colleagues in Norway
- Concrete ideas for implementing curricula and projects in national contexts
- Available terminology for interaction with government institutions and founders
- Increased awareness of peace training issues in own organizations and in the peace community in general
- There are prepared conditions in Slovakia, Romania, and other New Member States (thanks ARCA partially) to make civil peacemaking and peacebuilding better known
- Immediate Deployment of those Trained in the 3rd Session of Events in International Peace Teams and Civilian Peacekeeping Missions with Nonviolent Peaceforce
- German brochure : “Konstruktive Konfliktbearbeitung in der Nachbarschaft“ triggered off by Bonn event
- Better Nonviolent Peaceforce and Member Organisations
 - o Core Trainings
 - o Assesment
 - o Selection/recommendation for Core Trainings by NP Member Organisations
- For Participating Organisations: Knowing each other and the partners working areas and methods much better allows easily next cooperation in the field
- Training events brought also external experts with the partners together:
 - opening the ARCA for future public
 - getting other perspectives and changing of experiences
 - Participating Organisations learned to know several other institutions working in the field of conflict resolution in intercultural communities and agreed on further cooperation with community officers, social workers, national governments, military, etc.
 - deepening our understanding of the approaches and methods of the partners working on community level

- New project proposal LOW (Local ownership of conflict resolution in neighborhood) approved by EU
- Dissemination of lessons learned in 2 publications presenting the different approaches
- exchange of methods has a direct impact on developing own training and curricula
- the comparison of different approaches, discussion and analysis on basis of more grounding knowledge of each other enhanced the development of own curricula as well as the discussions with several external experts
- more implication of the Member Organisations into Nonviolent Peaceforce's work (especially training programs → event 3 + selection of potential NP field team → event 3 + fundraising for training → event 3)
- First consistent collaboration project between Nonviolent Peaceforce and European MOs
- consolidation of European Network of Civil Peace Services (EN.CPS) and strengthening of training component in preparation of adult professionals for deployment
- PDCS became a member of ENCPS and NP + started to strengthen its peacebuilding and conflict transformation programs
- more specific knowledge about content and methods and experiences, lessons learned + best practices: became great tools for our projects
- collaboration with adult education institutions
- networking: inside the country between different type of organizations and with Government and Military
- policy/laws about civilian peace services at European level (→ to be developed more in long term)
- Increased profiling at national level and awareness of governments of the role and importance of peace training and preparation and capacity building in the architecture of peacebuilding, conflict transformation, crisis response and violence prevention
- In France we are currently working on our training curricula. ARCA directly influenced our work (we could exchange on methodologies and best practices during the session of events especially →the results of these meetings are an important element in our discussion and work now)

MEDIUM TO LONG TERM IMPACT

- Contribution to quality development of Trainings in Peace Education and Conflict Transformation
- The good cooperation of the partnership will allow future cooperation as a long term vision too
- Contribution to the vision of a standards for European Trainings
- Emphasizing peace education in the process of reediting of Hungarian National Curricula by the Ministry of Education
- Clarifying needs for common standards in training. If needed What, When, How?
- Further project collaborations involving Ministries of Education directly
- Get to know NP and ENCPS; many possible long term partners
- ARCA contributed to consolidate ENCPS (in the field of peace training especially) = solid European partnership in this area

- Identification of a need to work on common standards in training → future contribution between the partners, especially in organizing trainings
- Enhanced knowledge (in Norway) of peace work as a profession and the opportunities (through partners) for training and deployment
- Building a community of civilian peace workers in Norway
- Joining/expanding the NGO sector of peace workers/trainers to interface with GOs or established institutions in Norway for civilian assistance in conflict
- Develop a common terminology (through guide) to interface with government efforts in peace building
- The dissemination of some of the outputs has to be made in the European level because they have valuable and really useful materials
- The web portal can be a platform to disseminate them but it needs to be dynamic and managed by someone/some organization with clear common objectives
- In the future the web portal can also be a useful platform to build a large community with people, trainers and organizations interested in peace training and education
- Translation of glossary/ key terms in Slovak - beginning of possible future discourse (even academic) in Slovakia about civil peacebuilding/peace keeping
- Some of the outputs might be used to link efforts of civil society(non-formal training centers) with those of formal education institutions in the education of adults
- Impact in the European (Spanish) civil society through the application of laws/proposal: new tools and proposal for curriculum for adult education
- Increasing quality and adding a more complex overview (having the example of the other countries best practices)

Opportunities and Strategies for Introducing Peace Education into National Curricula and Training Programmes

Opportunities and Strategies for Introducing Peace Education into National Curricula and Training Programmes for Youth and Schools

Peace Education, Conflict Resolution, Peer Mediation, and courses on Multi-Culturalism and Civic Education have already been introduced - to varying degrees - in many national education systems across Europe. The teaching of peace education for children and youth has developed extensively over the past 20 years, with well developed resources, teaching materials, exercises and curriculum. At the same time, levels of implementation and resources committed are uneven, the majority of teaching and educational professionals in Europe have not yet been exposed to these methods and approaches, and only a limited number of students and youth are effectively exposed to appropriate education and teaching on peace education and conflict resolution skills. Also, benefits of inter-national and inter-cultural exchange, sharing, and learning from best practices and experiences both within the EU and internationally have not been carried out to the full potential.

Opportunities and Strategies:

- ❖ **Training of Teachers** in Peace Education and Conflict Resolution Skills and Tools for the Classroom (Training for All Teachers), including weaving teaching of peace education into teacher training and teacher education curricula
- ❖ **Training of Teachers for Teaching Peace Education and Conflict Resolution** → course specific training for teachers responsible for teaching peace education and conflict resolution courses
- ❖ **Development of Curricula and Course Materials** for Teaching Peace Education in Schools → including course specific materials for peace education, and mainstreaming peace education into teaching materials
- ❖ **Best Practices Case Studies** within countries and across the EU should be carried out to study and make visible best practices for Peace Education and Conflict Resolution Education and Training for Youth
- ❖ Development of an easily accessible, user-friendly **Guide to Peace Education for Teachers, Youth and Schools** highlighting best-practices and educational tools and methods for peace education
- ❖ Creation of **National and European-wide data-bases on peace education tools, methods, curricula and teaching materials**, easily accessible for teachers, students and Ministries of Education
- ❖ Establishment of **National Platforms for Peace Education** and a **European Union Platform** for Peace Education bringing together Teachers, Teachers Associations,

Ministries of Education, Students, and NGOs for the development and promotion of Peace Education in national schools systems and EU-wide

- ❖ **Greater support from national governments, EU, and Ministries of Education** for the introduction of extra-curricular peer mediation and conflict resolution training and education in schools

It should be a priority of the EU and national governments to develop action plans for the introduction and streamlining of peace education into national school systems. Teachers, students, and civil society organisations actively involved in the delivery and provision of peace education programs for schools and youth should play an active role in the development and implementation of these strategies. Conflicts - inter-personal, intra-personal, within families, between students, within and between cultures, communities, and generations, as well as internationally - show the clear and evident need for improving students and youths conflict handling capacities.

The greater and more systematic introduction of peace education into national curricula and teaching can play a major role in improving how we deal with conflicts, reducing violence, and improving quality of life, human rights, and mutual understanding and respect within and between communities.

Opportunities and Strategies for Introducing Peace Education into National Curricula and Training Programmes for Adults and Professionals

The field of Peace Education and Peace Training for Adults and Professionals has developed extensively and dynamically over the past ten years. Today, there are well developed training institutions in several European countries, including RTC and the Peaceworkers Project of International Alert in the UK, ASPR in Austria, the Folke Bernadotte Academy in Sweden, and the International Peace and Development Training Centre (IPDTC) of PATRIR in Romania . Several national governments have programs for funding training institutions and training of government staff and employees. International cooperation between leading trainers and training institutions has increased substantially in recent years, and has led to pioneering steps for sharing and improving teaching and training methods and materials, certification, and standards. Most noticeably, the development of **Civil Peace Services** - standing rosters of trained, certified and assessed professionals available for deployment to support peacebuilding operations and programs - heralds a new stage in the professionalization and delivery of peacebuilding and conflict transformation.

Opportunities and Strategies:

- ❖ The success and achievements of the Association and Resources for Conflict Management Skills (ARCA) project should be consolidated and built upon (as advised by Participating Organisations in the ARCA project, the External Evaluator, and international experts and participants in the Sessions of Events) in an ARCA II follow-up project, building and carrying further the steps initiated in the first two years. These could include:

- Consolidation and Development of an **EU-wide roster and assessment system of trained professionals** available for deployment
 - Consolidation and Development of **Standards and Certification** for Training of Adult Professionals
 - Consolidation and Development, in cooperation with the EU Group on Training, European Community Project on Training for Civilian Aspects of Crisis Management, of an **EU-wide network of training institutions** for the development, sharing, and exchange of training resources, methodologies and approaches, and joint programs
 - Maintenance and development of the ARCA web-site (www.peacetraining.org) as a highly effective useful repository of training materials, information, courses, standards, and resources for training adult professionals
- ❖ **Improvement of the quality of Peace Education provided in Universities**, including increased practical training and greater cooperation with professional training institutions and deployment agencies
 - ❖ Development - along the lines of the British, German and EU models - of **Government Strategies and Policies** for addressing **peacebuilding and crisis prevention** including focus on and support for training nationally, within the EU, and internationally, fulfilling the EU's role and responsibility to support the development and strengthening of peacebuilding capacities internationally
 - ❖ Establishment of National and EU-wide **Civil Peace Services** and national training curricula and systems
 - ❖ Development of more **operational oriented** 'nuts and bolts' training manuals and materials for the broad-range of specialisations and skills required, including violence prevention, post-war recovery, crisis management, working with conflicts, trauma recovery and healing, counselling, early warning systems, conflict engagement strategies
 - ❖ Development of short **1 - 2 day introductory courses and sessions**, along the DFID model, for **government staff and members of national and the European Parliament** improving the level of understanding and comprehension of peacebuilding and available and effective methods and strategies for dealing with conflicts and violence prevention through peaceful means

Future Possibilities for Intra- and Inter-National Cooperation for Peace Education

The ARCA project and other similar projects (European Community Project on Training for Civilian Aspects of Crisis Management, ALPICOM Project) have shown the direct benefits to be gained from inter-national cooperation for peace education. The proposals above identify a number of areas in which inter-national cooperation could greatly benefit the field, including improving the quality and standards of peace education, curricula and training methodology and materials exchange, and joint projects and cooperation for improved training delivery. Substantial space also exists for improving cooperation within countries, between and amongst NGOs and providers of training, and also between training providers and deployment agencies to improve the quality of trainings and appropriate training design responding to and addressing real needs and on the ground conditions. Priority should also be given to making the full range of trainings available visible to those wishing to participate, as it is still too difficult for many organisations and individuals to find and be able to effectively assess the quality and standards of available training programs. Cooperation on the development of certification, standards, and an EU-wide roster of those trained, assessed, and available for deployment should be a priority for future inter-national cooperation projects.

With governments within the European Union and the European Council and Commission increasingly recognising the viability and need of effective policies, tools, methods and strategies for dealing with conflicts constructively, and the development at the international level of institutions such as the Peacebuilding Commission, Peace Support Offices, and Mediation Support Unit of the United Nations, preparation and training of peace workers and development of professional civil peace services will take on even greater importance. Close collaboration amongst key actors in training and deployment within countries, across Europe, and internationally, can play a positive role in continuing to strengthen, develop and improve the field of training adults professionals for peace work.

APPENDIX 1

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APPENDIX II

List of participating organisations

Peace Action Training and Research Institute of Romania	PATRIR
Nonviolent Peaceforce Internatioanl	NP
Department of Social Studies, Faculty of Educational Sciences, University of Florence	UNIFI-DSS
Bund für Soziale Verteidigung e.V. (Federation of Social Protection)	BSV
Austrian Study Center For Peace And Conflict Resolution	ASPR
Institut für angewandte Kulturforschung e.V. (Institute for Applied Cultural Research)	IFAK
Norges Fredslag (Norwegian Peace Association)	NFL
NOVA-Centre per a la Innovació Social (Nova, Center for Social Innovation)	NOVA -CIS
Peaceworkers UK (later - International Alert)	PW-UK
Partners for Democratic Change Slovakia	PDCS
Bokor Öko Csoport Alapítvány	BOCS
Mouvement pour une Alternative Non-violente	MAN
Centro Studi Difesa Civile (The Center of Studies for Civilian Defence)	CSDC