

SYSTEMATIZING THE DATA FROM THE ARCA QUESTIONNAIRE

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

COUNTRY REPORT FOR AUSTRIA, JULY 2006

NB: Reports per countries participating in the ARCA projects are drafted by partner organisations based on the data gathered from the respondents who offered information by completing the Needs Analysis Questionnaire (see Appendix 1).

INTRODUCTION

What is this country report?

This is a document containing information on the current situation, existing resources and assessment of needs in the field of Adult Training and Education for International and Intra-national Interventions for Peace Building, Conflict Transformation, Mediation and Crisis Management in Austria.

What purpose does the country report serve?

The country report, with its diagnosis of the national situation in the field, can serve as a basis for further development and pioneering of peace education of adults as envisioned by the ARCA project, in the European countries participating to the ARCA project.

The country reports data will be gathered in a general report as a base for the rest of the ARCA project products.

General profile of a country report

The country report of Austria is a document synthesizing the answers given by the Austrian respondents, interpreting them in relation to the national basis and context. The report will be disseminated and presented to non-governmental and governmental institutions, educational and training centres, Ministries of Education and Foreign Affairs in the partner country, respondents and other actors interested in receiving it.

The Austrian ARCA team acknowledges that this document may present an incomplete picture of the situation approached. It is based on feedback offered solely by the respondents who answered to the questionnaire (see Appendix 2).

SYSTEMATIZING THE INFORMATION FROM THE QUESTIONNAIRE

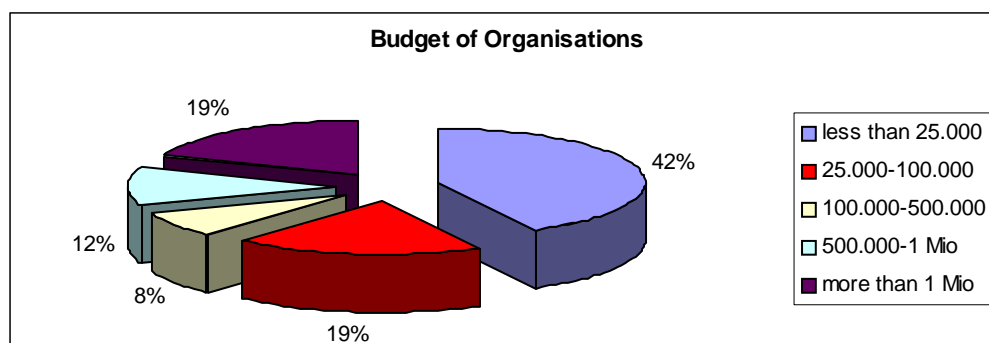
1. Organisational profile

26 institutions of the pool of Austrian respondents fitting the profile have submitted information on their activity in the format of the questionnaire. 7 respondents, actively involved in the field of Training and Education in Austria, identified themselves as non-governmental organisations, 5 as governmental organisations. 4 of those who have not selected to be NGO or GO have described themselves as Non-Profit organisation, 2 as international organisation, one as welfare organisation and 8 describe themselves explicitly as academic institution.

Thus, active organisations providing such services in the field of training and education of adults to work in situations of conflict and management of crisis situations are mostly non-governmental organisations, governmental organisations as well as academic institutions.

Subpoints 1.1 – 1.7 of the questionnaire mapped the profile of the respondents, whereas subpoint 1.8 targeted the respondents' focus and orientation. The majority of respondents (25 of 26) identified education as their primary focus, complemented by the further focus on lobby (8 out of 26), research (7 out of 26), action (6 out of 26).

While the focus seems to be quite homogenous due to the fact that the questionnaire concentrated on a special target group, the financial situation showed a more heterogeneous picture. Thus, subpoint 1.9 targeted one of the segments of the organisational profile of respondents, namely their budget and systems of financing. The answers provided show a heterogeneity of financial profiles, ranging from less than 25.000 euros annually (11 of 26) to the average of between 25.000 and 100.000 (5 of 26), with 2 out of 26 respondents indicating their budget as between 100.000 to 500.000, and 3 out of 26 with an budget ranging between 500.000 to 1.000.000, while 5 exceeded this amount.



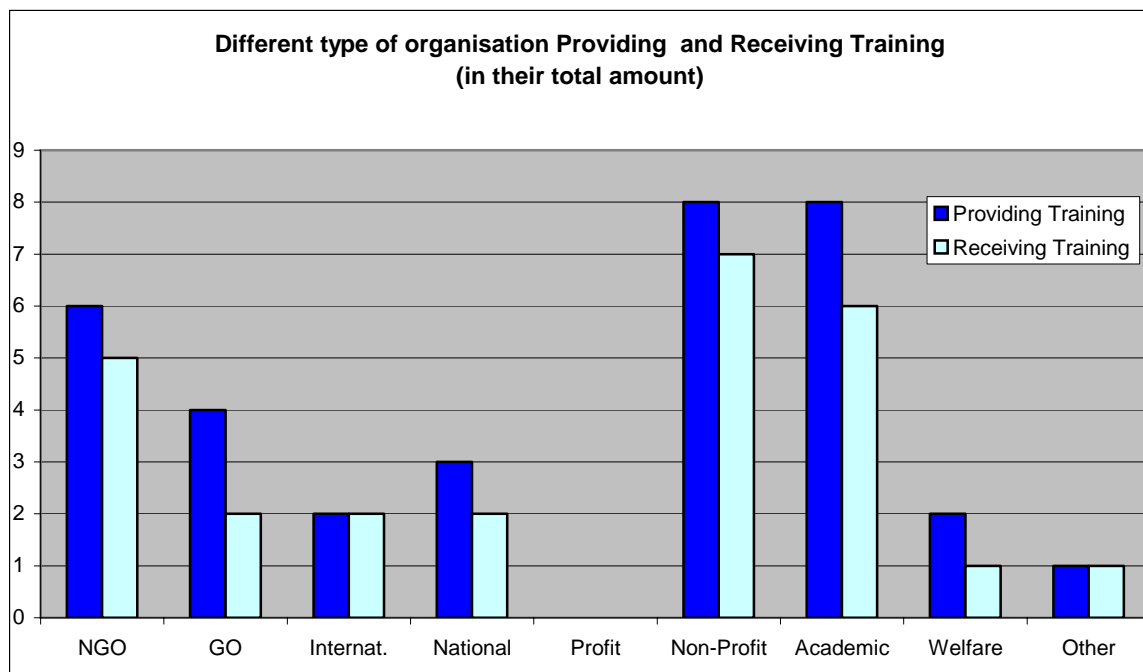
As for the ways respondents fund their activity, 23% identified services they provide as one of the sources of finances. 14% fund their work through membership fees and through donations, another 14% are funded internationally. The majority (26%) are funded through national grants – an answer which is obviously consistent with Austria's profile as donor country rather than donor recipient. As elaborated from the questionnaire-results, there seems to be good interest of Austria's Governmental institutions in funding activities in this field. However, it can be hoped

that the government will further recognize the importance of this sector and become even more a financial supporter and active partner of organisations engaged in this field in Austria.

2. Profile of the Training Programmes

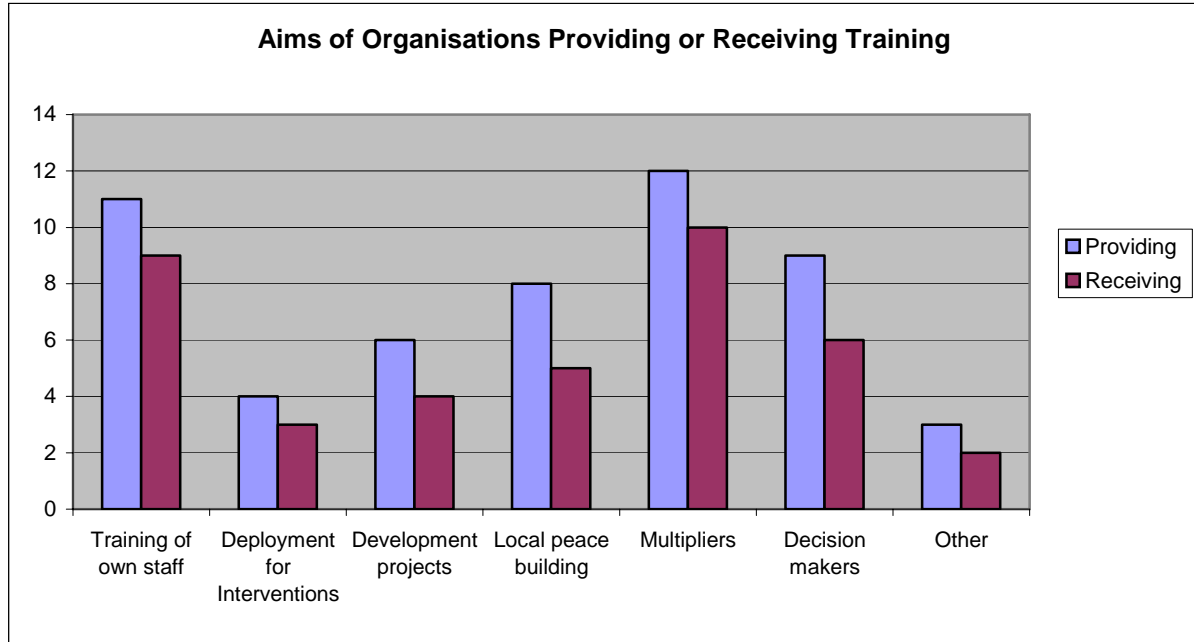
Answers to questions 2.2 – 2.4 and 2.6 – 2.8 are very interlinked and offer an overview of the situation of training for adults at the national level.

In the second part, the questionnaire inquired about the training profile of the respondents, both with regards to training provided and received. All Austrian respondents have reported both being providers and receivers of training whereupon in all type of organisations providing training tops percentage-wise receiving training.

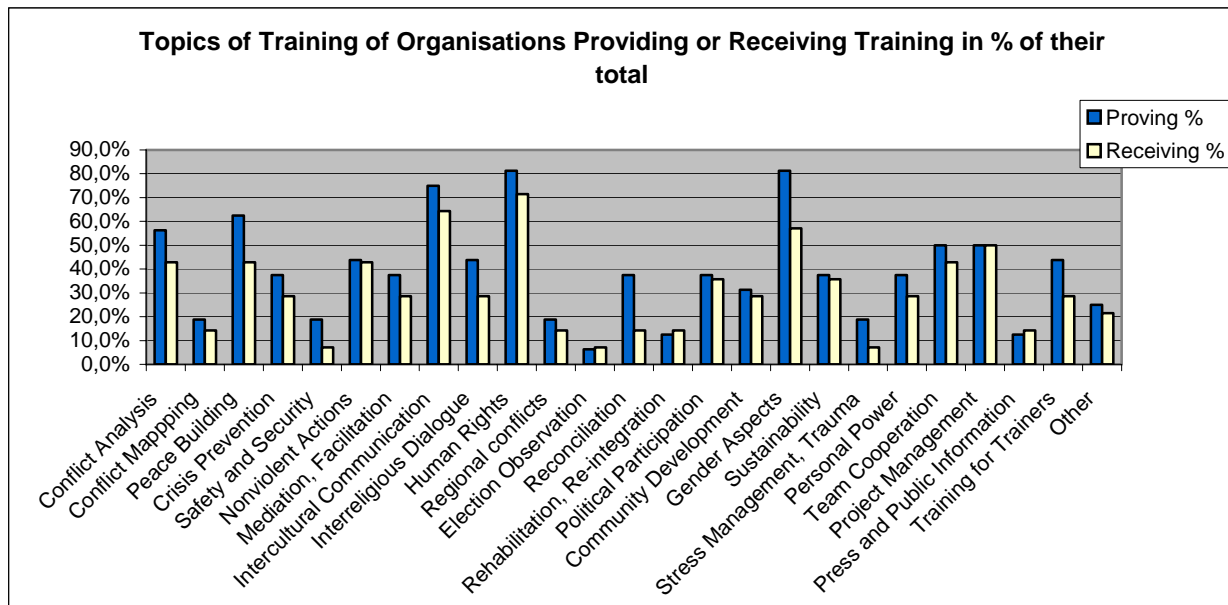


Question 2.2 focused on training provided and asked respondents to define the aims and objectives of the programmes received and given. The high percentage of the organisations (19%) have their personnel trained in different skills to increase the capacity building of their organisations, whereas only 7% have as an aim to train people for Deployment for Peacebuilding Interventions in conflict areas abroad. 10% of the respondents have as a focus the training of adults/civilians working in humanitarian or development projects in conflict areas abroad, whereas the percentage grows for training of people working at local level for peace building efforts in their home countries (14%). The absolute majority (24%) of training institutions who have responded to the questionnaire focus their training work on the target group “multipliers and decision makers” in the field of peace-building, conflict transformation, mediation and crisis management, as well as restorative justice, advocacy and monitoring. The tendency of civil society in contemporary Austria responds to the need of having more specialists, trainers,

multipliers in the field, as well as people working more effectively in the field of advocacy, lobby and improvement of legislation where there is a need for, national as well as international.



Questions directed to identifying the topics on which training programmes focus, have been separated under 2.3, as to properly make the difference between topics dealt with in the field:



As the above diagram illustrates, the topics most organisations are aiming at in providing training are Human Rights and Gender Aspects (both 81%), Intercultural Communication (75%), Peace Building (63%), Conflict Analysis (56%), Team Cooperation and Project Management (both

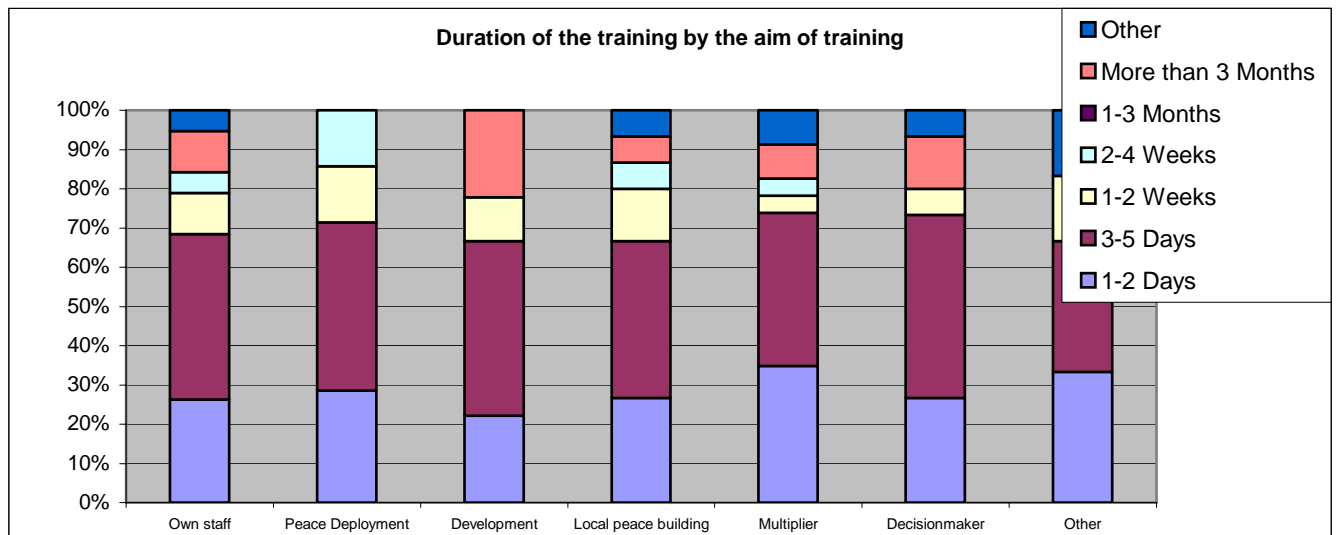
50%). When receiving training, the primary topics are Human Rights (71%), Intercultural Communication (64%), Gender Aspects (57%) and Project Management (both 50%).

Subpoint 2.4 targeted the training methodology used by the respondents. The answers provided indicate a large variety of methods used by Austrian organisations in their training activities: case studies, learning from best practices, group and team work, lectures, presentation and participatory models as well as exercise based methods are used by the overwhelming majority of the respondents. On the top range lecture/presentation model and role plays (both 18 of 26), group/team work and group outputs (research papers) come secondly (both 17 of 26). Learning from best practices and participatory/exercise based approach range next (both 12 of 26), closely followed by case studies (11 of 26). Simulation (8 of 26) is a less common method, while e-learning scored the least (5 of 26). Important to note is that the training method tends to vary slightly according to the respective topic.

However, this variety in methods denotes the orientation towards more participatory, group involving methods, parallel to common methods like lectures, as well as less use of internet based interactive methods; however, the latter method is increasing nation-wide.

The next subsection reviewed the training structure employed by training organisations. Answers provided a high orientation towards both on-site training national (31%) and a mixture of international participants (24%). Off-site training range next (17%), having participants housed together (15%), training for participants from the same country (11%), and only 2% of training for participants not housed together.

Answers offered under 2.6 “Duration of training programs most commonly provided or received” showed preference for the 3-5 days duration (40%), next being for the 1-2 days (35%), whereas the lengthy training sessions occur much less often (more than three months: 10%, 1-2 weeks 6% and 2-4 weeks 3% only). Again, the duration of trainings tends to vary according to the respective topic as well as the structure.



Subpoint 2.7 targeted the levels of networking and linking between former participants, now trained staff: 27% of the respondents acknowledged membership to such networks of alumnis, fact which may signalise the uncommon practice of the existence of such networking systems in and throughout Austria which require the constant availability of up-keeping and coordination. However the need of civil society bodies at all levels to network and exchange has been constantly expressed.

3. Trainers and Staff (for training institutions only)

Based on the information the respondents provided, the level of expertise and resource persons for training in Austria quite satisfying. 39% do have more than three trainers in their institution, 22% have 2-3 trainers and staff and 17% have one person available. This proves that the level of preparedness of training organisations in Austria is average. However, 61% stated that there is no permanent staff for assisting with the organisation and administration of trainings at all. What is important to add is that having permanent trainers and staff at hand is positive; but not less so is the exchange with expertise from outside.

4. Materials used in training

This point of the questionnaire is meant to assess the knowledge of internationally circulated training materials used in the field by training organisations in Austria and consequently to appraise how up-dated, modern or classic they are. The focus was set as well on obtaining information on the existence of indigenous materials developed by Austrian organisations to fit the purpose, topic, objectives and participants target group.

The respondents named a variety of materials not mainly concentrating on concrete titles but on the different forms they are using. Books, handbooks, case-studies, documents from international organisations, documentaries and videos are widely spread materials. Besides, exhibitions, art, newspapers, historical materials and various publications have their fix place in most of the curricula. Remarkable is that a lot of organisations are designing and implementing their own training materials according to their respective needs.

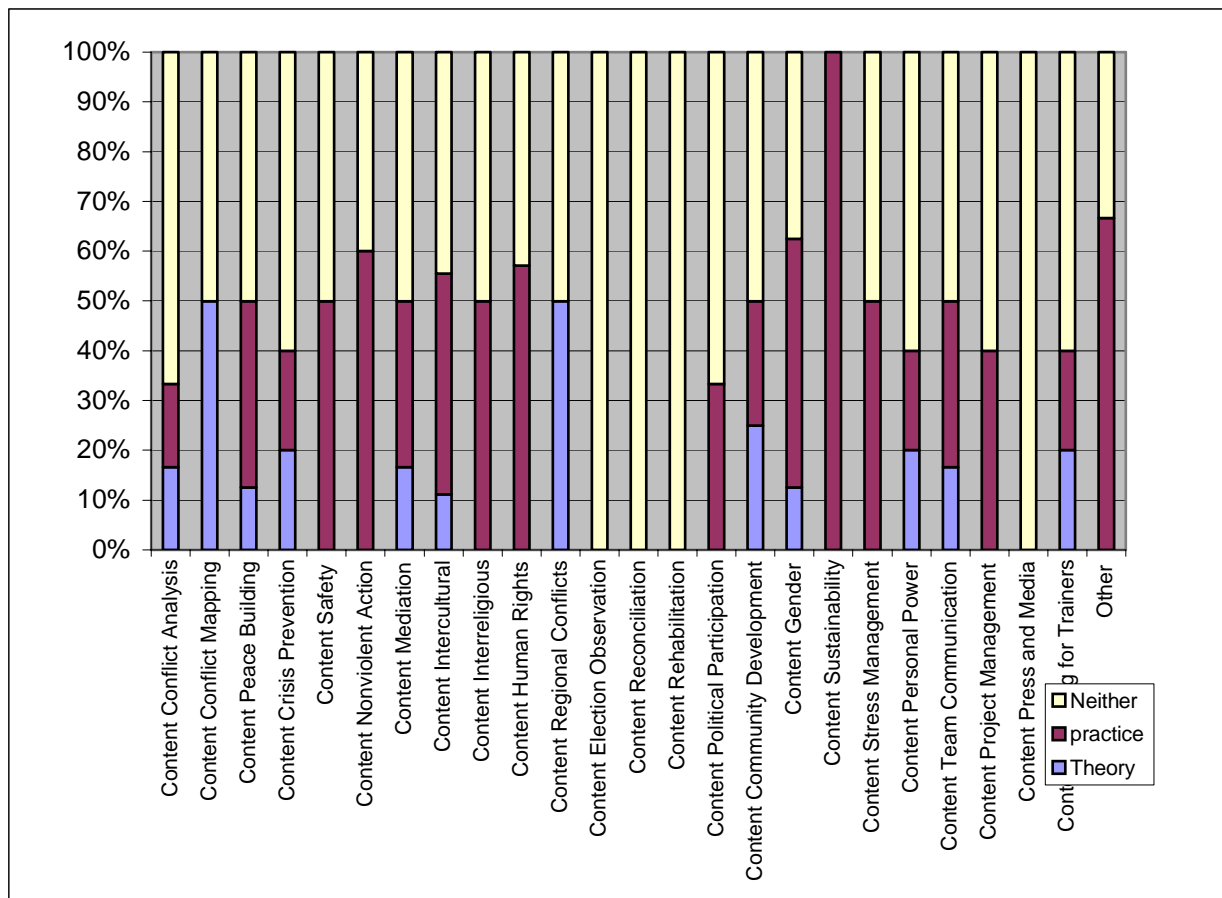
A number of respondents stated that they often adapt international and national existing materials, as well as using them as a basis to develop original curricula, methods and ideas based on the materials mentioned above to serve the specificity, topics of the training programs and profile of the target groups.

5. Value of the Training Practice

This section's purpose was to obtain the evaluation of respondents on the quality of the current training in the field – for both skills needed for people who are deployed as well as how trainings respond to current needs - based on their knowledge of them and their experience as training providers and recipients.

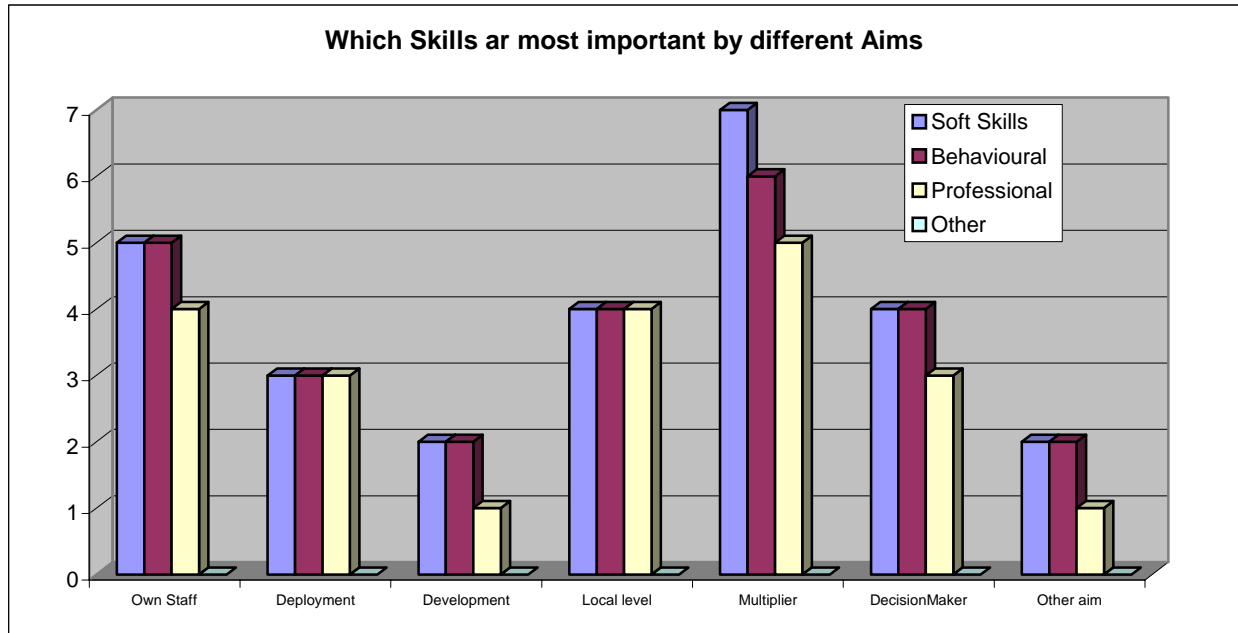
5.1 aimed particularly at organisations which had deployed personnel in crisis situations. Out of the 26 respondents, only 21 answered to 5.1, possible due to the fact that only those felt the question aimed at them. The respondents rated the personal and behavioural skills as being equally crucial for Work in Peace Building in the field, whereas professional skills came secondary.

The next sub-point asked respondents to rate the quality of current training in the field, with relation to their capacity to equip people with the necessary skills for interventions in peace building and conflict transformation. The respondents answered in percentage of 11 out of 26, rating the quality with 9% excellent, 46% good, 18% satisfactory and 27% poor.



Continuing along the same line, 5.3 asked the respondents to express their opinion on the balance between theory-oriented and practice-oriented contents of current trainings and offer recommendations on necessary emphasis (for topic-specific details, see diagram above).

Only 9% of the respondents considered that more emphasis should be given to theory, whereas 55% stated that more emphasis on praxis is needed. 36% considered the balance as being appropriate.



Various suggestions given by some of the respondents can be summarised in the need for more emphasis on mediation skills, as well as skills in crisis management, peace building, conflict analysis and conflict transformation.

6. Cooperation with Other Organisations

This section intended to obtain information on the extent to which the organisations communicate and cooperate with other similar organisations in the field of training for Peace Building Conflict Transformation, Mediation and Crisis Management.

The answers provided indicated a frequent rate of cooperation between organisations/partners (both nationally and internationally), the majority of respondents having collaborated with in the field of training. Furthermore, the cooperation was estimated by respondents as *most* and *very effective*. Active membership in national and international networks with similar profile was rated as good and satisfying.

The last question of the segment asked respondents to provide suggestions for improvement of communication between organisations within networks; the reactions show a need for:

- *more personal, financial and time resources to participate in networks as well as use or install means of communication;*
- *Increase the financial and human resources so that not only exchange of information could be provided but also joint projects, consultations, bilateral analysis and planning for further cooperation;*
- *organisation itself should provide room for communication and networking;*
- *besides virtual networking, meetings of involved people are important for intensifying personal contact for exchange of ideas, etc.*

7. Impact Assessment

This section focused on training organisations, asking them to provide information on the methods they use in the process of evaluation of their activity, as well as to mention the measurement criteria used in this respect.

The majority of respondents evaluate their performance in training activities, most commonly by questionnaires and interviews, whereas performance indicators and statistics on the performance of the organisation (as suggested under *Other criteria for measurement*) are two less usual methods of evaluation.

CONCLUSION

Transparency and dissemination of information on their own organisation, profile and activities have motivated the half of the respondents to approve the concluding question if their organisation's information (name, address and general information) can be posted on our ARCA web portal for dissemination to those interested in the field of peace building and conflict transformation. 7 of 26 agreed to have their data used for research purposes.

In Austria, there are some organisations engaged in the field of Adult Training and Education for International and Intra-national Interventions for Peace Building, Conflict Transformation, Mediation and Crisis Management. What is significant to note is that there is an increase of integrating topics like Peace Building, Conflict Transformation, Mediation and Crisis Management into common curriculum of Adult Training and Education as well as schools. This might be pilot-projects still. Nevertheless, an increased sensitiveness for the importance of activities in this field is notable – from both governmental as well as non-governmental side. However, currently, still NGOs are in the lead of providing Adult Training and Education for International and Intra-national Interventions for Peace Building, Conflict Transformation, Mediation and Crisis Management. But as this report tried to indicate, a change is observable!

APPENDIX 1
QUESTIONNAIRE

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

Organisational Profile

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

Name of your Organisation:

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

Email, Internet:

Telephone, Fax:

Founding date:

Contact Person:

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

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

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

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

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

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

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

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

- Financed through services
- Financed from members
- Financed through donations
- Financed through corporate revenues
- Grants from international institutions
- Grants from national institutions
- Grants from foundations

Profile of Training Programmes

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

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

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

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

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

Main content/topics/modules of the training are (You may choose several options)

- Conflict Analysis
- Conflict Mapping
- Peace Building
- Crisis Prevention and Management
- Safety and Security
- Nonviolent Actions
- Mediation, Facilitation and Negotiation
- Intercultural Communication
- Interreligious Dialogue
- Human Rights
- Regional conflicts
- Election Observation
- Reconciliation

- Rehabilitation, Post-War Recovery and Re-integration
- Empowerment for Political Participation
- Community Development for Social Change
- Gender Aspects
- Sustainability (ecological footprint, demography) Aspects
- Stress Management and Working with Trauma
- Personal Power and Growth
- Team Cooperation and Communication
- Project Management
- Press and Public Information – Media, Journalism
- Training for Trainers
- Other (please specify) _____

Training Methodology

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

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

Training Structure

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

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

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

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

Do you maintain or are member in network of Alumnis of former trainees?

- YES
- NO

Trainers and Staff (For training institutions only)

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

Number of trainers on staff at your organisation:

- 1
- 2-3
- More than 3
- None. We bring external trainers in for our programs.
- We have additional external trainers.

Do you have permanent staff assisting with the organisation and administration of trainings?

- Yes, _____ person(s)
- No

Materials used in the training

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

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

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

Value of the training in practice

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

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

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

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

- Excellent
- Good
- Satisfactory
- Poor

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

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

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

Cooperation with other organisations

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

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

- Frequently. How many times? _____
- Infrequently. How many times? _____

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

- One
- 3-5
- More than 5

How effective was this cooperation?

- Most effective
- Very effective
- Average
- Not very effective
- Ineffective

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

- Excellent
- Good

- Satisfying
- Poor

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

Impact Assessment (for training organisations only)

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

Do you evaluate your trainings?

- YES
- NO

How do you evaluate your trainings?

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

Conclusion:

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

- Yes
- No

How would you like your answers to be used?

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

On behalf of the members of ARCA, we would like to thank you for taking the time to complete this questionnaire.

APPENDIX 2

TABLE OF TARGETED AUSTRIAN ORGANISATIONS AND INSTITUTIONS TO RESPOND TO THE SURVEY BY COMPLETING THE QUESTIONNAIRE:

Name of the Organisation

1. ARGE Bildungsmanagement Wien
2. BBS Kirchdorf
3. BG/BRG XXI
4. BG/BRG XXI Schulschiff "Bertha von Suttner"
5. Bundesgymnasium und Bundesrealgymnasium Leoben
6. Bundesministerium für Bildung, Wissenschaft und Kunst
7. Centre for Migration Policy
8. eingetragener Verein Klub Musike
9. Friedensbüro Salzburg
10. Global Studies an der Universität Graz
11. GRG VI Rahlgasse
12. Höhere Technische Bundeslehranstalt Ortweinschule
13. Interkulturelles Zentrum
14. International Business College Hetzendorf
15. International Centre for Migration Policy Development
16. Internationaler Versöhnungsbund, österr. Zweig
17. Ludwig Boltzmann Institute of Human Rights
18. Oberstufenrealgymnasium
19. Österreichisches Studienzentrum für Frieden und Konfliktlösung
20. Pax Christi Österreich
21. peacecamp-Projekte
22. Rudolf Steiner Schule Salzburg
23. UNEESCO Hauptschule Purbach
24. Unesco HS-Bürs
25. Volksschule Stadtschlaining
26. Zentrum für Friedensforschung und Friedenspädagogik