

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 Hungary
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Introduction

Surprisingly, Hungary is one of those countries which gathered the most respondents to this questionnaire, which is a result we did not expect. Truly, the BOCS Foundation, which cooperated with ARCA regarding the questionnaire is one of the oldest NGOs in Hungary and has a lot of connections through which we spread the questionnaire and asked participants of these lists to fill it in if they take part in peace education. But in our presumption peace is not a “success-issue” in Hungary and although there are civil organizations focusing on peace, they do not form a strong civil sphere or section, it is rather sporadic.

Yet we are sure there are – in spite of our efforts – civil organizations which could have taken part in this questionnaire but didn’t; this is not at all the whole picture. On the other hand, we can see that our respondents allowed themselves to interpret what an organization with a peace education profile is like. Among the respondents we find several average educational institutions, primary schools with an otherwise average curriculum, a kindergarten. In these institutions the matter of peace education is a special interest of one, or some, teachers, who have the capacity and the enthusiasm to bring in their average schedule some surplus like peace or environmental issues. An interesting respondent is a national park, which is of course a governmental organization with the main task to preserve environmental values of that certain area. Many respondents, which are not schools, focus on children or youth and are involved in their specific social problems. Some respondents are local cultural associations. Surprisingly, there is only one respondent openly involved in religion.

Systematizing the information from the Questionnaire

1. Organisational profile

Out of the 25 Hungarian respondents, each of the profiles in question are represented. 12 identified themselves as non-governmental organizations, only one – a national park – declared itself a GO. Out of the NGOs, 7 were of a national (Hungarian) type. Our only for-profit organisation is a small firm, whose profile is to popularize alternative schools and spread information on health and environment. It otherwise declares itself a national NGO.

Of the respondents, only one is with an international dimension, an NGO offering help for ethnic minorities, which is, at the same time, our only welfare organization as well. Although many other organisations have an international cooperation, as we see later.

Our only academic organisation is a private enterprise with a research-centered activity. They focus their research on youth and generational problems.

Most of the “other” organizations are educational institutions financed by the local government.

Apart from three respondents, everyone focuses on education, five of whom do research, 5 action and 10 lobbying. One does, apart from education, also research, action and lobbying at the same time – the private enterprise mentioned above.

There are two respondents, which did not signal either activity; one is a local cultural association, the other is an association for children in state care.

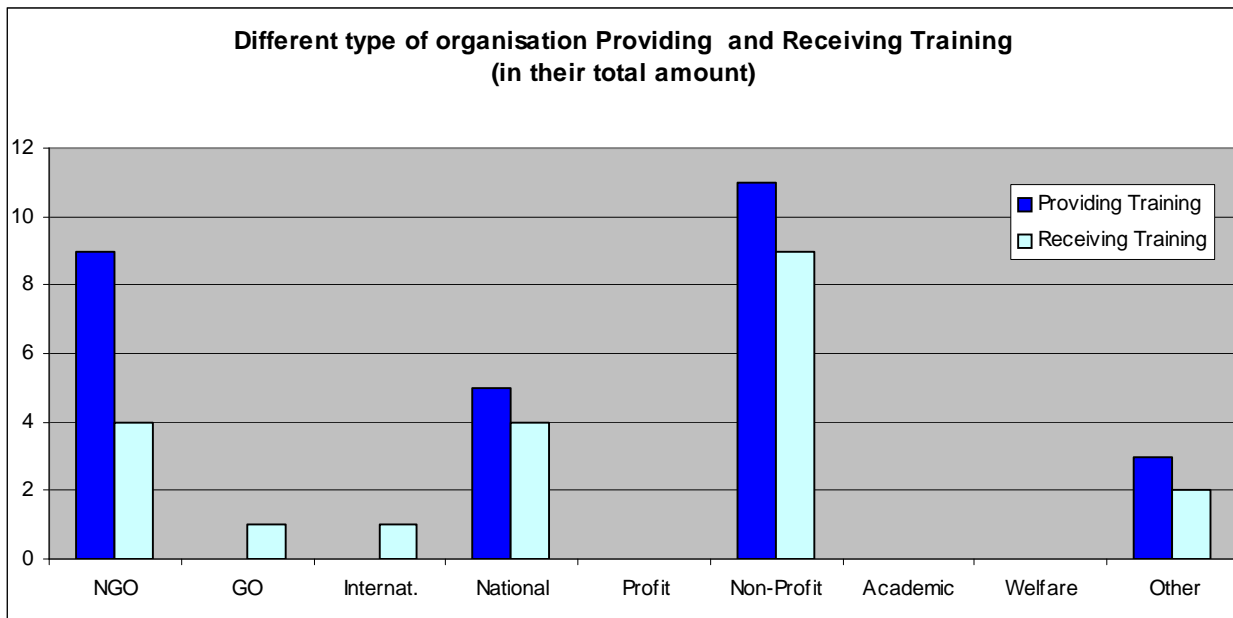
Subpoint 1.9 targeted one of the segments of the organizational profile of respondents, namely their budget and systems of financing; the answers provided show that the vast majority of the respondents (24 out of 25) belong to the category between 25.000 and 100.000 euros. None exceeded 500.000,- euros annually.

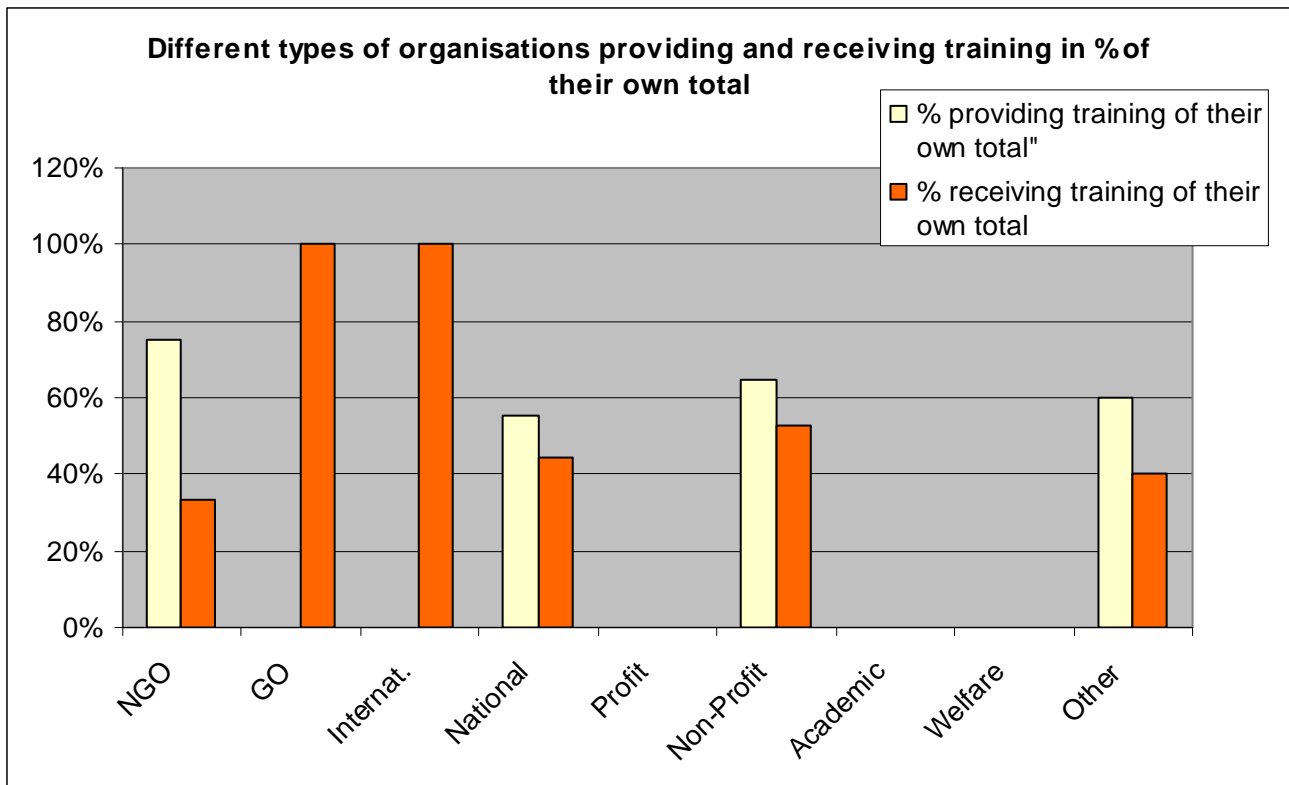
As for the ways respondents fund their activity, services play an important role (8 respondents), while membership fees are minor (only two respondents). 10 respondents signalled donations. Revenues and international sources are rarely used (5-5 respondents). 10 organizations are funded nationally while 7 by foundations. For this diversity the explanation is that the 25 respondents are very different regarding their form of organization and general profile.

2. Profile of the Training Programmes

In the 2nd point, the questionnaire inquired about the training profile of the respondents, both with regards to training provided and received.

Out of 25 respondents, 4 indicated that they both receive and provide training. 11 only provide, 7 only receive trainings. Three do none (our only academic and only welfare organizations are in this group).





The focus of the trainings is the staff personnel in a significant amount of the answers (15 cases.) The second most important focus is multipliers (8 cases). Apart from these we find, but in a scarce amount, development workers abroad (2 cases) and decision-makers (2 cases) as a focus. Those who signalled “other” mentioned local youth helpers or local multipliers.

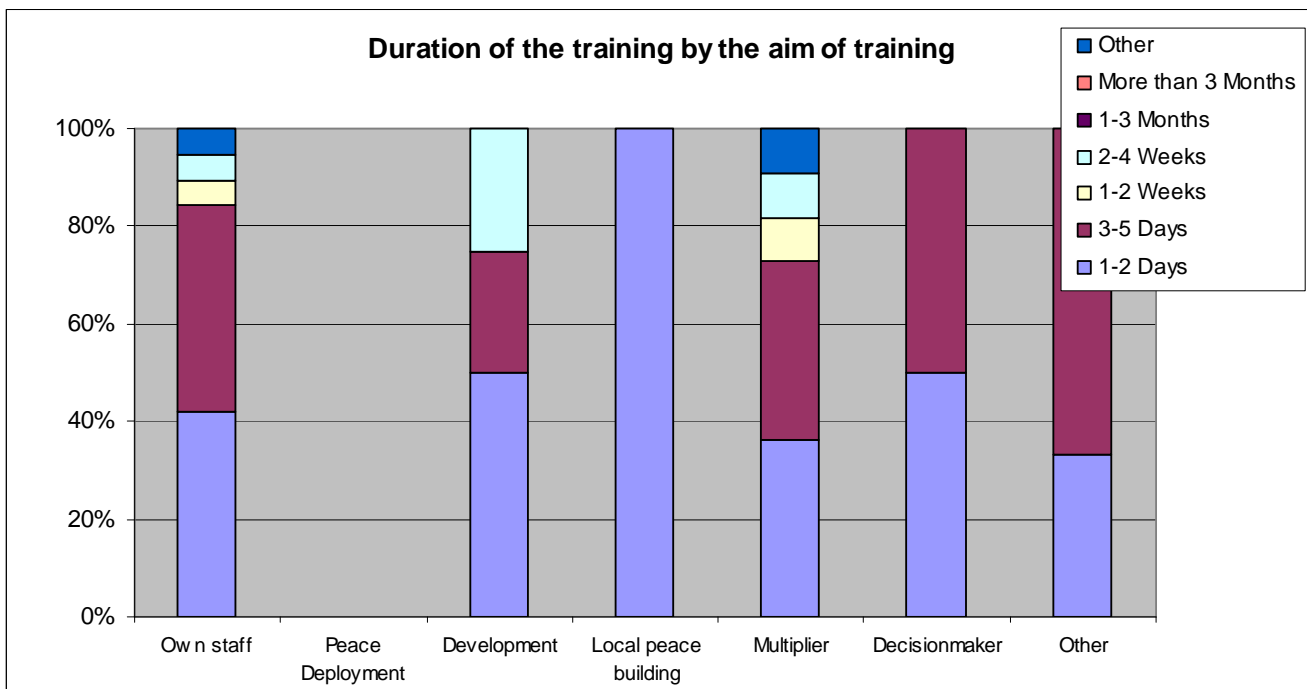
The topic of the trainings is in many cases community development or sustainability (both mentioned in 15 cases). Among the respondents, many are engaged in environmental issue or in local social relations or both. Other important topics are team cooperation (14 cases), conflict analysis (13 cases), intercultural communication and project management (both in 11 cases), mediation, human rights and stress/trauma healing (10-10 cases). In general, respondents deal with national or more exactly, with local issues, targeting social problems of a certain community (e. g. teenagers’ problems in Szeged or colored migrants’ problems in Budapest).

Those topics that scored the least are safety and security (1), reconciliation (1), postwar situation (1), political participation (2). (All topics are represented in the answers of the respondents.) While safety/security is considered in a Hungarian context and thinking a military category and for our fortune, we do not need to deal with postwar reconciliation and healing at present, political participation is a very underdeveloped area of Hungarian civil society. Though people lay a lot of trust and also many expectations on the state, and have sometimes an almost religious kind of faith in parties and party leaders of all sides, neither political leadership are aware/willing to cooperate with civil organizations, nor are these masters of those channels and methods through which they could make their voice heard and make an impact. Only very recently, mostly in environmental issues, could reach some NGOs a change in political opinions, by firmly using all those channels to present their standpoints, which have been guaranteed for them according to the law. Already we see how frightening this is for the state – some politicians come up with suggestions to change these laws and reduce the possibilities for intervening given to the public.

As for the methods, presentation model, role play and team work are most widely used (mentioned 19, 16 and 15 times), followed by case study (14). This shows a participatory thinking in trainings, however, we have the impression that there is also a top-down approaching of the theme, as it is the usual attitude in the Hungarian education. All other methods are also mentioned, which shows a diverse methodology among respondents. What is least mentioned – only four times – is E-learning. This way of studying is yet to spread in other spheres of knowledge, too, so there are capacities not yet used in this field also regarding peace education. Later at suggestions regarding better cooperation, a suggestion refers to the lack of time and expertise as causes of not using the Internet.

A notable exception is here the Bocs Foundation, which has been using the internet since 1995, and for now developed it a tool of learning and teaching in many ways, thereby reaching all kinds of recognitions and awards for its virtual activity. For them E-learning is an important and sophisticated tool of trainings.

Regarding the structure of the trainings, respondents prefer on-site trainings (16 answers) to off-site trainings (7 answers). Normally they try to keep people together for the duration of training (9 answers). 9 signalled national participants, 5 international. Duration is typically a few days (12 signalled under 2 days, 10 under 5 days, 1 under 2 weeks). Those who signalled “other” at duration, are schools with a normal schedule, within which a space for peace education has to be found.



Seven of the respondents maintain an alumni for trainees, five of them signalled that they also belong to such an alumni. Three, though do not maintain one, belong to an alumni network. As we later see at suggestions the need for cooperation and belonging is expressed by several respondents. However, peace education seems to be a factor that brings together so different organizations to which cooperation with each other would not otherwise occur.

3. Trainers and Staff (for training institutions only)

Thirteen of the respondents answered this section. 5-5 of them works with 2-3 or more than 3 trainers, 1 with one, and 2 with external trainers.

Seven of them has assistants, 2 works with one, 2 with two, 2 with three, 1 with four assistants. This latter is an educational center of a foundation, their main focus is education on sustainability.

4. Materials used in training

In this section, twelve respondents referred to used/received materials.

Some only mentioned these in general, like “extracts of lectures”, “materials from the Internet”, “DVDs, books”, “materials about handling conflicts”.

The following – probably internationally known – publications were named by respondents:

- Cooperative learning (author: Kagan, S.) (1 case)
- COMPASS handbooks on human rights education (3 cases)
- DOMINO materials (developed by the European Council’s youth centre) (1 case)
- Amnesty International: First Steps - A manual to start HR education (1 case)
- Complex Instruction Program – an intercultural education material (1 case)

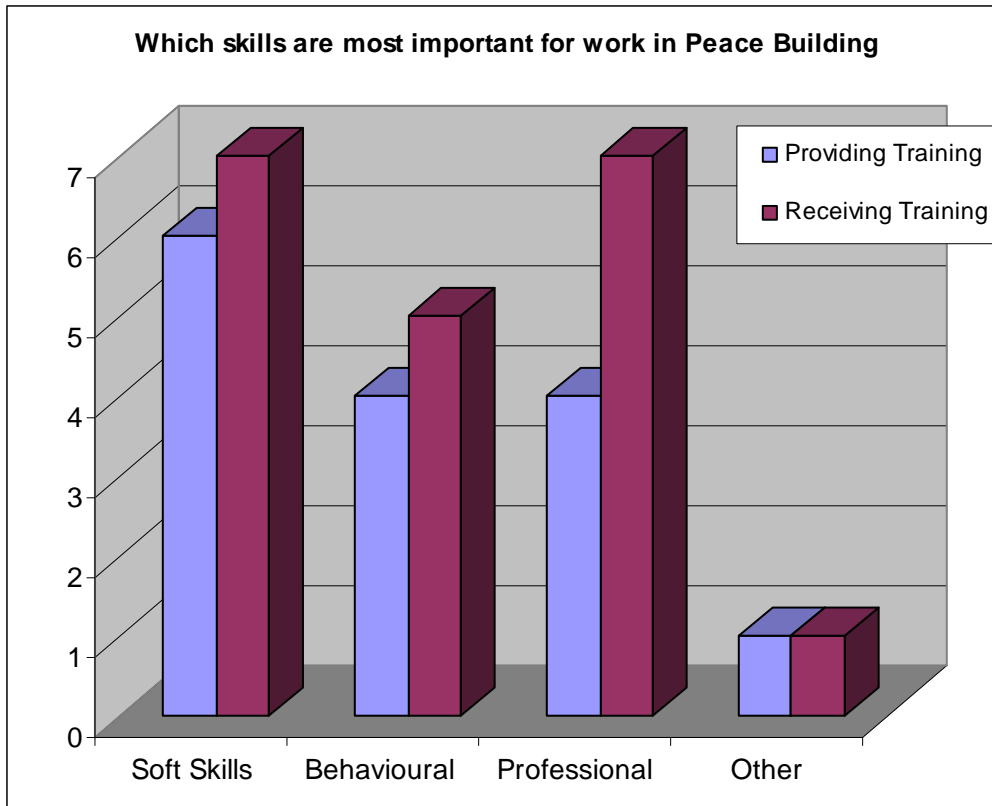
Two respondents use their own research results and materials connected with these (bibliography). One respondent mentions here their newly developed own thematic dossier.

As training institutions, five respondents gave answers regarding curricula. One referred to their series of animations, another, an institution, that trains both students and teachers, developed a curricula specifically for 10-18-year-old students.

The other three respondents mix own and received materials and methods. They use the incoming materials creatively, develop their own programmes and can come down to an individual level if necessary, when building up a training programme, based on the resources they gathered. E. g. a foundation for human rights and peace education uses own and adapted curricula as well and some of their training programmes are results of an international cooperation with similar organizations. Actually, in the past years also Hungarian literature on communication and handling (e. g. nonviolent culture in schools) start to be available.

5. Value of the Training Practice

At 5.1, each respondent named at least two categories. 13 named soft skills, 9 behavioural skills and 11 professional skills to be important. Among other skills “practice”, “credibility” and “professional knowledge of conflict reasons: ecological footprint” were named.



To the 5.2 and 5.3 questions, we got eleven answers. Five rated the quality of the trainings good, four satisfactory, two poor (one of them is a kindergarten, the other is a secondary school that offers possibility to practicing teachers). Of these eleven respondents, most would like to see these trainings more practical (7), three found them balanced, and one reported that a move to theory would be necessary. This respondent thinks namely that the thoroughness of overall thinking about causes of conflicts might not be satisfactory at these trainings, as real reasons – conflicting needs, that is, conflicting ecological footprints – are generally overlooked.

Under 5.4 a few suggestions were made by respondents. Some repeated that trainings should be more practical. Another suggested that trainings should be more available, that is, widespread within society regarding age groups; also geographically, not only in the capital and bigger cities; and also in terms of information that such trainings exist: there should be much more propaganda. Someone suggested students learning social subjects are likely to take part in researches on conflict and behaviour that would be a good base for peace education. If these trainings would be acknowledged by the state, teachers could take part in them as part of their obligatory postgraduate studies. And several of them mentioned the aspect of finances: there should be more support, and possibility to apply for support for such trainings; also financially they should be affordable to people.

6. Cooperation with Other Organisations

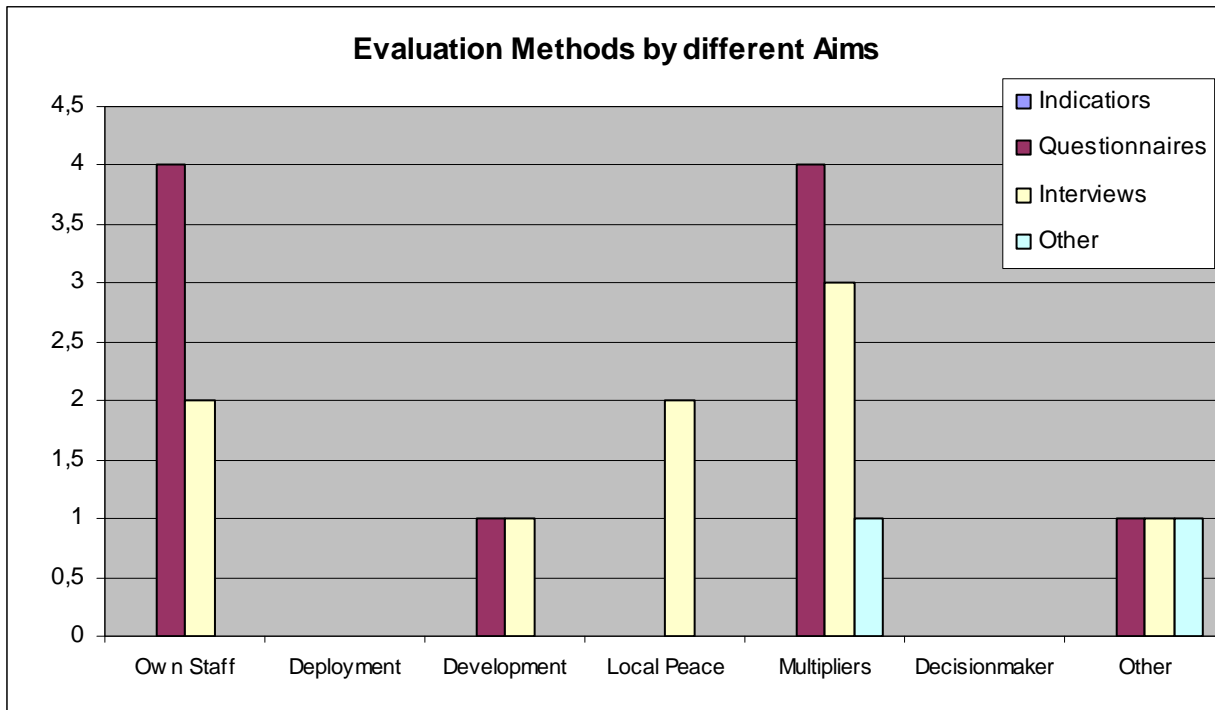
Out of 25 respondents, 15 gave answers to questions in this section, as they are the ones who have experience about cooperation. Without putting down concrete numbers, three indicated frequent, and 12 infrequent cooperation with partners. Most of them (7) collaborated with one partner, 5 with at least three, while 3 with more than five. Most of them found collaboration somewhat effective (10), while

four found it very effective and one ineffective. Six of them seems to be a member of a network with this profile, two find their communication excellent, two good, while two poor.

Suggestions mostly came up with ideas related to the internet: central database; fora on different theoretical and practical questions on the field of peace education; newsletter. Some emphasize continuous feedback so that the trainings can be improved. Two suggest to bring the theme close to people by including well-known and credible people in programmes and to include them into a vivid exchange of experiences. Also seeing actual conflict handling and mediation for trainees would be helpful according to a suggestion.

7. Impact Assessment

Nine respondents gave answer to 7.1., of whom 8 evaluate, 1 does not evaluate their trainings. The most common method of this is questionnaire (in 6 cases) followed by the interviews (4 cases). Other methods scored one, with the note that they keep in touch with their former training participants.



Conclusion

17 respondents gave answers to the concluding questions. The majority agrees with their names/address and answers to appear on the ARCA webportal: 15 in the first, 13 in the latter question. There were only two respondents which said no to both question.

List of Hungarian Respondents

1. Park Utcai Általános Iskola

2. Általános Iskola
3. Csontváry Általános és Alternatív Iskola
4. Szegedi Tini-telefon Lelkiségegysegyszolgalat Egyesule
5. Utcái Szociális Segítók Egyesülete
6. Mese Óvoda
7. Magyar Környezeti Nevelési Egyesület
8. BOCS Foundation
9. DÉVAVÁNYAI KULTURÁLIS ÉS HAGYOMÁNYŐRZŐ EGYESÜLET
10. Inex Stúdió
11. Afro-Caribbean & Ethnic Minority Infor Center
12. Apáczai Gyakorlóiskola
13. Háló Közösségfejlesztő Katolikus Egyesület
14. Mezőkeresztes Kultúrájáért Egyesület
15. CSEMETE Természet- és Környezetvédelmi Egyesület
16. Pro humanum Baráti Társaság
17. Magyarországi Gyermekbarátok Mozgalma
18. Budai Nagy Antal Gimnázium
19. Hajdú-Bihar Megyei Pedagógiai Intézet
20. Jövő Nemzedéke Közhasznú Egyesület
21. Alapítvány az Emberi Jogok és a Béke Oktatásért
22. Esze Tamás Alapítvány Klorofill Oktatóközpontja
23. SOS-Gyermekfalu Magyarországi Egyesülete
24. Duna-Dráva Nemzeti Park Igazgatóság
25. ÖKO-LÁNC BT