

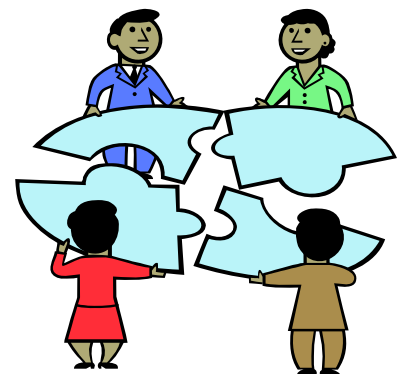
SYSTEMATIZING THE DATA FROM THE ARCA QUESTIONNAIRE

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

Country Report for Spain -

July, 2006

Content	Page
1. Introduction	1
2. Systematizing the information from the Questionnaire	2
2.1. Organisational profile	2
2.2. Profile of the Training Programmes	5
2.3. Trainers and Staff	8
2.4. Materials used in training	10
2.5. Value of the Training Practice	11
2.6. Cooperation with Other Organisations	14
2.7. Impact Assessment	15
3. Conclusion	15



1. Introduction¹.

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 Spain.

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 in 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 Spain is a document synthesizing the answers given by the Spanish 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 Spanish ARCA team acknowledges that this analysis of the Spanish context may present and approach an incomplete picture of the situation. It is based on feedback offered solely by the respondents who took the time to answer the questionnaire², which in Spain was only of 6 respondents. Due to these results, we consider that the following analysis of the results cannot be generalized as a representative and real situation of the whole country.

2. Systematizing the information from the Questionnaire

2.1. Organisational profile

Taking into account the responses (*Table 1*) given by the organizations –the 6 respondents- that have submitted information on their activity in the format of the questionnaire, we observed that most of them are representing the **non governmental sector** (4 from 6); while two of them mentioned working at national level. About the financial aspect, 1 (of 6) mentioned that their organization is based on profit and 2 of them are non-profit organizations. Also, 2 of the respondents identify themselves as being academic institutions.

Correlating the type of organization with the used methods which are focused on the organizations (*as it follows in table 1, 2, 3 and 4*) – research, education/training, action, and lobby - we identified the following values representing the observed pool of respondents: **1. Research:** 40% NGOs; 20% academic, non-profit, national (5 of 6); **2. Education or training:** 37 % NGO; 24% academic;

¹ NB: Reports per countries participating in the ARCA projects are drafted by partner organizations based on the data gathered from the respondents who offered information by completing the Needs Analysis Questionnaire¹¹.

² Please see the annexed document n^o2: Spain Respondents to ARCA Needs Analysis Questionnaire

13% non-profit, profit, national (5 of 6); **3. Action (as mediating, negotiating, project coordination, etc.)** 80% NGO; 40% national, non-profit; 20% academic, profit (5 of 6); **4. Lobby, Advocacy or networking:** 50% national, non-profit; ~ 20% NGO.

From a general perspective, the absolute majority of NGOs and non-profit organizations identified research and action as their primary focus, complemented by education (about 80%). Two of the organizations added new methods focused on: public awareness and editing publications.

Focused methods in organizational work

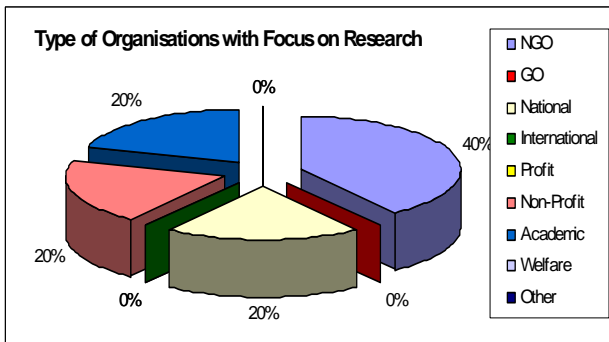


Table 1: Organization type and focus research

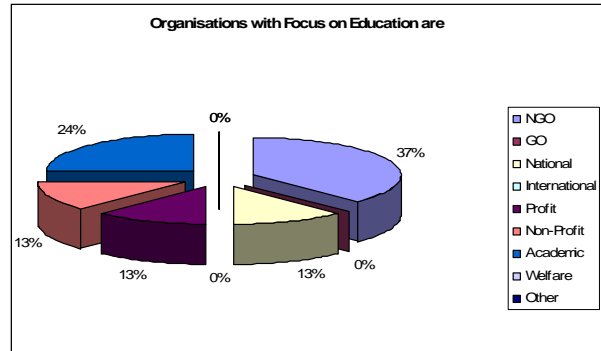


Table 2: How many Organisations of different types have their focus on education

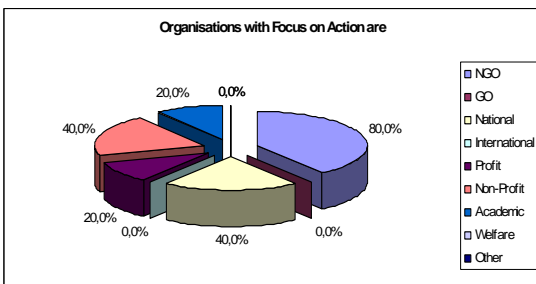


Table 3: How many organisations of different types have their focus on action?

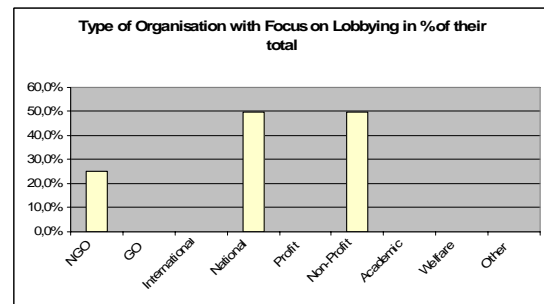


Table 4: How many organisations of different types have their focus on lobbying?

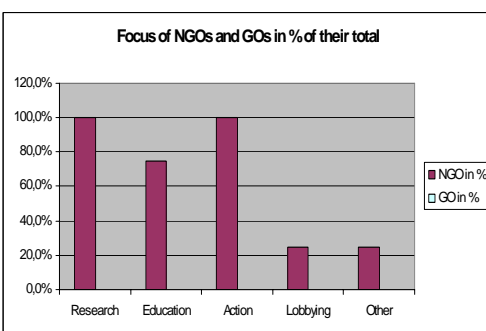


Table 5: Focus of NGOs and GOs

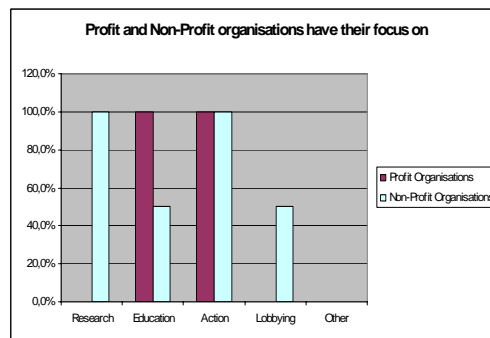


Table 6: Focus of Profit and Non-Profit Organisations

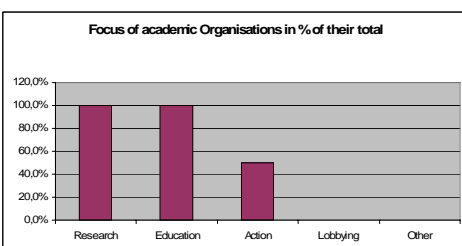


Table 7: Focus of Academic Organisations

Financing sources and budget

Another segment of the organizational profile of respondents is their budget and systems of financing. The answers provided show: NGOs have a main financial profile between 100.000 and 500.000 euros annually, as well as for one national organization and for an academic organization. The only profit organization has a budget of less 25.000 euros per year while the budget of both non-profit organizations is between 25.000 and 500.000 euros.

Concerning the financing sources, 46% of organizations are financed by grants from national institutions: 3 organizations are financed through services, 2 by grants from foundations and one from members. Finally, a conclusion can be made with table 14: those organizations with higher budget (between 100 and 500 thousand euros) are mainly financed by foundations and national grants, while those organizations with a lower budget are financed through members.

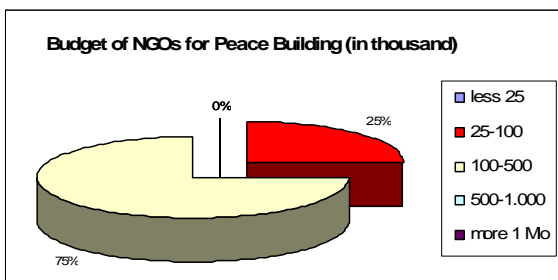


Table 8: Budget of NGOs for Peace Building (in thousand)

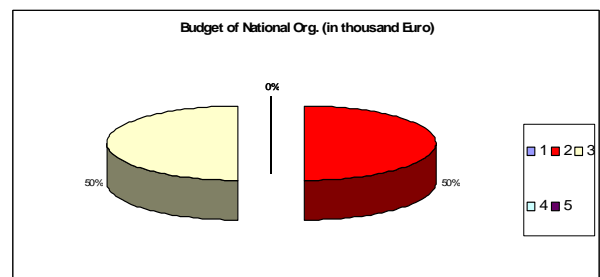


Table 9: Budget of National organizations (in thousand)

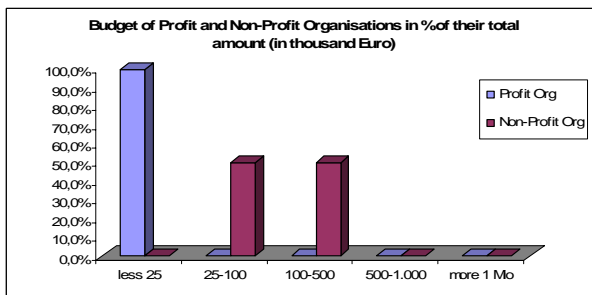


Table 10: Budget of Profit and Non-Profit Organisations in % of

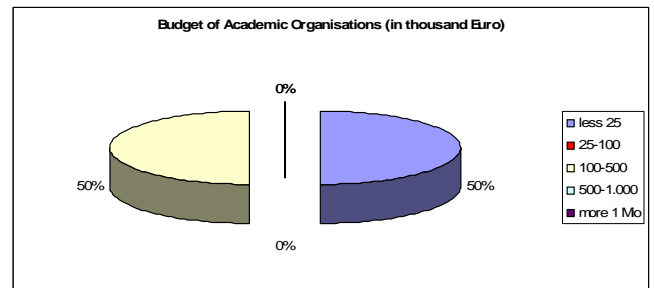


Table 11: Budget of Academic Organisations (in thousand Euros) their total amount (in thousand Euros)

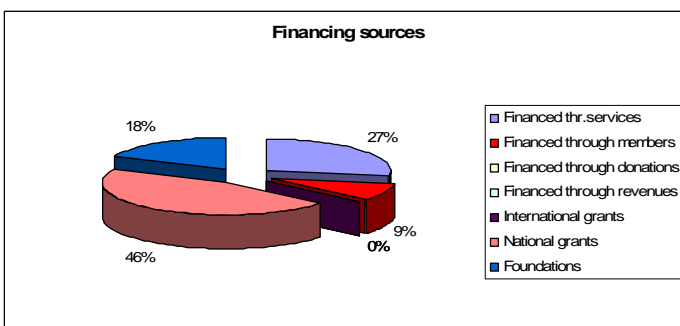


Table 12: Financing sources

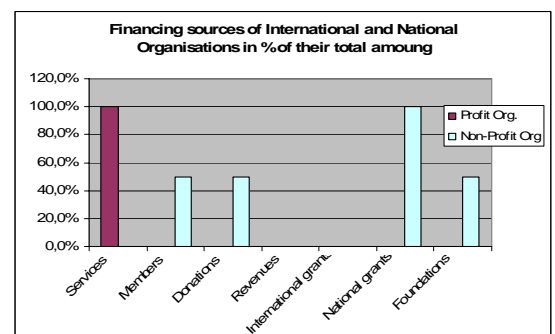


Table 13: Financing sources of Profit and Non-Profit Organisations

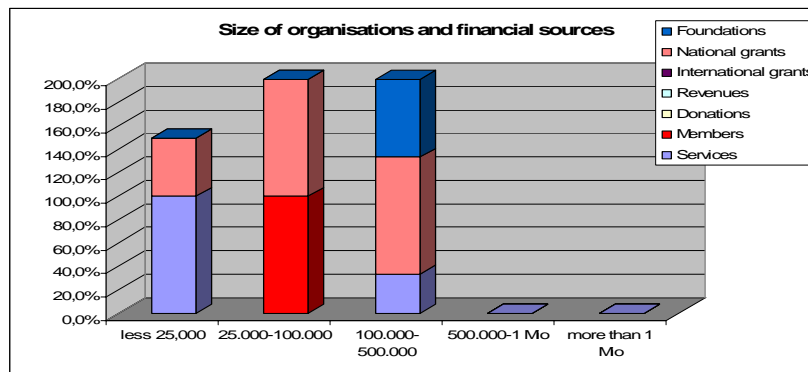


Table 14: How does the size of the organisations correlate with financing sources (explanation in comment)?

2.2 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 2nd point, the questionnaire inquired about the training profile of the respondents, both with regard to training provided and received. All Spanish respondents have reported both being providers and receivers of training, except the profits (1) and academics (2) organizations, which only provide training without receiving.

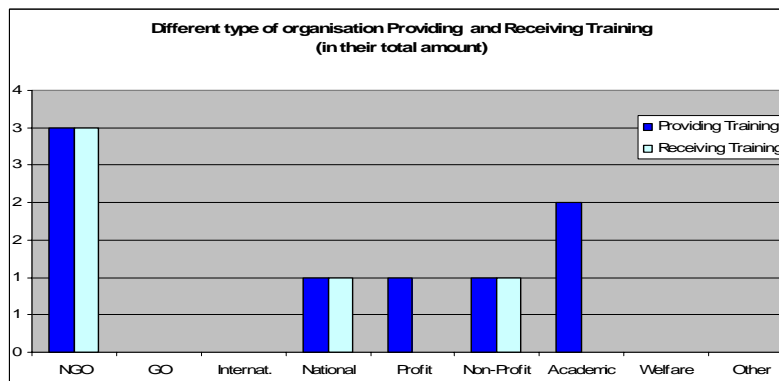


Table 15. Different type of organisation Providing and Receiving Training (in their total amount)

Aim of training

Question 2.2 focused on training provided and asked respondents to define the aims and objectives of the programmes received and given. The majority of the organizations’ trainings aim to train own staff/personnel in different skills or people working at local level for peace building efforts in home countries (4 of 6), and 5 of 6 training institutions who have responded to the questionnaire focus their training work on the target group “multipliers”

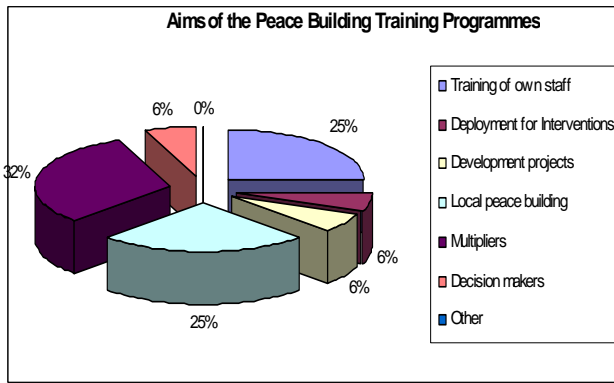


Table 16: Aims of the Peace Building Training Programmes

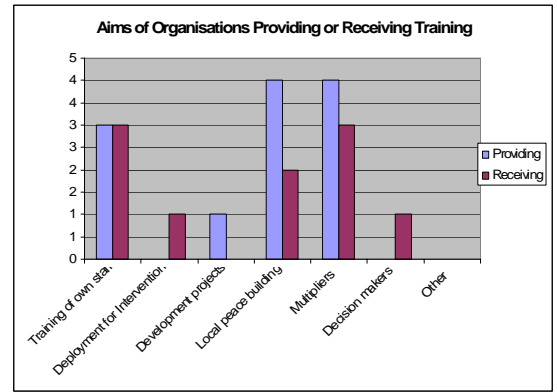


Table 17: Aims of Organizations providing or receiving trainings

The main topics or contents of the trainings for those organizations providing trainings are:

- Conflict analysis and Training for trainers (4 of 6)
- Peace building and Mediation, facilitation and Negotiation (3 of 6)
- Finally, Conflict mapping / Crisis prevention / Nonviolent actions / Intercultural communication / Human rights / Reconciliation / Gender aspects / and Project management (2 of 6)

On the other hand, for those organizations receiving trainings, the main topics are:

- Mediation and facilitation (3 of 6)
- Peace building, nonviolent actions, Intercultural communication, Human rights, Rehabilitation and reintegration, Gender aspects and finally training for trainers. (2 of 6)

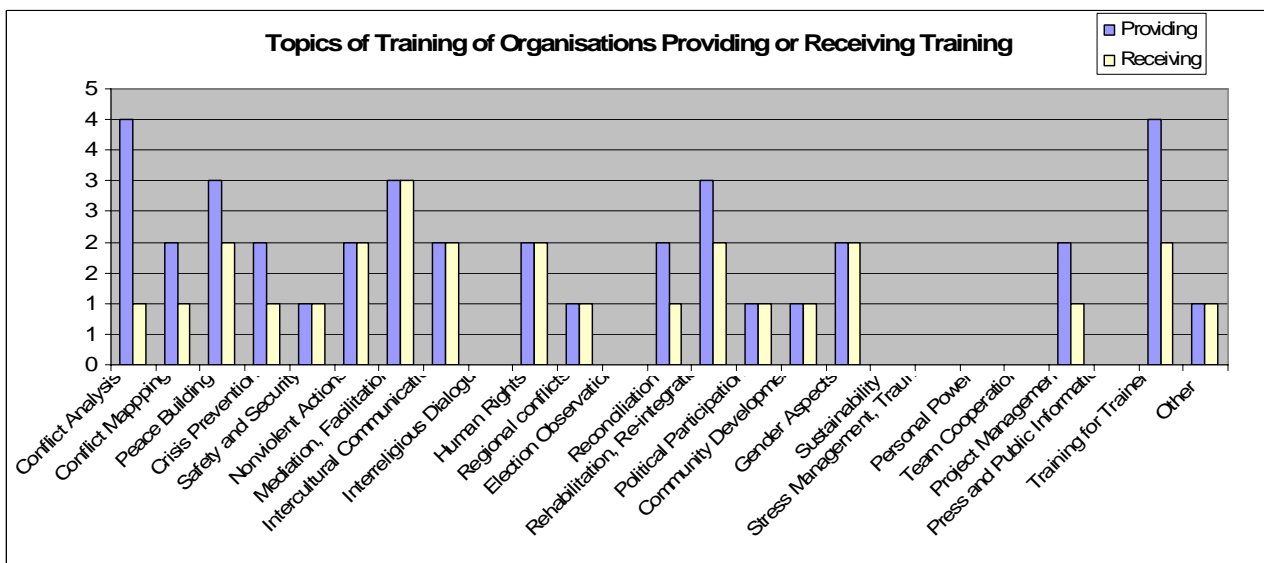


Table 18: Topics of Training of Organisations Providing or Receiving Training

Training topic and methods (question 2.1.3)

As it can be seen in the table below –taking into account the 6 Spanish respondents- we observed some similarities between values in some cases³. The following topics were not chosen by the Spanish respondents: interreligious dialogue, election observation, sustainability, stress management and working with trauma, personal power and growth, team cooperation and communication, press and public information. Also, one of the respondents added the topic: education for and in conflict

Topic	Method (%)								
	Role play	Case study	Best Practices	Simulation	Teamwork	Presentation model	Participatory/exercise	Group output	e-learning
Conflict analysis	9	16	13	9	9	13	9	9	13
Conflict mapping	9	19	18	9	9	18	-	-	9
Peace building	12	17	17	12	12	12	-	6	12
Crisis prevention	-	23	11	-	22	11	11	11	11
Safety and security	-	25	25	-	25	25	-	-	-
Non-violent action	8	18	8	8	8	8	8	17	17
Mediation	10	15	11	11	5	11	11	11	15
Human right	9	19	18	9	18	9	9	-	9
Intercultural communication	9	19	18	9	18	9	9	-	9
Reconciliation	8	17	8	8	17	-	17	8	17
Regional conflict	-	25	25	-	25	25	-	-	-
Post war	6	18	12	6	13	13	6	13	13
Political participation	15	15	14	14	14	-	14	-	14
Community development	14,3	14,3	14,3	14,3	14,3	-	14,3		14,3
Gender aspects	11,1	16,7	16,7	11,1	11,1	11,1	5,6	5,6	11,1
Project management	8	17	8	8	17	-	17	8	17
Training of trainers	9	17	13	9	13	9	13	4	13
Other	15	15	14	14	-	14	-	14	14

Taking into account the answers to 2.2.1, the most used methods –as we have seen before, that they are considered to be topic oriented- are: case studies (5 of 6); learning from best practices, participatory/exercise based; e-learning (4 of 6); simulation, teamwork, presentation model(3 of 6), group output (2 of 6).

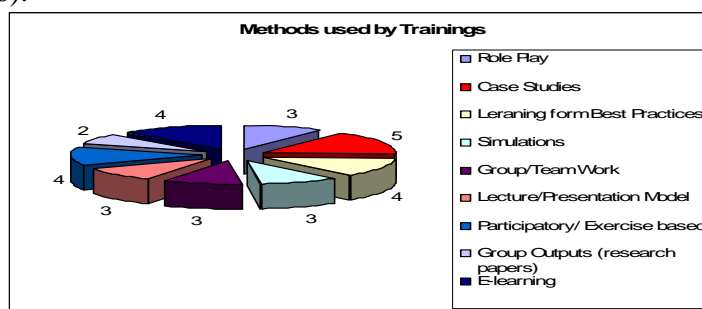


Table 18: Methods used by training

³ Reflection by using the colour- similarities between results of correlation between topic and method.

Training structure (2.2.2.)

As was mentioned before, the trainings are based on a national level, but in the table 19, we can observe that 25% of the participants of trainings are internationally mixed. Also that the procedure is more based in off-site trainings (42%) combined with the on-site ones (25%). The duration of the trainings⁴, as can be seen in graphic 20, are mostly short term ones.⁵ A 7 months training was also mentioned by one of the respondents (230 hours).

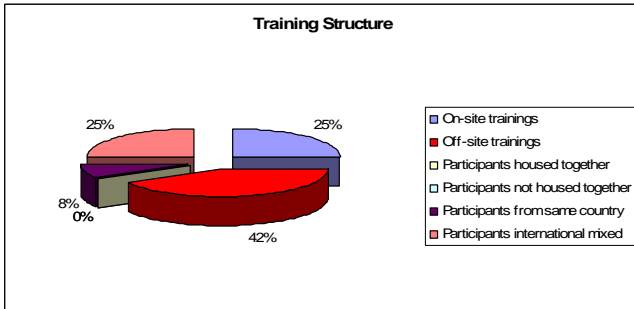


Table 19: Training structure

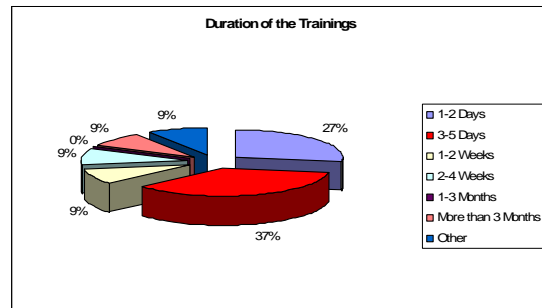


Table 20: Duration of the training

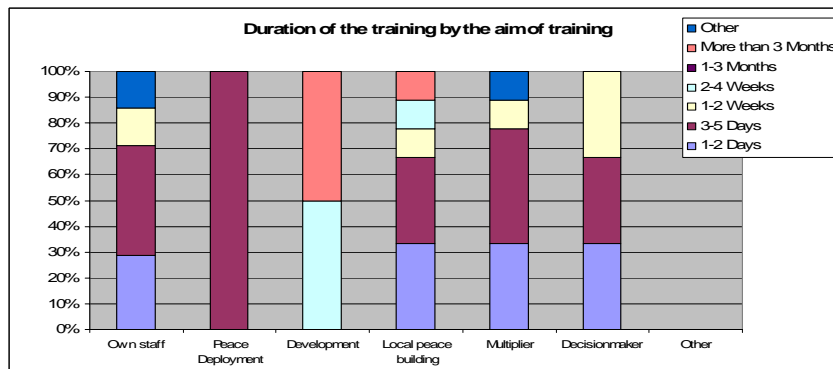


Table 21: Duration of the training by the aim of the training

Trying to differentiate the focus of the training –table 22- based on the method -on-site or off-site- we can observe that in the case of training of the own staff, the two levels are balanced. But in the case of local peace building and multipliers, the off-site method is considered more important. The aspect of practice is considered to be very important in almost all the topics (table 23).



Table 22: On-site and off-site trainings with different aims

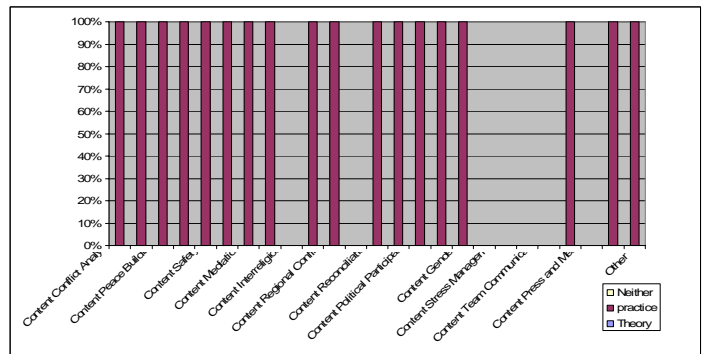


Table 23: Focus of training on practice and/or theory

⁴ It depends on the aim –objective-specific-, thematic and method used.

⁵ What kind of training it is and which is the final purpose for preparing those people?

The distinction made here (table 24) by aim –even if there are just 6 respondents- is that, in the development projects and local peace building, it is important to have people from the same country but also internationally mixed. In the case of training of own staff, multipliers and decision makers, the international mixture between participants can offer different points of view and a different dynamics.

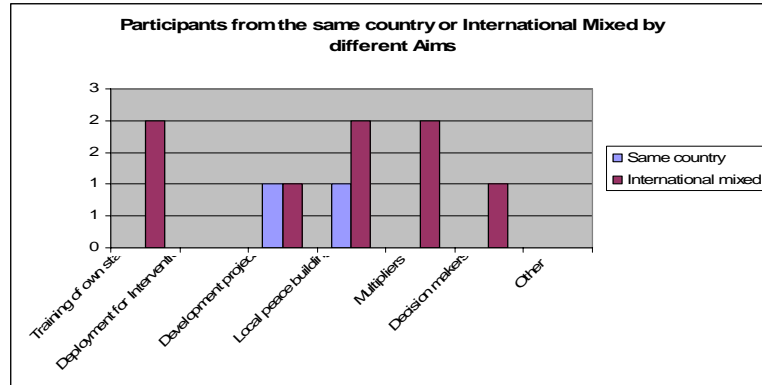


Table 24: Participants from the same country or international mixed by different aims

2.3. Trainers and Staff ⁶

Consulting results, the number of trainers on staff in the organizations of the respondents are 2-3 trainer (67%/ 4 of 6) and none/only external (33%/ 2 of 6). Also to question 3.2., three of 6 respondents mentioned having permanent staff assisting with the organization and administration of trainings.

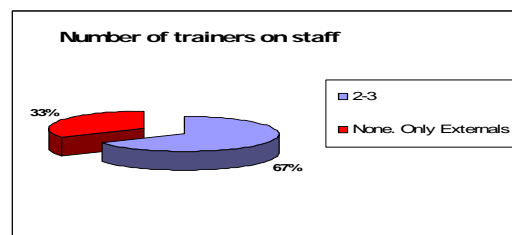


Table 25: Number of trainers on staff

Number of trainers in NGO & GO: in this case **only NGO** from which ~ 75% have 2-3 trainers; and 25% more than 3 trainers. Only the national trainers are mentioned - none international- from which 50% work with 2-3 trainers and the rest -50%- with more than 3 trainers. Also, that the assistance to training depends from the topic.

⁶ for training institutions only

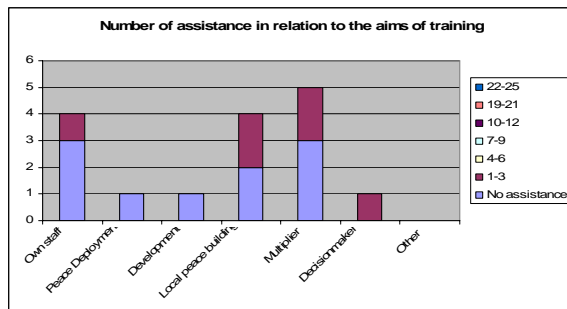


Table 26: number of assistance in relation to the aims on training

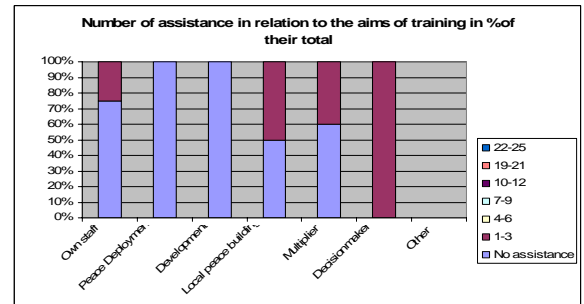


Table 27: Number of assistance in relation to the aims of training in % of their total

On question 2.2.4, four of six respondent mentioned that the alumni remained in contact if they continued to work with the organization, but the organizations do not create a network of alumni of former trainings.

There is also a need to mention the following values:

- Number of assisting staff: *no assistance* 67% and *1-3 people* 33%
- Number of trainers:
 - Only NGO (none GO): 2-3 trainers / 3 respondents of 6 and more than 3/ 1 respondent of 6;
 - Only national (none international): 2-3 trainers / 1 respondent - 50% and more than 3/ 1 respondent- 50%;
 - Profit & non-profit organization: *profit*: 2-3 trainers / 1 respondent - 100% and *non-profit*: 2-3 trainers / 1 respondent - 45%; more than 3/ 1 respondent- 45%;
 - Only academic (Trainers in academic, welfare and other organizations): 2-3 trainers / 1 respondent - 50% and only external 1 respondent - 50%

2.4. Materials used in training

Almost all of the respondents (5 of 6) are using materials for their training from which 2 of 6 affirm that they use materials developed in their own organization. In the following lines we can see their responses to the open question 4.1.

- DVD documentary: - A force more powerful
- We use materials – having different presentation format- developed in our organization
- Pedagogical units, CD’s, Power Point presentations
- **Peace education** (Educación or la paz):
 - Cascón, Paco. *Educación en y para el conflicto* (“Education in and for conflict”). <http://www.escolapau.org/img/docencia/recurso001.pdf> (English and Spanish)
 - Cascón, Paco y Beristáin, Carlos M. *La alternativa del juego I. Juegos y dinámicas de educación para la paz* (“Game alternative: games and dynamics for peace education”). Los libros de la Catarata, 1998 (8ª edición).
- **Peace building** (Construcción de paz):

- Lederach, John Paul. Construyendo la paz. *Reconciliación sostenible en sociedades divididas*. (Peace building: sustainable reconciliation in divided societies) Bilbao: Bakeaz/Guernika Gogoratuz, 1998, 194 p.
- to see more resources please see: <http://www.escolapau.org/docencia/recur01.htm>, <http://www.escolapau.org/docencia/recursos.htm>)

Curriculum

Almost all the respondents (5 of 6) have developed their own curricula to work with and one of these mentioned that they are using also other materials developed in other organizations.

- We used material elaborated by us in different formats, according to presential or on-line courses. To see our pedagogical resources (Spanish): <http://www.escolapau.org/castellano/programas/educacion.htm>
- To see our offers (Spanish):
 - * BA in Culture of Peace: <http://www.escolapau.org/castellano/docencia/index.htm>
 - * Education for Peace as a subject <http://www.escolapau.org/castellano/docencia/conflictos.htm>
 - Asignatura de Cultura de Paz y gestión de conflictos: <http://www.escolapau.org/castellano/docencia/gestion.htm>
- Conflict, Communication, Mediation, Conflict Transformation, Peace Building

2.5. Value of the training practice

Skills

Trying to identify the values of the training in practice (question 5.1) – skills needed in the field of Peace Building, Conflict Transformation, Mediation and Crisis Management at local, national and international level - all the three types of skills mentioned in the questionnaire are considered to be important on one hand by providing and on the other hand for receiving training.

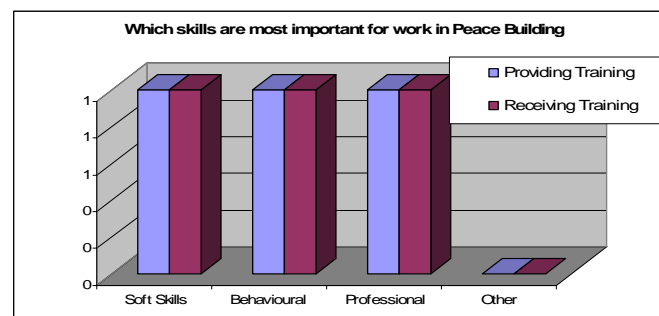


Table 28: Which are the most important skills in Peace Building?

Examples of needed skills:

- curiosity to learn more
- The ability to think and act strategically in team
- Understanding of lessons learned in other contexts
- Reflexion on the own conflict behaviour, empathy
- Clarity about the own interests
- Experience on field, flexibility, open mind.....
- Conflict sensitivity, facilitation, stress management
- Intercultural Communication competence
- Bachelor degree in social science
- Listen, analyze, organize prevention
- cultural sensitivity, understanding of the roles
- Well choose situations
- Local knowledge
- Ability to go beyond analysis & diagnosis & beyond
- Empathy with local populations and respect
- A valuing of difference and engagement with difference
- The desire to contribute with ones own competencies.

In table 29 the pool of the respondents is reflected. A difference appears in table 30 were the mentioned skills were delineated especially in the case of the **multipliers**, also for own staff, deployment and local development.

Table 29: Importance of different skills by type of organization

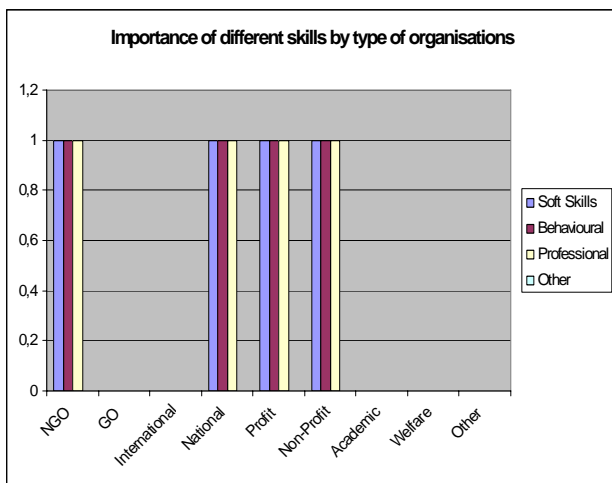
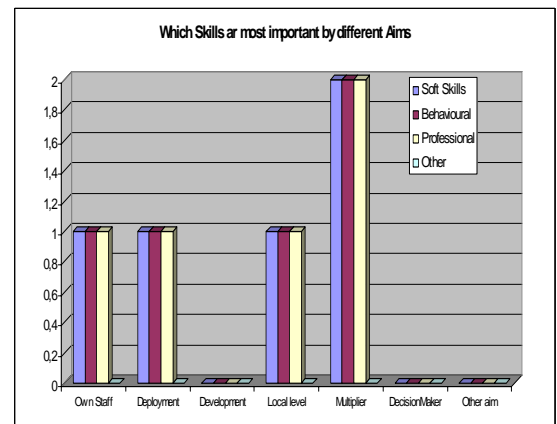


Table 30: Which skills are more important by different aims



The quality of the 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- is considered to be balanced between the following values: good (3 of 6) and satisfactory (3 of 6).

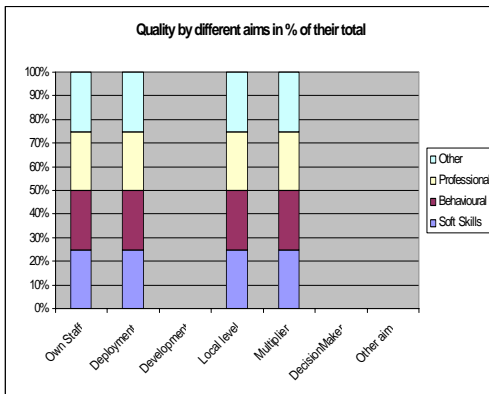


Table 31: Quality by different aims in % of their total

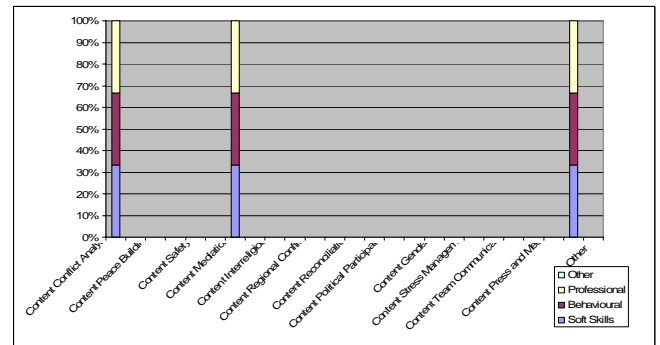


Table 32: Importance of skills per topic

As mentioned before, respondents consider that it is important that the current trainings are praxis-oriented content. In the case of the most used methods for necessary skills, it can be seen in table 33, that exercises are considered as being a very important element of the training.

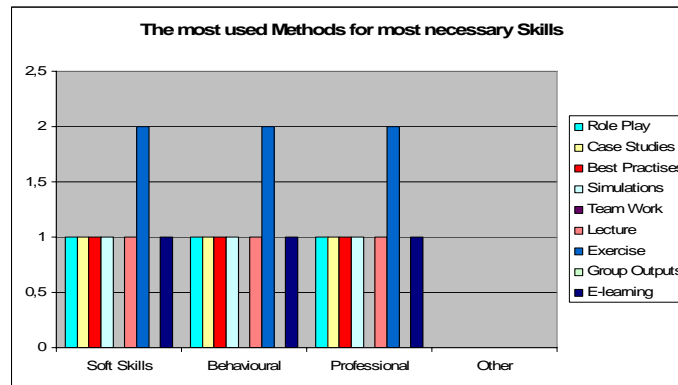


Table 33: The most used methods for necessary skills

There are different opinions about the quality of the current training in the field—between provider and receiver – so 60% of the providers consider that the training have a good quality and ~ 65% of the receivers consider it to have a satisfactory quality level.



Table 34: Quality of training by organization providing and receiving training (% per total)

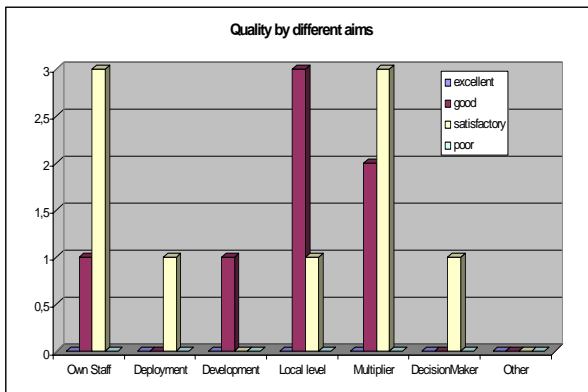


Table 35: Quality by different aims

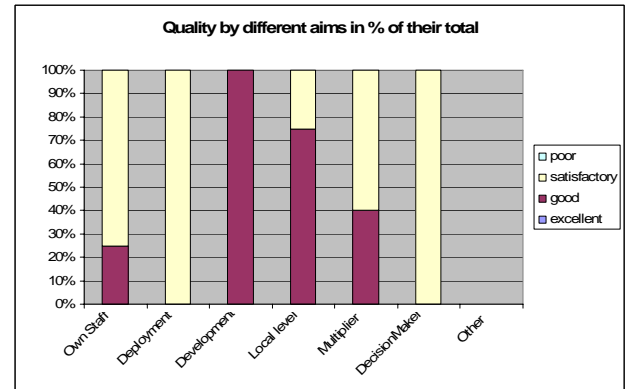


Table 36: Quality by different aims (% per total)

Suggestions received:

- *It would be very useful to share resources between organizations*
- *Peace workers should be trained in conflict education, for them to be impartial and coherent and in their work.*
- *It is necessary to put emphasis in psycho-social formation, both for psycho-social reconstruction of divided societies, as for preventing personal burn-out.*

2.6. Cooperation with other organizations

The respondents consider the experience - as training organization and/ or having sent personnel for training in 2005 - as quite frequent. Also, at the question 6.2. –number of partners with whom the organization collaborated-1 (of 6) had one partner; 2 (of 6) had from three to five partners and 1 (of 6) had more than five. The effectiveness of the cooperation are considered to be most effective (3 of 6) and very effective (2 of 6).

The answers to question 6.4. – the quality of the communication of the organization in national and/ or international networks- qualifies the communication as: excellent (1 of 6); good (2 of 6) and poor (1 of 6).

Suggestions to improve the communication between organization and within the network of peace builders:

- *It is difficult because it is not enough to wish to communicate and collaborate, it is necessary to have time .Also it would be good to establish expectations in every organization of becoming part of the network. This way everyone knows what to expect and what to offer.*
- *To know the specific objective of training of each organization, in order to know on whom it is possible to count, at the moment of finding collaboration on concrete themes.*

2.7. Impact assessment⁷

Evaluation of trainings is considered to be important by 5 of 6 organizations and as method used for this 5 of 6 use **questionnaires or feedback concerning the satisfaction of participants; 1 of 6 are using** performance indicators. Also one of the respondents mentions a formula for training of trainers.

⁷ for training institutions only

3. Conclusion

Almost all the respondents agreed that would like that their 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, but **all of them asked that the information would be used only for research purposes.**

Even though the Spanish respondents were few, they represent the most influential organizations active in this field in Spain at this moment. We hope to contribute to the knowledge of the work being done in Europe in this field and know that it is a growing sector and hope to be able to add more information in the future.

¹Questionnaire

**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 organizations/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 organization
- 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 organization:

- 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 organization 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:

- 4.1. What core materials do you use/or have received in trainings?
 - 4.2. (For training institutions only) Have you developed your own curricula and methods for training or do you work with materials developed by other organisations/institutions in the field? Please describe briefly?
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Value of the training in practice

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

- 5.1. If your organisation has experience in deploying/recruiting people for work in peace building and conflict transformation in areas of conflict, in your opinion what skills are most necessary (You may choose several options):
 - Personal soft skills (i.e. capacity for teamwork and communication)
 - Behavioural competencies (i.e. capacity to manage a tension-filled situation or to negotiate/mediate)
 - Professional competencies (i.e. knowledge about conflict transformation)
 - Other, please specify _____
 - 5.2. From your experience, how would you evaluate the quality of current training in the field with relation to their capacity to train people with the necessary skills for interventions in peace building and conflict transformation?
 - Excellent
 - Good
 - Satisfactory
 - Poor
 - 5.3. From your experience, would you say that current trainings provide an appropriate balance between theory-oriented and 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.
 - 5.4. What further suggestions do you have for improving training in Peace Building, Conflict Transformation, Mediation, and Crisis Management?
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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.

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

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

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

- One
- 3-5
- More than 5

6.3. How effective was this cooperation?

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

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

- Excellent
- Good
- Satisfying
- Poor

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

Impact Assessment (for training organisations only)

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

7.1. Do you evaluate your trainings?

- YES
- NO

7.2. How do you evaluate your trainings?

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

Conclusion:

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

- Yes
- No

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

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

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

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