



SCI Switzerland
Volunteering for Peace

EDUCATORS
FOR PEACE

TRAINING OF TRAINERS FOR PEACE

16-22.11.2023, Köniz, Switzerland

IMPACT REPORT



Preface

This report summarises **the change** that the “**Training of Trainers for Peace**” (16-22.11.2023) brought to its participants.

The training course was organised by SCI Switzerland in the frame of the **Educators for Peace** project (2023-2024). The project – still running during the time of the report writing – aims to inspire its participants to become confident and competent educators for peace who create a chain of follow-up activities for promoting, living, and working for peace.

The “Training of Trainers for Peace” took place in Köniz, Switzerland and gathered **28 participants – residents of 12 countries** (and even more nationalities) who were youth workers, beginner educators, volunteers and activists of NGOs working for peace.

The participating countries were: Albania, Bulgaria, France, Jordan, Kosovo, North Macedonia, Palestine, Poland, Serbia, Spain, Switzerland, and Tunisia.

The training course explored how to **plan, design, and deliver high-quality educational activities for peace**. It supported the participants to gain competences essential for becoming trainers for a more peaceful world. The training comprised of 52 hours of sessions on a range of topics, including:

- lifelong learning
- standards for quality in learning
- experiential learning cycle
- learning zones
- group dynamics
- facilitation techniques in offline and online settings
- digital tools in education
- evaluation and impact measurement design.

These 7 full days of intensive, all-day-long learning were led by trainers Natalie Jivkova and Goška Tur.

The “Educators” for Peace” project is financed by Movetia (www.movetia.ch) which promotes exchange, mobility and cooperation within the fields of education, training and youth work – in Switzerland, Europe and worldwide. Movetia helps SCI Switzerland to educate and inspire a new generation of peacebuilders and changemakers. This support is substantial for us to realise our ideas and turn dreams and plans into activities!



This report reflects the views only of the authors, and Movetia cannot be held responsible for any use which may be made of the information contained therein.

Why such a report?

Our team considers **evaluation and impact measurement** important parts of every project. They help us to understand the outcomes, check the value for money, and benchmark with other similar activities.

We were very interested in learning what the training would change in the **knowledge, skills, and attitudes of our course participants**.

That is why, we used the expertise within the project team, and experience from the previous projects, to design an **impact measurement process** whose results we describe below.

The report consists of the following parts:

- 1) Preface
- 2) Note on the research methodology
- 3) Research results and summary of the key findings
- 4) Discussion points
- 5) Conclusions

The research and report were prepared by Goška Tur (MA in sociology) with the support of Natalie Jivkova. You can contact us for more information at peace.practice@scich.org.

Research methodology

Our impact study intended to **measure the change in knowledge, skills, and attitudes relevant to the project** (i.e. around the topic of peace education). We used the method of **ex-ante and ex-post questionnaires** for that purpose.

The participants of each training course filled in two surveys:

- ex-ante survey on Day 1 of the training course (during the Opening Session);
- ex-post survey (during the Evaluation Session).

Both ex-ante and ex-post questionnaires were **identical**, and both were **anonymous** but participants got secret numbers so that we could identify which pre- and post-survey belonged to which individual.

The surveys consisted of **21 self-assessment questions**, all of them presented in the next part of the report. The questions were phrased based on the standard methodologies used in sociology. Participants answered using a Numeric Rating Scale (from 1 to 7) used in psychometry.

All participants apart from one person (due to their late arrival and missed Opening Session) took part in the research so we gathered 27 responses. Therefore, we **tracked the change in 96% of the group** – a percentage we are more than satisfied with.

Results of the research

The compilation of graphs on the following pages demonstrates our courses' impact on the participants.

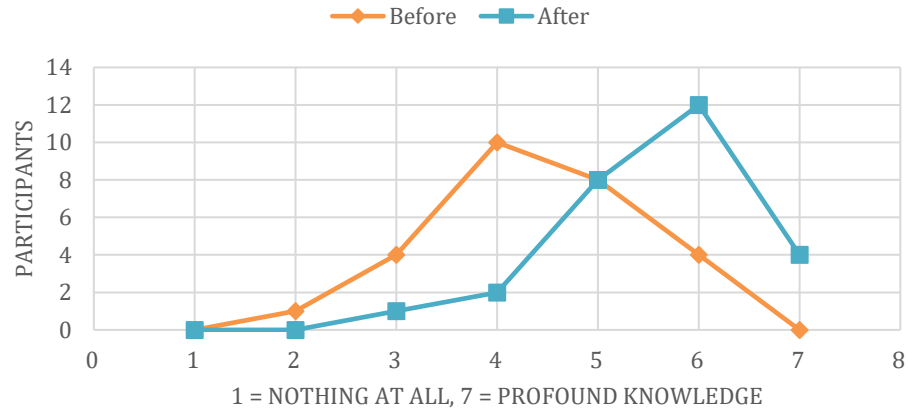
In the graphs, on the top, you can find the question or statement that the respondents answered.

The vertical axis presents the number of participants who answered in the same way, and the horizontal one – their numerical answer (between 1 and 7, with 1 meaning the lowest value/minimum, and 7 – the highest/maximum).

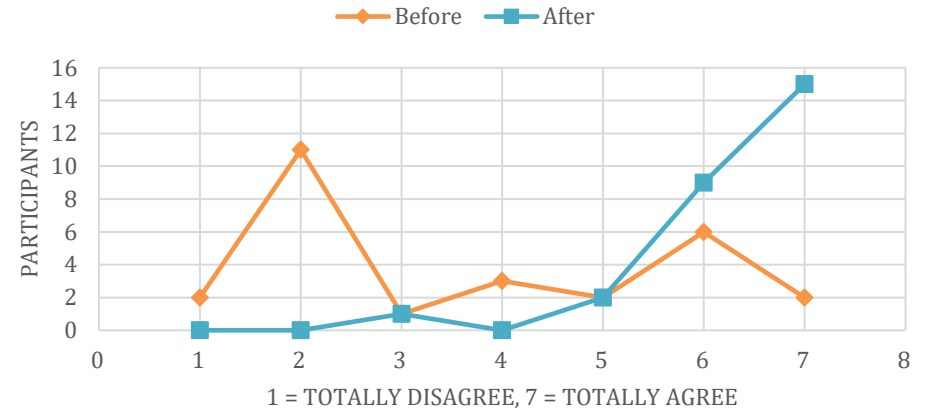
The **orange** line presents the situation **before the course** and the **blue** one – **after** it.

COMPARISON OF BEFORE AND AFTER SURVEYS

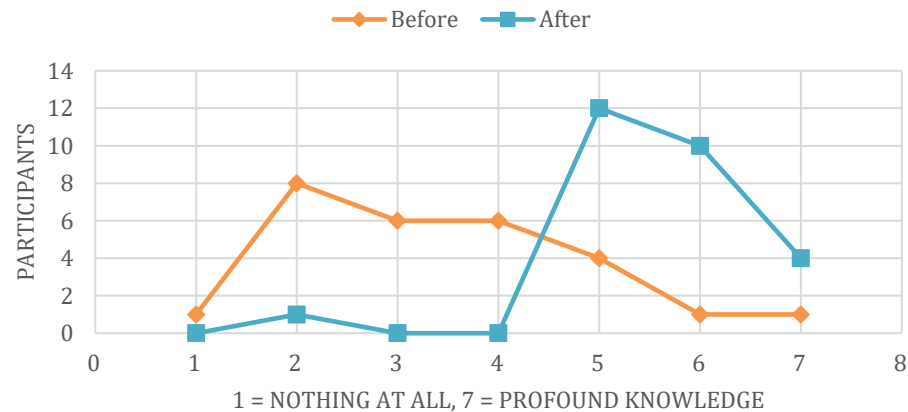
HOW MUCH DO YOU KNOW ABOUT PEACE?



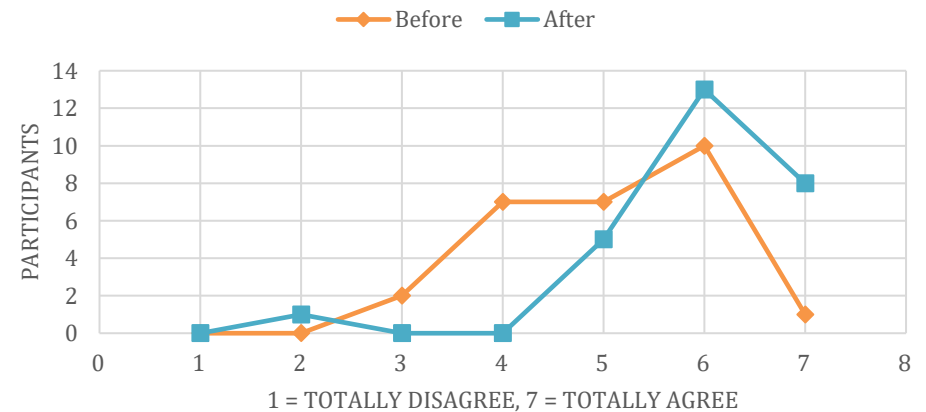
I KNOW THE CONCEPT OF THE 3 PILLARS OF PEACE



HOW MUCH DO YOU KNOW ABOUT PEACE EDUCATION?

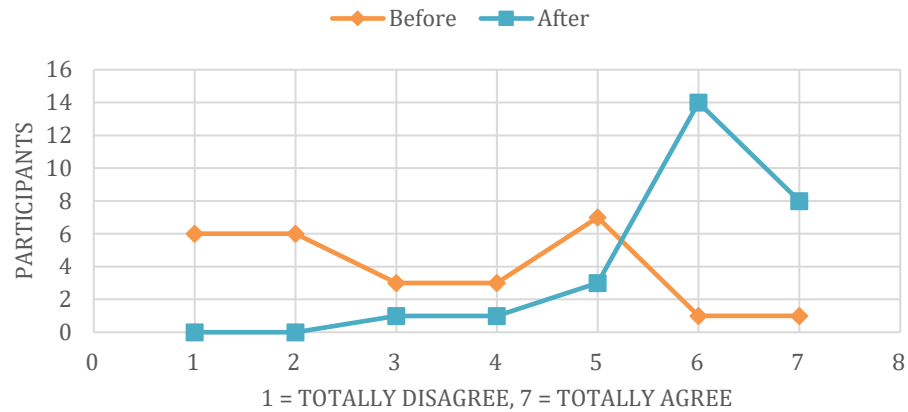


I KNOW HOW TO ACT FOR PEACE IN DAILY LIFE, EVERY DAY

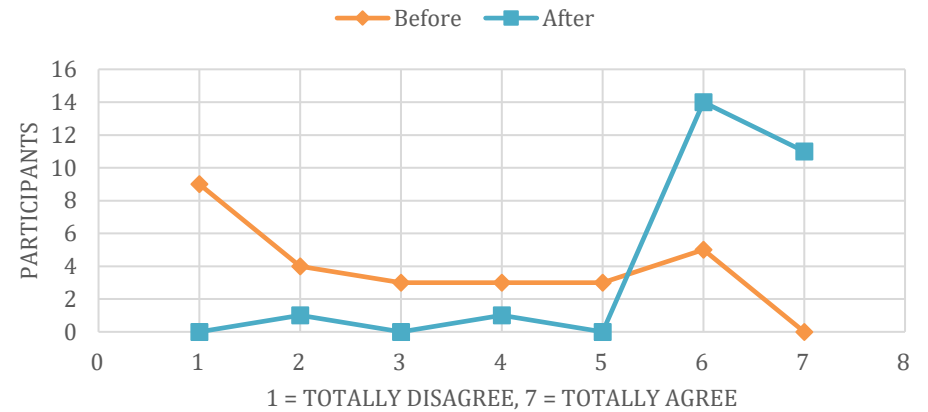


COMPARISON OF BEFORE AND AFTER SURVEYS

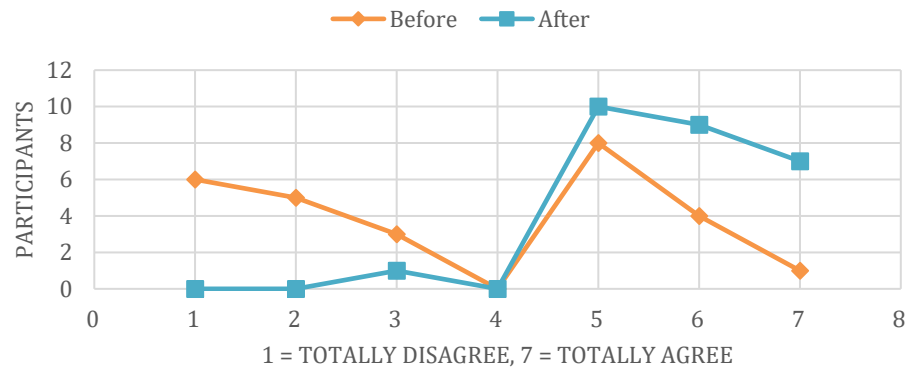
I KNOW THE 7 STEPS OF WORKSHOP PLANNING



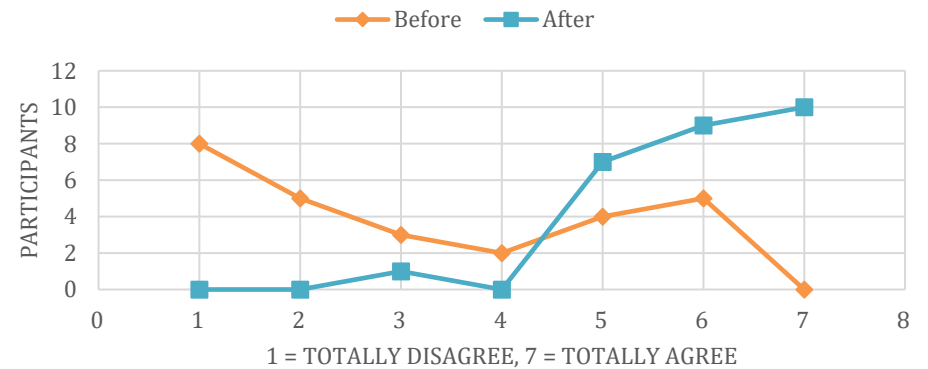
I KNOW WHAT KOLB EXPERIENTIAL LEARNING CYCLE IS



I AM ABLE TO PLAN A WORKSHOP USING THE 7 STEPS OF WORKSHOP PLANNING

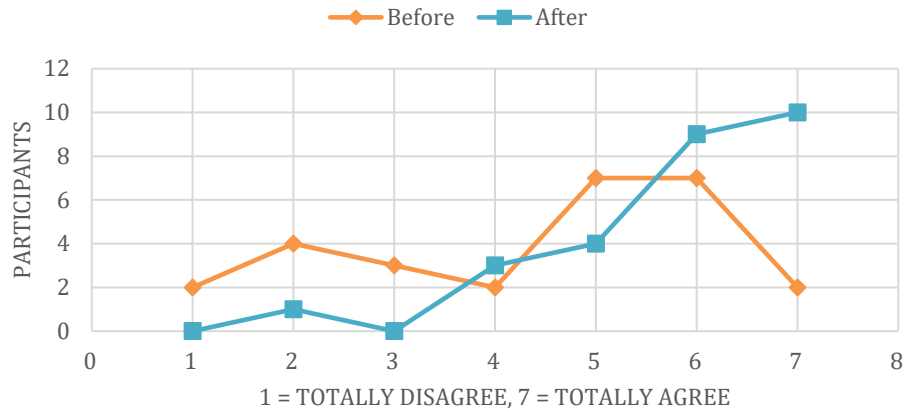


I AM ABLE TO USE KOLB EXPERIENTIAL LEARNING CYCLE WHILE DESIGNING A WORKSHOP

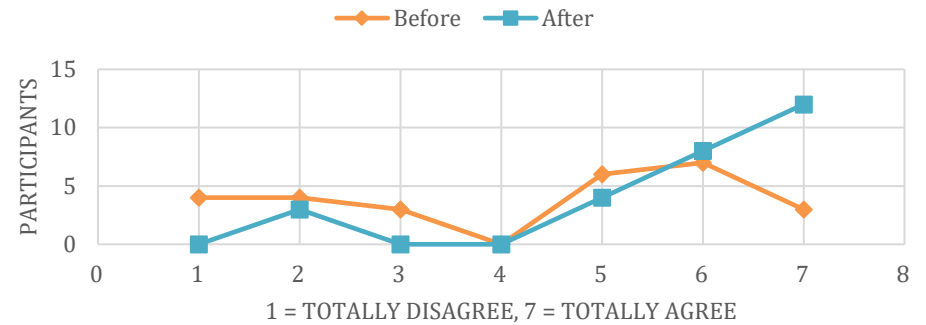


COMPARISON OF BEFORE AND AFTER SURVEYS

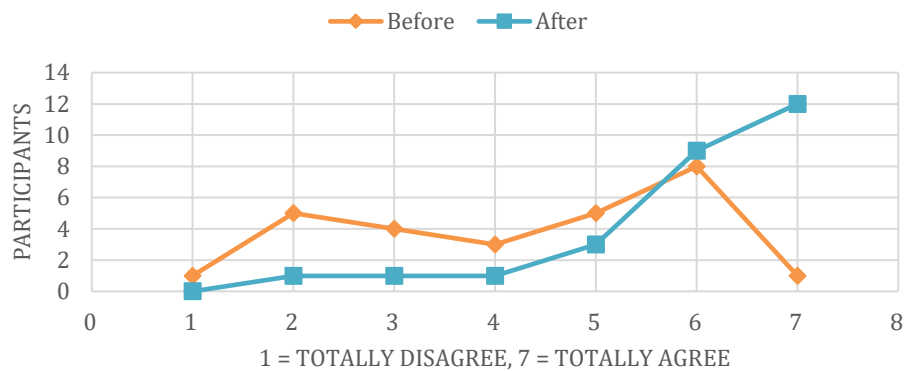
I KNOW THE HUMAN BRAIN LEARNING MECHANISMS



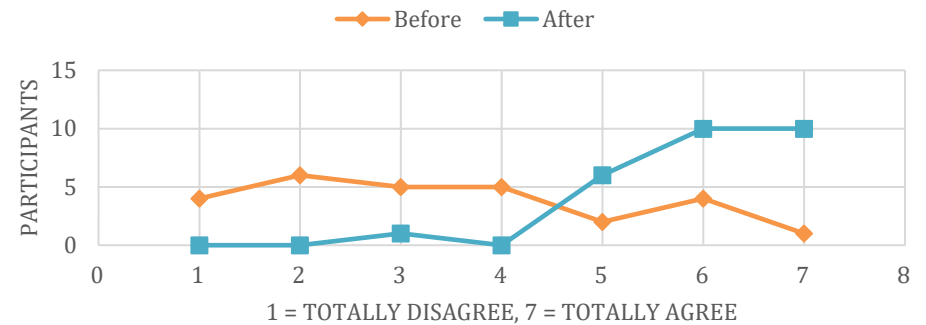
I AM CONFIDENT IN USING DIGITAL TOOLS IN EDUCATION (E.G. PADLET, MENTIMETER, MIRO, WORDWALL ETC.)



I KNOW AND CAN USE A RANGE OF ACTIVE METHODS TO PREPARE AN EDUCATIONAL WORKSHOP

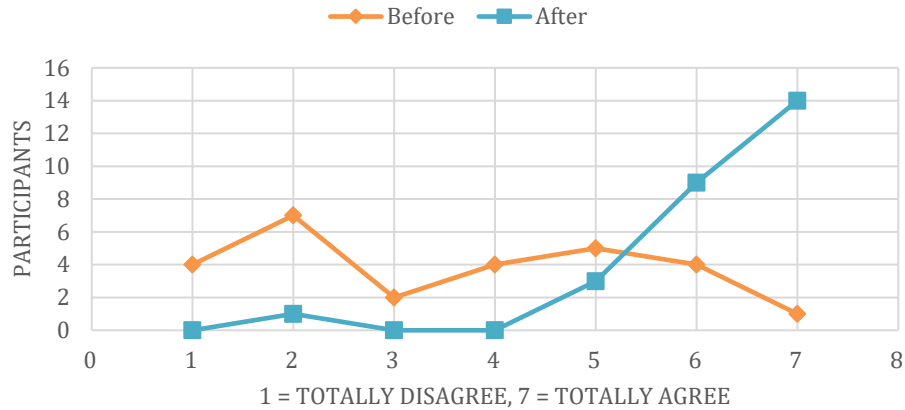


I KNOW THE 5 STAGES OF GROUP DYNAMICS AND CAN APPLY THIS KNOWLEDGE IN MY EDUCATIONAL ACTIVITY

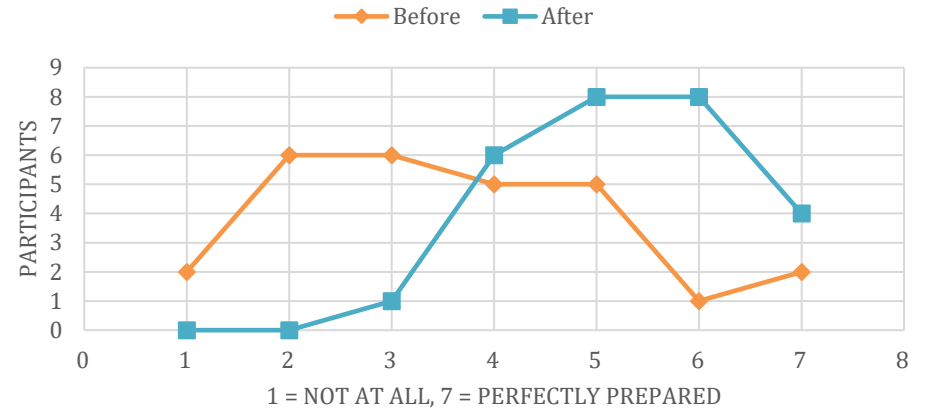


COMPARISON OF BEFORE AND AFTER SURVEYS

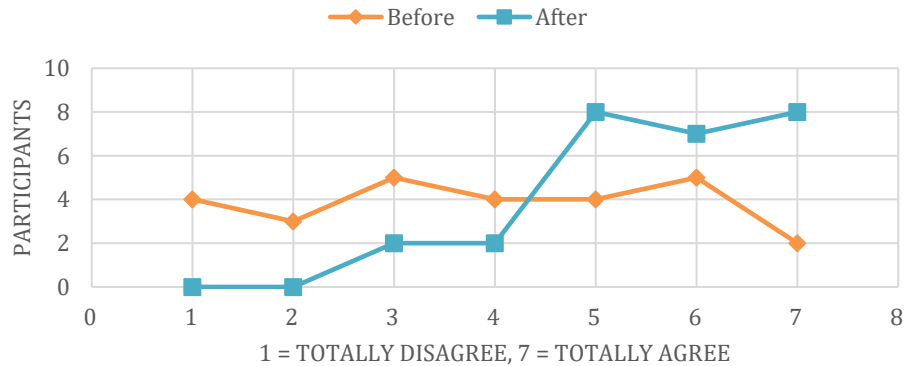
I CAN LIST AND USE AT LEAST 3 FACILITATION TECHNIQUES



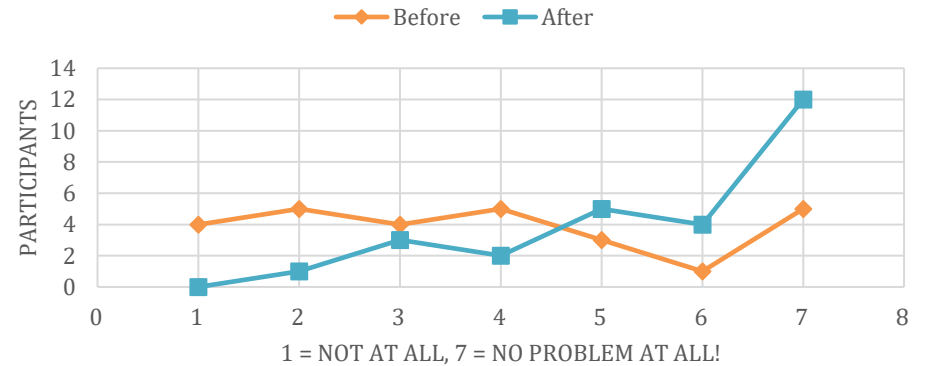
HOW WELL PREPARED ARE YOU FOR THE ROLE OF A PEACE EDUCATOR?



**I CAN PLAN AND CONDUCT A WELL-
PREPARED EVALUATION PROCESS OF
MY EDUCATIONAL ACTIVITY**

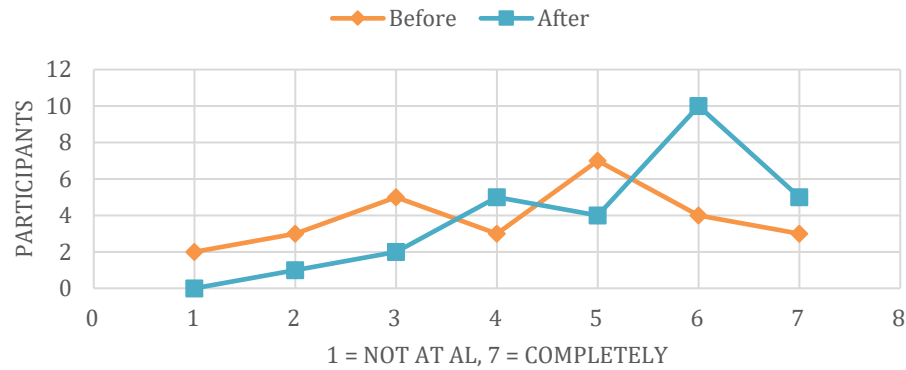


**ARE YOU ABLE TO PUT TOGETHER A
2-HOUR WORKSHOP SCENARIO ON
THE THEME OF PEACE?**

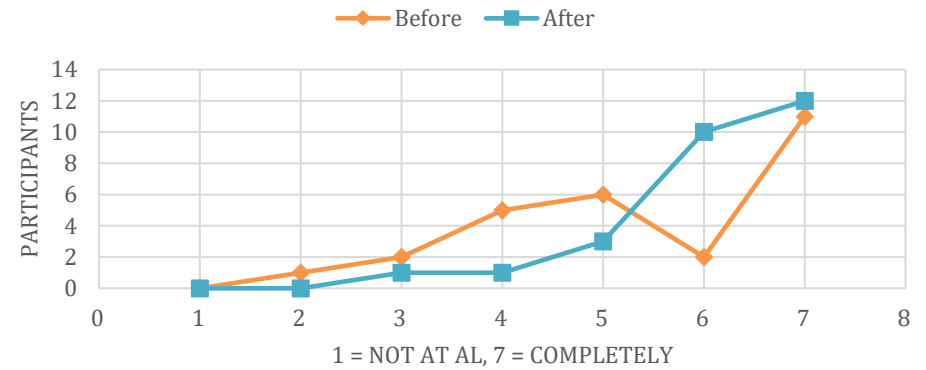


COMPARISON OF BEFORE AND AFTER SURVEYS

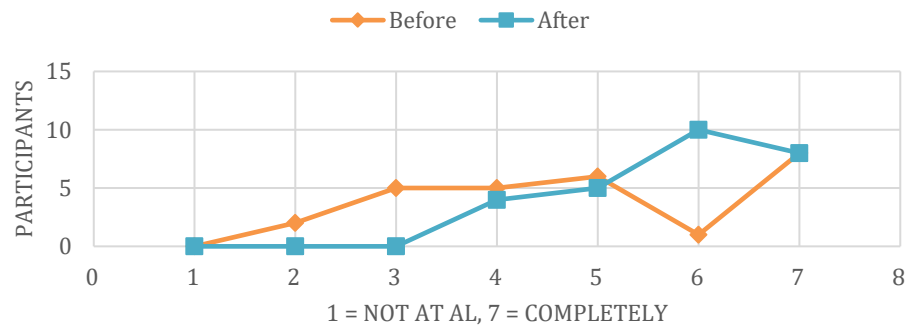
TO WHICH EXTENT DO YOU REGARD YOURSELF AS A PEACE EDUCATOR AND/OR ACTIVIST?



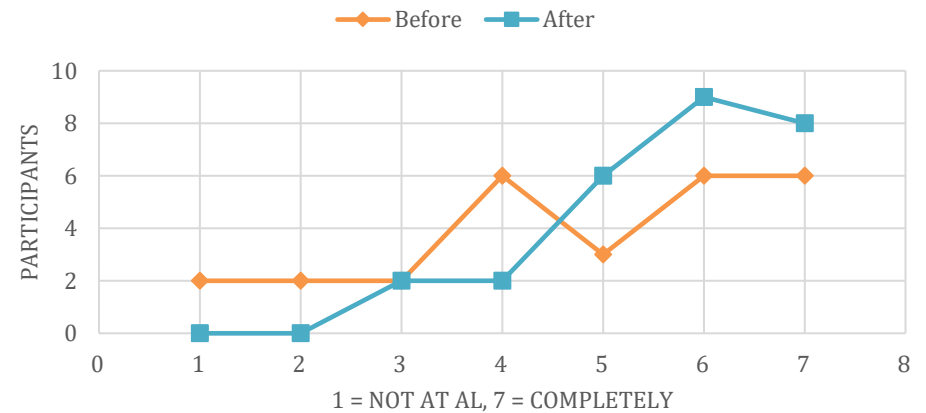
HOW WILLING AND MOTIVATED ARE YOU TO LEAD PEACE EDUCATION ACTIVITIES?

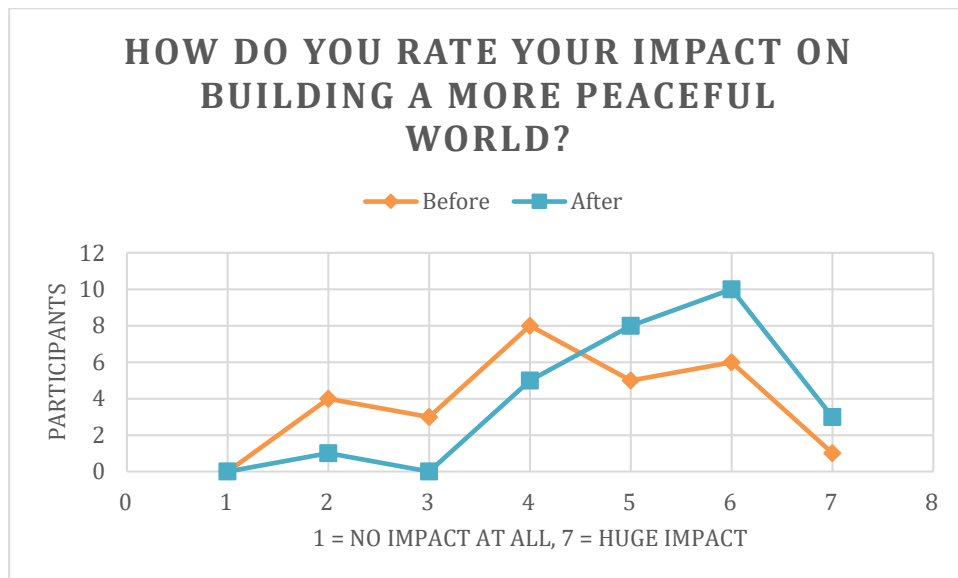


DO YOU HAVE A CLEAR VISION OF HOW YOU WANT TO BE ACTIVE AND WORK FOR PEACE AFTER OUR TRAINING?



HOW CONFIDENT ARE YOU TO LEAD PEACE EDUCATION ACTIVITIES?



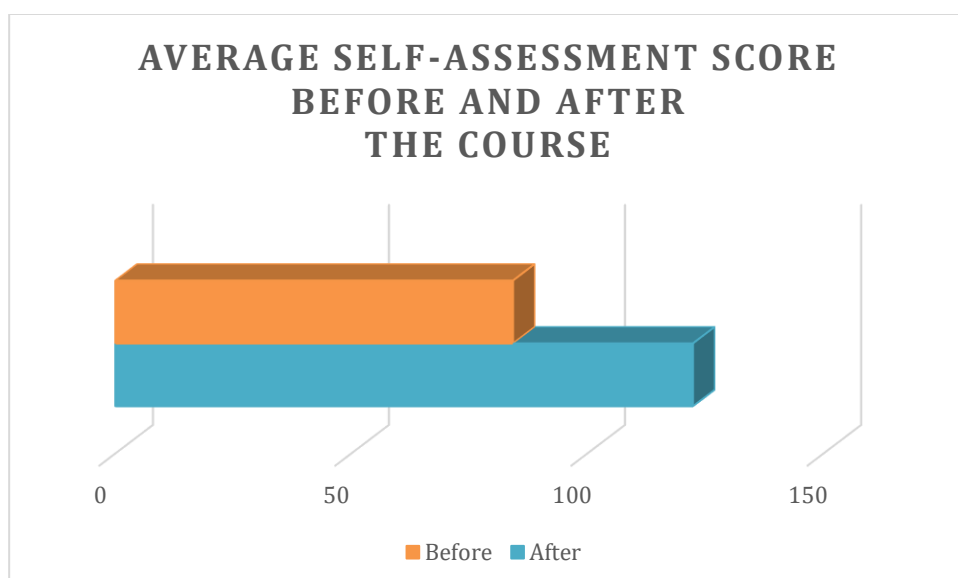


In addition to the above graphs, we checked **the average self-assessment score before and after the course.**

For the “Training of Trainers for Peace”, the (imaginary?) **ideal peace educator** with profound knowledge of peace, fully competent in all types of skills related to leading training courses and peace education, and with a model attitude toward their work, would score here altogether **147** points (21x7). This constitutes 100%.

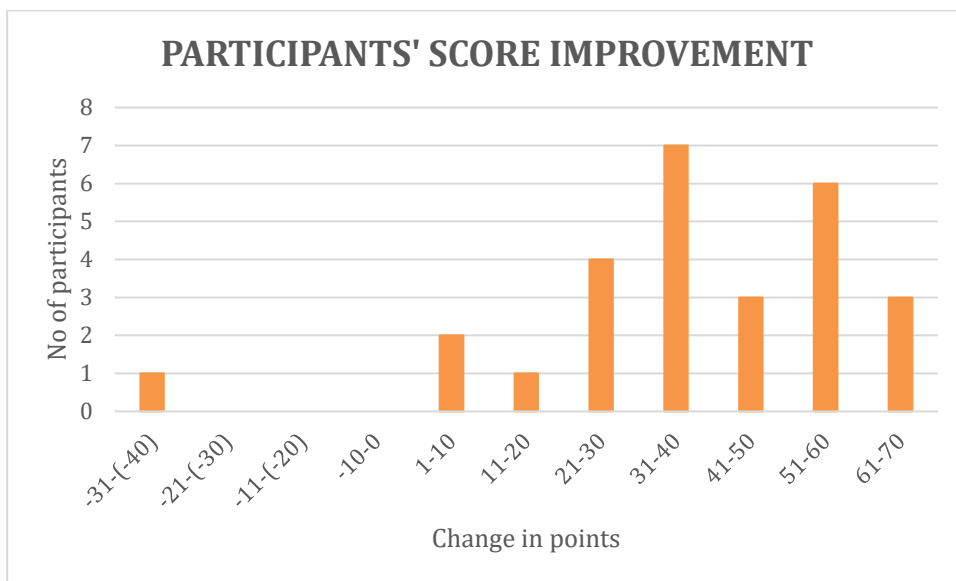
Our course participants rated themselves **84.2** points before the course, and **122.3** points after – a difference of 38.1 points on the scale 0-147.

This means a score of respectively 57% and 83%, which means that we witnessed an **improvement of 26 percentage points (pp).**



Not every participant experienced the same level of improvement, and in the case of 26 participants, it ranged from 3 to 66 points (on the already-mentioned 147-point scale), in general depending on the entry level.

The graph below presents the improvement of the group’s self-assessment score.



An attentive reader may see that one person reported a negative change – to be exact, of as much as 32 points. We are unsure of this very strong drop in the post-training assessment. It might be a technical mistake of the person: mistaking 1 for the highest value, as “1” is the highest grade in some of Europe’s grading systems at schools. Possibly, it could be also someone who rated themselves as very experienced in the peace topic in the ex-ante survey and who then went much more humble (or realistic) in the ex-post survey. When we examine the person’s scoring, one by one, it looks like a mistake. However, with no possibility to check our guesses, the true reason stays unclear.

Summary of the key findings

- The “Training of Trainers for Peace” brought **positive results** to both the knowledge, skills, and attitudes of the participants.
- The analysis of ex-ante and ex-post surveys shows an **average improvement of 26 percentage points** (from 57% to 83%) on the way to the “ideal flawless peace educator”.
- The course **increased the knowledge of participants** in all measured aspects:

Type of knowledge/comprehension	Increase (in %) compared to the situation before the training
Kolb’s Experiential Learning Cycle	101%
7 steps of workshop planning	86%
3 pillars of peace	74%
Peace education – general knowledge	63%

Human brain learning mechanisms	34%
General understanding of peace	28%

- When it comes to the **increase in the self-perception of skills and implementation of the knowledge**, the improvement was noticed in all measured areas:

Type of skill/ability	Increase (in %) compared to the situation before the training
Using the Kolb Experiential Learning Cycle while designing a workshop	91%
Applying the knowledge of 5 stages of group dynamics in an educational activity	77%
Using at least 3 facilitation techniques	76%
Designing a workshop using the 7 steps of workshop planning	63%
Putting together a 2-hour workshop scenario on the theme of peace	49%
Planning and conducting a well-prepared evaluation process of an educational activity	45%
Using a diversity of active methods to prepare an educational workshop	41%
Confident usage of digital tools in education	39%
Ability to act for peace in daily life	18%*

* *This ability had a very high entry level (an average score of 5 in the ex-ante survey).*

- The group demonstrated **high motivation and commitment** to the follow-up activity already at the beginning of the course, therefore, a less significant change was observed here:
 - Motivation and willingness to organise a follow-up activity – an increase of 13% (from 5.4 to 6.1)
 - Confidence to organise a follow-up activity – an increase of 19% (from 5.4 to 5.7).
- The participants graduated from the course:
 - **Feeling much more prepared for the role of a peace educator** – an increase of 47% (from 3.6 to 5.3)
 - **Perceiving themselves as peace educators and peace activists** – an increase of 23% (from 4.3 to 5.3)
 - **Perceiving themselves as persons having an impact on building a more peaceful world** – the same increase of 23% (from 4.3 to 5.3)
 - **Much more confident** about promoting peace – an increase of 23% (from 4.8 to 6)
 - With a **clearer vision** of how they want to be active and work for peace after the training – an increase of 20% (from 4.9 to 5.8).

Discussion points

It must be again underlined that the above results strive from a self-assessment score. An ideal way to scientifically measure the progress would be to combine self-assessment with an **observational study** – following the participants through their day and checking how they apply the new knowledge and skills in practice. This type of study is however difficult and costly to implement even within one company/department. Obviously, with our group living in 12 countries, it was not an option.

In the future, it could be interesting to organise **additional focus groups** to understand the changes and dynamics behind the measured improvements.

For projects where time and funds allow for a longer study, it would be interesting to measure the **sustainability of the changes** – are they short-term, e.g. lasting several weeks, or do they become permanent improvements?

In the frame of the “Educators for Peace” project, there is no separate budget foreseen for impact research. Nevertheless, we are planning two types of qualitative study on our impact:

- observing the success rate of our participants when it comes to the implementation of their follow-up actions (peace education activities) between December 2023 and March 2024,
- organising an online meeting with our participants in October 2024, where we will try to track the sustainability of changes that our training brought.

The findings will be included in the project’s final report.

Conclusions

The “**Training of Trainers for Peace**”, organised within the “Educators for Peace” project by SCI Switzerland, **brought a positive change** to its participants at the levels of knowledge, skills, and attitudes relevant to the course.

The **motivation** to be engaged in peace work stayed high with the group, and the participants developed a clear **vision** of how they wanted to stay involved in the peace education field.

It can be concluded that even if organising such a complex project, with international mobilities involved, is time-consuming and requires substantial funding, it is **definitely worth the effort**.

We know from many first-hand sources that the training courses offered by SCI Switzerland change the professional and private lives of our participants. We are happy that this study confirmed this for the “**Educators for Peace**” project!

Goška Tur and Natalie Jivkova
December 2023

Contact us at peace.practice@scich.org