

Inter-regional research project
Humanitarian Field

“Peace Operators and Intercultural
Mediators”

Acknowledgement

This Interregional Project has been financed by seven local authorities (one Province with statute of autonomy - Provincia di Bolzano - and six Regions - Campania, Marche, Piemonte, Sardegna, Toscana, Umbria) with the support of European Commission funds (European Social Fund).

Aim of the project was to realise actions with systemic approach in the field of humanitarian affairs and humanitarian professional profiles. Some of the local authorities have set up training courses for peace operators and mediators as well as for humanitarian and emergencies operators. All together, the seven Italian local authorities have financed this study to a group of Italian organisations, among them professional organisations, volunteer associations and academies, in order to have an overview on the system of training, recruitment, deployment and management of the professional profiles related to the humanitarian field.

The focus has been - geographically - on the seven territories governed by the local authorities, and only as a non-primary target national and European experiences, and – thematically – on 1) definition of professional profiles, 2) definition of training standards (after monitoring training experiences), 3) exploration of labour market, 4) description of legislative framework.

The research work has been organised into three tasks: 1) description of existing situation, 2) individuation of problematic issues and needs, 3) individuation of best practises, 4) providing some possible solutions or challenges for the future.

From the technical point of view the research paper is articulated into five chapters: one dedicated to the intercultural mediator, one dedicated to the international peace operator, one focusing on the labour market for both profiles, one dedicated to the juridical issues for both profiles, the last dealing with the best practises. Following a synthesis and the conclusions.

Linguistic Remark: one of the issues pointed out by the research is the terminology of professional profiles, skills, functions and activities. It's important to put in evidence that the terms used in the English abstract are not all used at the same way in Italian experience. Some of them are, some others not. In one case, when the Italian speaker uses a foreign word he/she uses in "semantic opposition" to the Italian term. In the second case the two terms (Italian and foreign) are used as equivalent, in the third case Italian speakers uses only the foreign term, in some cases it depends from the context.

Ex:

"Peacebuilding" different meaning than "costruzione della pace" (more generic)

"Peacekeeping Operation" same meaning than "operazione di mantenimento della pace"

"Peaceworkers" without equivalent in Italian ("lavoratori di pace")

"Peace Operators" same meaning than "operatori di pace" in the Italian professional context

"Peace Operators" different meaning than "operatori di pace" in the Italian volunteer context

Symbols:

☞ indicates what the research has observed or the data that it has collected

⚠ indicates a problem or a critical point

☞ indicates that those are suggestions or possible solutions from the researchers

Without a symbol it means those are conclusions by the researchers or widely-shared considerations.

Chapter 1: Intercultural Mediator

1.1 Professional Profile Analysis

Premise: during the last 15 years more often Intercultural Mediators have been used in several situations, regardless their origin and certificated skills. In this research we have recognised the need to distinguish an Intercultural Mediator immigrant from other different workers with important tasks in the process of mediation but other than immigrant. This paper will focus on the immigrant one.

Definition: Intercultural mediator is a professional working in contexts with an high degree of immigration.

Its role: Intercultural mediator facilitates communication between local population, institutions, organisations, immigrants. It doesn't replace actors of those relations but facilitate them.

Fundamental competences: knowledge of mother tongue and cultural codes of target immigrants; optimum knowledge of Italian language; relational and emotional competences; capability of emotional and cultural decentralisation; good knowledge of Italian Social and Institutional organisation; specific competences related to the field of intervention.

Fields of intervention: Intercultural mediator intervenes in: Public Institutions (educational, medical, social, judicial, administrative, public security); private organisations in social works, production or commercial companies and trade unions; families and population in general.

Tasks:

- 1) To facilitate a deep communication between actors;
 - a. To translate and to decode cultural codes
 - b. To decode cultural misunderstandings
 - c. To identify duties and opportunities of Italian Institutions.
- 2) To raise the degree of autonomy of immigrants in their relations with institutions and in their social life;
 - a. Receiving, orienteering and attending immigrants and their families
- 3) To give value to cultural differences
 - a. To promote reciprocal knowledge and understanding

Training courses: we observed that a 600 hours training could be enough to acquire basic competencies and get qualification diploma but it requires specific trainings on topics related to the field of activities.

Job market orientation: Occasional and "emergency based" forms of employment. The absence of a national official framework regarding definition, training standards, organisational disposals, makes those profiles precarious. As long as the immigration in Italy has raised up during last decades the need of mediation now emerges dramatically.

Transversal competences: a) mediation activities (emotional and cultural decentralisation, empathic listening, stress management), b) cultural and linguistic decoding (decoding cultural codes and solving cultural misunderstandings).

Specific Competences Areas:

- A. Social/Educational/Cultural Sector
 - a. Schools
 - b. Social Assistance Services
 - c. Reception communities
 - d. Intercultural and dialogue centres
- B. Medical Sector
 - a. Hospitals
 - b. Health and social services centres
 - c. Ambulatories

- d. Ethno-psychiatry
- e. Drug addictions
- C. Security Sector
 - a. Police Department (Questura)
 - b. State Department (Prefettura)
 - c. Tribunal
 - d. Jailhouse
 - e. CTP (Centre for Temporary Protection)¹
- D. Street Sector
 - a. Street work methodology
 - b. Street stage
 - c. Social and Conflict Mediation and Negotiation
- E. Intercultural and Social Conflicts Mediation
 - a. Methodologies of conflict management (theory and practise)
 - b. Roots of intercultural conflict in the acculturation process

From the Focus Group emerges that a new fields of activity should be considered:

- F. ☞ Acculturation process for immigrant's families and comparison with receiving society.
- G. ☞ Linguistic Specialization

1.2 Training Courses Analysis

☞ We noticed 126 "professional training" courses, of which 20 with relevant information. Referred to the professional profile we could record different terminologies: "cultural mediator", "intercultural mediator", "linguistic-cultural mediator", "mediator in the field of...", socio-cultural mediator", "intercultural operator", technician of cultural mediation, "expert in intercultural communication", "interpreter in social field".

☞ Courses have different duration: those which gives opportunity to reach the qualification last from 450 to 600 hours. Specialising courses last from 100 to 300 hours.

☞ Among 126 courses noticed, 75 give qualification, 25 deliver a participation certificate. Among the 75 qualifications, different denominations have been identified: from "intercultural mediator" (44) to "cultural mediator" (6) to "linguistic cultural mediator" (7).

☞ Entry requirements are not clear and homogeneous, and not yet defined. Above all the knowledge of Italian language and culture is not easily verifiable. Province of Bolzano has experienced the European certification system ALTE, choosing as good initial standard for entering the courses the level 2.

☞ Criteria for the selection of participants are not clear, only some agencies define number of participants for each ethnic group after exploring and monitoring real local needs.

☞ One of the most important points that the research has noticed is that the training courses still use a theoretical approach and not an inductive one, practical experiences and exercising competencies have not enough importance in the didactical methodology. That's why during the focus groups has been stressed the need of a different percentage of hours on stage, the lack of criteria to find the stage places, the need of a clear method of stage management, the need of monitoring and evaluation of stage.

☞ Because of the existence of training courses addressed to those operators that have acquired much experience on the field, there is the need to transform such stored experience in training credits granted by the law.

¹ The Italian law foreseen those centres for the temporary detention of illegal immigrants, while the police and the Institutions process their request to asylum right or regularisation as immigrants.

☞ From the focus groups realised we could record the need to train on:

- Italian Language (level ALTE 4)
- Immigrants Families' problems during the acculturation process and the second generation problems
- Intercultural and social conflicts mediation

☞ We have noticed some experiences of mixed training courses, attended by Italian and migrants. We think that kind of courses give the participants an extremely valuable chance of dialogue between Italian and immigrants operators...

☞ ... but organisers have to pay attention to the different levels of expertise and shape those training experiences on the real capabilities of the participants.

☞ We could register a problem to attend refresher courses among the young operators. That is because of their need to work and the lack of time and economical means to spend into such courses.

☞ We noticed moreover 43 academic short courses (Corsi di laurea triennale) on Mediation. 34 of them are referred to the Class² n° 3 (Sciences of the linguistic mediation), 6 to the Class n° 11 (Modern Languages and Cultures), 2 to the Class n° 35 (Social Sciences for cooperation, development and peace), 1 to the Class n° 5 (Literatures). Those basic courses (three years) give access to youngsters to operative positions and not prepare them to a specific role of mediator. Fields of employment for participants are: cultural mediation in national and international institutions, cooperation in multi-ethnic contexts, economical organisations, commercial enterprises, social services, only in few cases the training prepares them to the activity of conflict management or social mediation.

☞ Moreover we recorded 26 academic specialising courses (Corsi di laurea specialistica). Most of them refer to the Class of "Foreign languages for the international communication" and the participants are supposed to be employed as managers in any career dealing with foreign affairs or business.

☞ We found as well 16 Masters (13 first level and 3 second level) on different topics related to mediation: management of conflicts between immigrants and receiving community, intercultural and inter-linguistic mediation. Participants could be employed at high level profile into the public policies sector or media sector, in the field of project design for interethnic context.

☞ Because of the autonomy of the academic institutions in Italy, each single University is providing study courses and training courses with an extremely high degree of heterogeneity. We notice that very similar training curricula are used in very different perspectives. Heterogeneity is above all notable in the different Degrees and their typologies, studies curricula, languages used, final exam organisation, kind of diploma and qualification delivered. All that requires a national and rational systematisation.

☞ The factor that seems to be relevant in all the academic experiences is the linguistic element. Such element means that the mediation activities are principally considered as interpretation and translation activities and only in few cases as a complex activity of human and organisational relations management with a great attention to the conflict dimension.

☞ As part from the heterogeneity, we can observe that academic training is keeping a theoretical approach without taking into consideration the need of practical training.

☞ One of the most important points that raised up from the research is the need to clarify the differences between roles, profiles, skills and curricula of the "graduated mediator" and the "professional mediator" in order to give rationality to the educational system.

² The Italian academy foreseen a system of Classes in which the different Degrees are classified.

Chapter 2: Peace Operator

2.1 Professional Profile

Premise: The field of humanitarian interventions and peace operations is so huge and complex and the related experiences are so variable and rich that this research had to choose some preferential literature and interlocutors before starting with the analysis. Our focus has been on the international operator. However this profile is still wide and it stretches from the conflict area and the peace operations to the development cooperation and humanitarian aids.

Definition: An unique and recognised definition of "peace operator" has not been provided yet, neither at national nor at international level.

Its role: the peace operator can be employed in the international development cooperation as well as in the field of peacebuilding and construction or promotion of peace processes, in conflict situation, persisting crisis, humanitarian emergency, post-violent-conflict, in tasks of conflict prevention, crisis management, humanitarian aids and emergency relief management, post-war reconstruction, rehabilitation, conflict transformation and reconciliation.

Fundamental competences: he/she can a) work *in* conflict situations, violent contexts, crisis, instability; b) work *on* conflict dynamics at different levels; c) promote specifically peace-oriented programmes. To do so he/she has relational competences (communication skills, self-knowledge, emotional stability) as well as technical and operative competences in the field of conflict prevention and transformation. Besides he/she has linguistic competences and other knowledge in specific fields (peacekeeping, peacebuilding, human rights, democratisation, cooperation and emergency)

Field of intervention: non-governmental organisations, associations, local authorities³, and above all some NGOs primarily engaged in peace-building projects; international organisation (UN, OSCE, EU).

Tasks:

- 1) Promotion of peace processes and conflict transformation
 - a. Peacebuilding
 - b. Peacemaking (by non-coercive means)
 - c. Democratisation processes
- 2) Human rights
 - a. Empowerment and human rights
 - b. De-escalation and human right
 - c. Minorities and community rights promotion
- 3) Civilian Peacekeeping
- 4) Peace work in international cooperation activities
 - a. Conflict analysis (to orient the cooperation development projects)
 - b. Conflict management (to assist the development process in conflict area)
- 5) Peace work in humanitarian and emergency relief activities
 - a. Relief
 - b. Refugees
 - c. Reintegration of ex-combatants⁴

Job market orientation: Italian NGOs and associations are more oriented to the development cooperation and emergencies but a new attention to the human rights field is now emerging, in this field competences in

³ Development cooperation NGOs are more and more working in conflict situations (both international or social conflicts) but they have not yet provided themselves with diagnostic, planning and operative instruments. The tendency is clearly oriented to prioritise conflict prevention and transformation.

⁴ Part of DDR programmes (disarmament, demobilisation, reintegration).

conflict management are strongly required. At the moment this orientation is confirmed above all by volunteer forms of work and engagement. However, some isolated but significant professional experiences can give an idea of the growing of the job market in the peace operation field: German Forum ZFD (civilian peace services) and Nonviolent Peaceforces (worldwide non-violent association of peaceworkers); European Union is studying and organising civilian aspects of crisis management while OCSE has created the REACT programme: Rapid Expert Assistance and Co-operation Teams in which civilian expertises are used in conflict prevention, institution building, democratisation programmes. Last but not least the United Nations have promoted in several ways a new approach to the peace-building activities by underlining in official documents the role of civilian capabilities. The Global Partnership for the Prevention of Armed Conflict is one of these experiences, another one is the creation of a Special Commission on Peacebuilding.

Transversal competences: a) relational and communication competences based on empathic listening and emotional decentralisation; b) competences in conflict analysis, management and transformation; c) linguistic competences; stress and emergency management.

Specific Competences Areas:

- A. Peace processes, peacebuilding and conflict transformation
 - a. Conflict and violence prevention
 - 1. Track two diplomacy
 - 2. Early warning
 - 3. Fact finding
 - 4. Conflict monitoring and mapping
 - 5. Border monitoring
 - 6. Media monitoring
 - 7. Information and Communication processes management
 - b. De-escalation
 - 1. Confidence building
 - 2. Dealing with stereotypes and perceptions
 - c. Peacemaking
 - 1. Mediation
 - 2. Positive management's project design
 - d. Peacebuilding and conflict transformation
 - e. Empowerment and conflict transformation
 - 1. CSOs empowerment
 - 2. Training for conflict transformation
 - 3. Support to local initiatives for peace
 - 4. Support to gender activities
 - 5. Support to peace education activities
 - 6. Support to psycho-social post traumatic activities
 - 7. Support to reconciliation activities (dealing with the past)
 - 8. Support to truth and justice restoration activities
 - 9. Advocacy and support to disadvantaged groups
 - f. Promotion of political and administrative measures
 - 1. Support to local governance projects
 - 2. Support to administrative decentralisation processes
 - 3. Capacity building for CSOs, political parties, trade unions
 - 4. Support to institution building programmes with particular attention to restore balance between powers and in a gender perspective
 - 5. Promotion of democratic culture
- B. Civilian Peacekeeping
 - a. Deployment
 - b. Monitoring of peace-agreement violations
 - c. Protection of civilians
 - d. Unarmed convoy
 - e. Unarmed interposition

- C. Human rights monitoring, protection and promotion
 - a. Human Rights Monitoring
 - 1. Violations monitoring and reporting
 - b. Human Rights protection and promotion
 - 1. Escort to local human rights operators
 - 2. Advocacy and promotion of women rights
 - 3. Prevention of gender violence
 - 4. Protection of minorities and communities rights
 - 5. Human rights activities' programming
 - 6. Human rights education
 - 7. Individuation of instruments dedicated to the local reality

- D. Peace work in international cooperation activities
 - a. Collaboration in development projects
 - 1. Planning, management, monitoring and evaluation according with a conflict sensitive approach
 - b. Promotion of economical, social and political measures from a peace-building point of view
 - 1. Planning, management, monitoring and evaluation of projects according with a conflict sensitive approach with inclusion of hostile subjects
 - 2. Planning and management of projects for community development
 - 3. Planning and management of projects for women empowerment

- E. Peace work in humanitarian and emergency relief activities
 - a. Humanitarian Assistance
 - 1. Protection and assistance to victims, displaced and refugees
 - 2. Humanitarian aids distribution
 - b. DDR project assistance
 - 1. Support to reintegration of ex-combatants
 - 2. Post-war reconstruction
 - 1. Planning and management of projects for the crossing from emergency to rehabilitation and to development with long-term perspective
 - 2. Assistance, support and management to projects for refugees' returns.

2.2 Training Courses Analysis

We divided the training market into 4 categories:

- 1) Professional Training
- 2) Academic Training (divided into triennial courses, specialistic, master and specializing courses)
- 3) Short courses and trainings⁵
- 4) International training courses

2.2.a Professional training

We consider into this category above all the training courses for "peace operators and peace mediators (peacekeepers), realised in the frame of the interregional project by the local authorities Provincia Autonoma of Bolzano, Regione Marche and Regione Campania. Those experimental courses releases a qualification of "Peace Mediator (peacekeeper)" corresponding to the V European level and bring to common training criteria and a common profile definition.

☞ Since 2003 have been realised 9 courses (2 by the Province of Bolzano, 1 by the Regione Marche, 6 by the Regione Campania). Aim of the training was to acquire competences in the field of promotion of peace processes, conflict management, international cooperation, humanitarian aid and emergencies management.

⁵ The term "training" in Italian means specifically a short training course conducted by inter-active methods and with a wide use of corporeity.

All the courses refer to the “Civil Peace Corps” as long term perspective and field of intervention. All the courses lasted from 800 hours to 1000 hours.

☞ The courses set up in the province of Bolzano were dedicated to unemployed people as well as workers. The others were dedicated only to unemployed. The group of participants was from 15 to 21. Access standards were high school diploma or university degree, good knowledge of English, good relational skills and strong motivation to work in conflict area and emergencies. In some courses it was required a previous experience in social or international cooperation also.

☞ We observe two different labels used for the qualification: “peace operators – conflict mediator” (PAB)⁶ and “Peace Mediator (peacekeeper): expert in management of humanitarian aid and emergencies” (Regione Campania e Marche).

☞ All the courses implemented a “situational” methodology with use of simulations, role plays, cases studies, work group in order to develop operational and relational skills. From this point of view practice on stages were strictly linked to a project work and class work. They lasted five weeks and have taken place in conflict areas or emergency.

☞ We noticed that the professional courses are basic courses and provide a wide range of competences and skills. Among them we can distinguish between the PAB and some of the Campania Region in which “conflict mediation and transformation” is the principal element not only studied in an *ad hoc* unit but even transversally to all the different subjects. Other courses are more dedicated to the international cooperation. In any case all the courses can be defined as “conflict sensitive approach” training courses.

☞ Not only the “focus” on the conflict makes the difference but also the orientation of the course to prepare participants for the field mission (international) or for a social work based in the home country. Some courses were openly dedicated to the international field missions while others took into consideration primarily the work at home.

☞ The oscillation between different approaches was perceived by the participants as a lack of clarity and this has affected above all the self-determination as professional at the end of the training courses.

☞ Civil-military cooperation was practised in some courses, especially in the one of Bolzano, with the collaboration of the local department of the Alps Troups (° Reggimento Alpini) and it had not only the goal to explore the collaboration between civilian and military personnel but also to give to participants the chance to be employed in a simulation with a realistic scenario and war equipment.

☞ Access criteria weren't clear. We want to underline that the profile requested by international organisations, both governmental and non governmental, is a high level profile and often the courses haven't the same requirements than the job market. We believe that only a systematisation at national level can solve the problem of fitting access criteria with training standard and job profile.

☞ As long as the internship is considered as a crucial and qualifying moment of the training, it should be shaped more coherently with the training objectives. It should be outlined, moreover, during the training course and not at the end. In such a way it could define and orient better the training course.

☞ It has been noticed by the participants themselves that the duration of the courses not always allows the achievement of the training objectives and that the competences that they can reach in 800 hours are basilar but general.

☞ Moreover, their suggestion is to have more exercitations, workshops and internship activities. This implies to have more time available.

☞ In all the focus groups and verifying tables different actors all point out this indication: into the training course we should distinguish into a basic training and a specialising training, according to this structure:

⁶ PAB: Provincia Autonoma di Bolzano

- Basic training: comprehensive of all the sectors of intervention (cooperation, human rights, emergencies, peace processes promotion and conflict management) in order to give orientation and a general framework.
- Specialising Training on Peacebuilding: specifically dedicated to conflict resolution and peace process promotion.
- Specialising trainings on specific field of intervention.

2.2.b Academic training

☞ Overriding training fields are:

- development cooperation
- techniques for the protection and promotion of human rights
- peace operations

☞ Contents are above all juridical, economical, sociological, anthropological, mathematical-statistical-informatics.

☞ This research has focused its attention on the courses offered by the Universities in Tuscany in which we can notice two different groups of teaching: a) cognitive and theoretical teaching like in the Peace Research and Peace Studies (conflict sociology, conflict transformation and peacebuilding, methodology of the peaceresearch); b) professional skills (nonviolent conflict transformation, mediation and conciliation, non-violent defence strategies, analysis and planning of peace operations, project designing, humanitarian action techniques).

☞ Denominations are: a) international operator; b) operator for pacific conflict resolution; c) senior consultant in peace processes and development cooperation.

2.2.c Master and short trainings

☞ Most frequent areas of Master studies are:

- a) Human rights
- b) International (development) cooperation
- c) Peacekeeping, international peace operators
- d) International relations and diplomacy
- e) Humanitarian aids and emergencies

☞ Because of its obligations to the traditional academic subjects, university masters are more often offering theoretical curricula despite the need of professionalization. Some Universities are doing this effort to balance the presence of traditional and curricular subjects with specific topics of Peace Studies and Conflict Work. The approach is still cognitive, with the exception of few Universities that are experimenting "professionalising units" with workshops and interactive teaching style.

☞ We could observe a huge quantity of short training courses organised in the boundaries of civil society and non-governmental organisations. Those courses are characterised by the shortness and their specific orientation to a specific project or project needs. Even those institution offering Master in some occasion can organise short courses like "summer schools" or similar.

☞ One of the main topics for this typology of courses is the project management or some specific aspects of the intervention in conflict areas. In several cases they are "mission oriented training".

2.2.d International trainings

☞ Training courses at academic level are spread all over Europe for long time. Training courses promoted by NGOs and associations are highly oriented to field mission and designed with a nonviolent approach and with the goal of constructive conflict transformation.

☞ We noticed the tendency to try to find common training standards. The need of a common European framework (juridical and professional) is the fundamental requirement to achieve the realisation of a Civilian European Peace Corp.

Chapter 3: Job Market

Premise: The profiles taken into consideration are strictly related to the dimension of emergency. This fact has effect on the job market, as long as it doesn't exist future planning of employment or diffusion of those profiles, we only could collect existing data on actual employment. Secondly, because of the lack of scientific material upon those profiles, we had to analyse the actual job context and only after we could explore the chance of professional integration for those profiles.

☞ Environment: In Italy the third sector (no-profit sector) is estimated in 220.000 active organisations⁷. Half of these are located in the north of Italy. Among those, 200.000 are associations, 7.000 social cooperatives, 170 NGOs, 4.000 committees, 3.000 foundations. People employed in the third sector are almost 4 millions, the 80% of whom volunteers. Around one million are paid workers, among them 532.000 employed, 80.000 external consultants. Comparing these data (2001) with the previous ones (1990), it appears that the third sector is one of the most growing job market in Europe. According with Eurispes the no-profit sector in Italy is representing the 3% of GDP, almost like in other European countries (3,7 in Germany, 4 in Great Britain, 4,2 in France).

3.1 Intercultural mediators' job market

☞ CISP, an Italian NGO for social and international cooperation, in its enquiry "Survey on cultural mediation in Italy" notices 700 mediation interventions, of which 57% realised by third sector organisations, and 23% by local authorities. 54% of which concentrated in the north of Italy.

☞ Fields of interventions are mostly local (district, municipality, town) and the sectors are: social services (35,5%), educational/scholastic (33,6%), medical and penal/juridical.

☞ From the point of view of the type of contract 45,7% of mediators are employed as external consultants. From the point of view of qualification, 49,2% of mediators has a high school qualification, 42,2% has a degree. 77% of them attended a qualification course in Italy.

☞ 65% of workers considers mediation as a temporary activity, only the 35% of them are convinced that mediation can be a lasting and permanent job.

☞ Required competences are: knowledge of Italian language (24%), knowledge of service structure in which mediation is realised (17%). Relational competences and conflict management as well as active listening and welcoming ability are considered fundamental.

☞ A research of Province of Bologna reveals that intercultural mediation is chosen by the immigrants as a makeshift solution because of the lack of alternatives regarding their original "curricula studiorum". We can add to this the precariousness of this career that makes their curricula not a coherent course toward a professionalism but a cluster of different experiences in very different fields.

☞ Competences required are:

- A) Theoretical competences: Project planning, Mediation and linguistic interpreting, conflict analysis and prevention, knowledge of social legislation, knowledge of institutional assets, communication skills.
- B) Technical competences: reporting capabilities (in Italian), knowledge of Italian language, planning and management of training activities in the field of conflict transformation, teaching methodology (school), interventions with minors and emarginated groups, ability to give information in different languages, group dynamic and "consensus based" decisional method

☞ From the focus group other competences required emerge:

- Mediation with Roma communities
- Disabled minors
- Public health (health officers don't understand the role of intercultural mediator and look at him/her with suspicious like "an intrusion")

⁷ By "Census of no-profit Institutions and enterprises in Italy", ISTAT 2001.

- Familiar conflict (above all between not integrated generations)

☞ In few cases, job market is becoming saturated by the great number of qualified mediators, that is the case of Regione Piemonte.

3.2 International peace operators' job market

P. Calvi Pariseti in his research "Ideali e carriera: un lavoro nella cooperazione internazionale" provides these numbers concerning the international cooperation job market: for European citizens the places in the international cooperation job market are estimated in 100.000. 1.000/1.500 in Italian NGOs. Tens of thousands in big international NGOs.

☞ NGOs numbers:

- Active NGOs in emergency interventions grew from the 938 of 1972 to the 26.881 in 1999
- In Western countries exist around 3-4.000 NGOs committed in development cooperation (Overseas Development Institute)
- NGOs self declared "humanitarian" (ODI) are 260
- 15% of Public Assistance to Development is carried through NGOs
- 60% of humanitarian and emergency expense is carried through NGOs
- Registered Italian NGOs are 160 (46% workers and 54% volunteers; among the workers 79% is full-time employed and 21% part-time)
- In developing countries Italian professional employed are 817

☞ Mostly required profiles are technicians with managerial skills, 33% agronomist and zoo-technicians, 25% technicians and logisticians (engineering, architects, electrical technicians...)

☞ Research "Skills, networks and knowledge. Developing career in international peace and conflict resolution" by Craig Zeligler and Linda Johnson has shown that 34 interviewed upon 60 have hired personnel with experience in the field of conflict transformation. Moreover, the survey highlighted that interviewed workers have the sensation that job places in the field of peace will grow in the immediate future.

☞ DPKO (Department of Peace Keeping Operations) employs 88.000 personnel in its 18 international missions. 9.000 are local civilian staff, 4.600 are international civilian staff, 1.800 volunteers.

☞ UNV (United Nation Volunteers) employs youngsters with a salary of around 750-1400 USD monthly, this experience is considered as an international professional experience.

☞ OSCE employs 1500 experts seconded by members states in its 17 field missions (Eastern Europe, Balkans, Caucasus, Central Asia) and offers contracted positions in its own structures. It is possible to make an internship lasting six months without retribution. Since 1994 Italy has provided OSCE electoral missions with around 500 experts.

☞ Peaceworkers register is an international database for qualified experts available for field missions in the tasks of peacebuilding, conflict prevention, crisis management. One of the most relevant organisation employing these experts is Nonviolent Peaceforces.

☞ Minimum requisites to work in NGOs are:

- A) Personal attitudes
- B) Linguistic competences
- C) Field experiences
- D) Master or Specialisation post-degree

☞ More required positions are:

- A) Project Manager
- B) Administrator
- C) Logistician

☞ Mostly required competences are:

- A) Project planning
- B) Mediation and Linguistic interpreting
- C) Knowledge of International Cooperation System
- D) Knowledge of laws (International, humanitarian, human rights...)
- E) Linguistic competences

☞ Unanimously relational competences are considered fundamental:

- A) Capacity of teamwork
- B) Capability to work in multicultural environment
- C) Adaptability to stress conditions
- D) Capacity to manage public relations both with governmental and non-governmental actors

☞ Recruitment channel are:

- A) e-recruitment
- B) Internal data base or curricula archives
- C) Spontaneous candidatures
- D) Vacancy announcement on newspaper or magazines

Chapter 4: Conclusions

The research has highlighted, among others, three relevant critical points (or macro-points): one is the structural problem of the role of mediators in the society (definition of profile, competences, tasks, role...), the second one is related to the training system and standards (competences curricula, standardisation of qualifications, relations with the job market...) and the third one is related to the job market itself (creation of official professional register and board, standardisation and homogenisation of national European markets...).

In the first macro-area we have to remember the changes of the Italian society in the last decades, during which civil society have played an extremely important role following the principle of subsidiarity, regarding all the social weaknesses; let's think for instance of the new immigration waves that concerned our peninsula in the last twenty years, or at the new geopolitical assets regarding international crisis and the role of European country in the world.

As a result of this, civil society has become a privileged interlocutor of public administrations, starting from those closest to the citizens (local authorities) that - nowadays - take up the challenge to manage and orient the transformation from spontaneous responding to social alarms to an institutional, structured and integrated system of welfare, in which mediation and conflict transformation have the place that is required.

Only in this frame, it will be possible organise a system in which mediators will have their role and the possibility to cooperate with similar profiles (as in the case of health officers) following a clear division of tasks, they have been trained for.

And regarding the training many are the critical factors to consider: in absence of national rules each local authorities has set up its system of credits, curricula and certification (that's why we believe that this interregional project is a very positive signal!) and now we are facing the future task of harmonise all of them into a nationwide framework. Another relevant weakness is - in the absence of a defined professional profile - organise internship and workshops to give a fundamental overview of the concrete work to the trainees.

Moreover, the more urgent challenge that the Italian Educational system is facing is the collaboration among all different actors: universities, public authorities, private agencies, are playing a real "race" to the market of training courses, this is despite the quality and the rationalisation of such a market or public service. Even in this case an intervention from an overall authority is essential to give order to this chaos.

Regarding the job market, we have to put at an higher level our discussion and our challenge. Without an homologation at European level it will be difficult for our young professional enter the international market alone. They need acknowledged certifications of qualification and uniform curricula of competences. One

way to achieve this could be to put local authorities from different countries in contact in order to lobby their respective national governments.

In any case, the research in its more than 250 pages gives many inputs for a rationalisation of the sector.

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