

**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 from Belgium  
August 2006

*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 Questionnaire.*

**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 Belgium.

**What purpose does the country report serve?**

The country report, with its diagnosis of the national situation in the field, can serve as a basis for further development and pioneering of peace education of adults as envisioned by the ARCA project, in the European countries participating to the ARCA project. The country reports data will be gathered in a general report as a base for the rest of the ARCA project products.

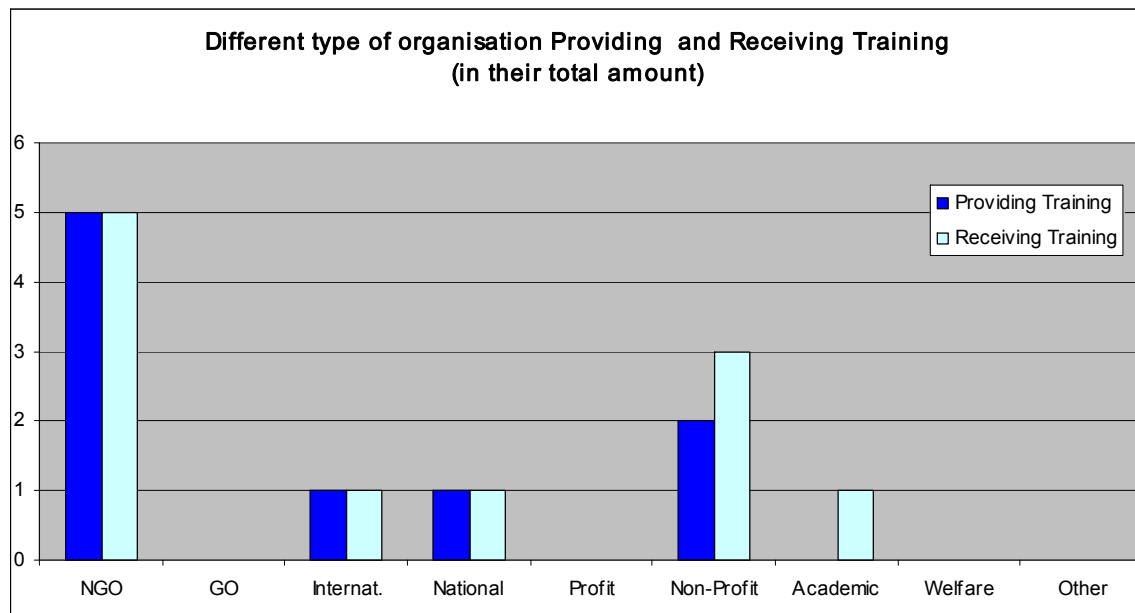
**General profile of a country report**

The country report of Belgium is a document synthesizing the answers given by the Belgian 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 centers, Ministries of Education and Foreign Affairs in the partner country, respondents and other actors interested in receiving it. The Belgium ARCA team acknowledges that this document may present an incomplete picture of the situation approached. It is based on feedback offered solely by the respondents who took the time to answer the questionnaire.

## Systematizing the information from the Questionnaire

### 1. Organizational profile

In Belgium 8 organizations answered the questionnaire. From these 8 organizations, 6 are NGOs and the other 2 did not select a choice. In the field of international/national just 2 answered: 1 qualified itself as international and the other as national. 4 are non profit organizations and the other 4 did not select. Only 1 of the respondents was an academical institution.



In the research welfare or aid providing institutions active today took part; this fact can be explained by the profile of the active civil society in Belgium, represented in most part by non-governmental, non-profit organizations.

Moreover, the field of training and education of adults to work in situations of conflict and management of crisis situations is in an **early developmental** stage in Belgium.

Active organizations providing such services are **non-governmental civil society**. Some Belgium Universities have been known to provide courses in the field of peacebuilding, conflict transformation, mediation and crisis management, through projects taking place for a limited period of time, but just one academic institution responded to our inquire.

Subpoints 1.1 – 1.7 of the questionnaire mapped the profile of the respondents, (results below), whereas subpoint 1.8 targeted the respondents’ focus and orientation. The majority of respondents identified education (5 of 8) as their primary focus, complemented by research (3 out of 8).

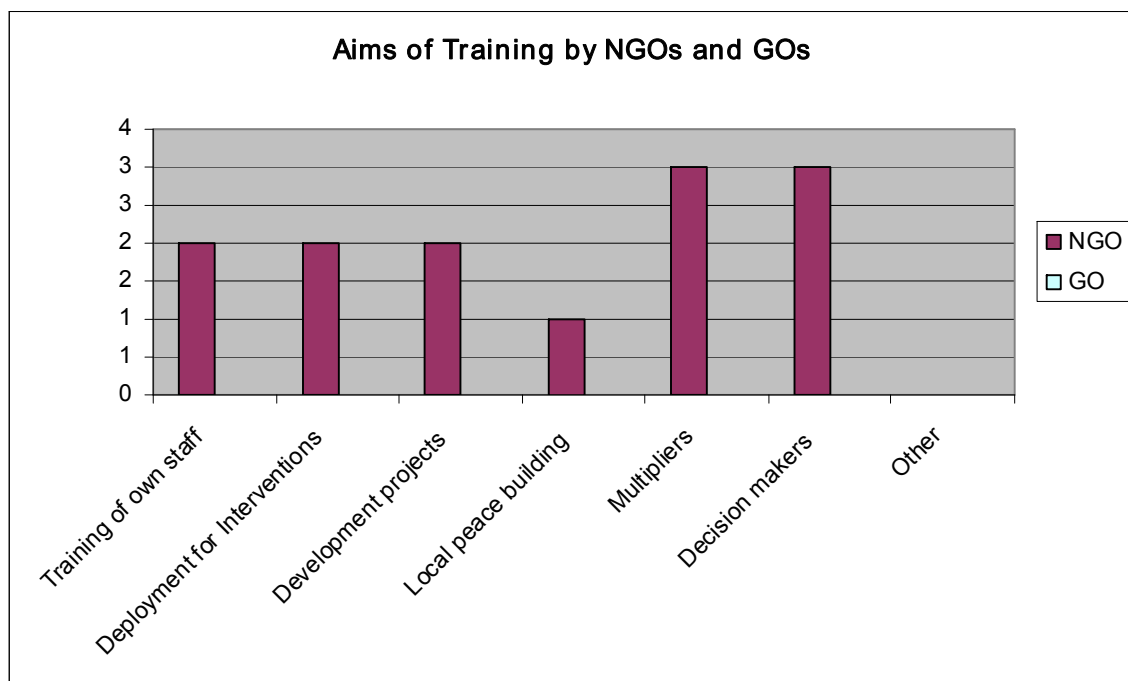
Subpoint 1.9 targeted one of the segments of the organizational profile of respondents, namely their budget and systems of financing: no responses appear about this specific point.

## 2. Profile of the Training programs.

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 2<sup>nd</sup> point, the questionnaire inquired about the training profile of the respondents, both with regards to training provided and received. Five out of eight respondents have reported both being providers and receivers of training.

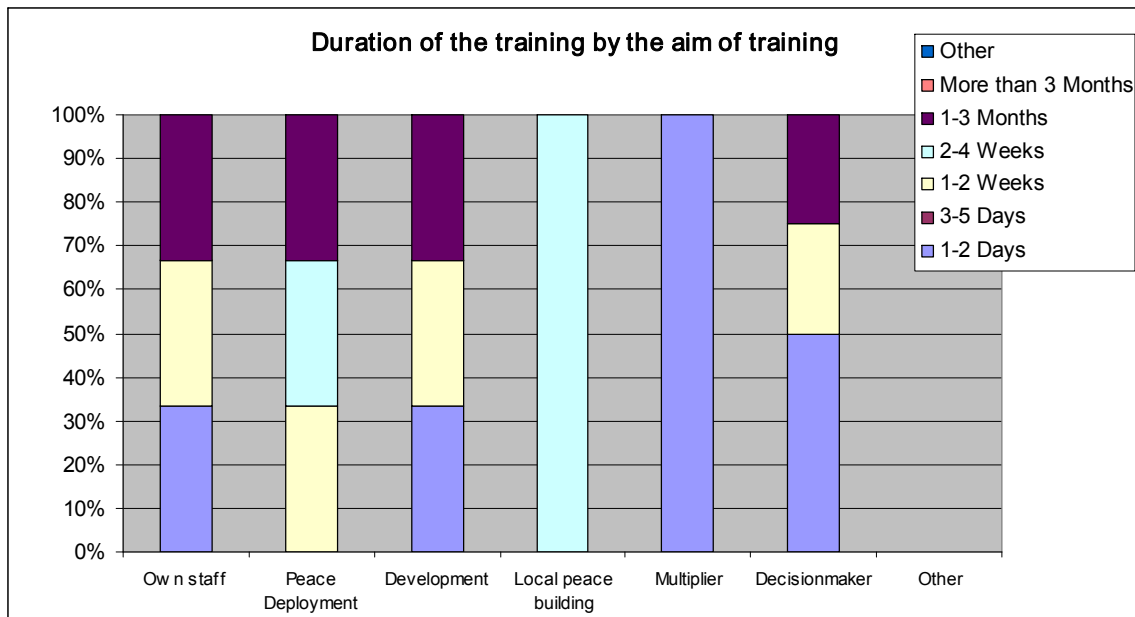
Question 2.2 focused on training provided and asked respondents to define the aims and objectives of the programmes received and given. Three organizations (3 out of 8) have had personnel trained in different skills to increase the capacity building of their organisations, whereas 2 of 8 have as an aim to train people for Deployment for Peacebuilding Interventions in conflict areas abroad. 3 out of 8 respondents have as a focus the development of projects. The majority of training institutions who have responded to the questionnaire focus their training work on the target group “multipliers and decision makers” in the field of peacebuilding, conflict transformation, mediation and crisis management, as well as restorative justice, advocacy and monitoring.



Questions directed to identifying the topics on which training programmes focus, have been separated under 2.3, as to properly make the difference between topics dealt with in the field. Most of the respondents focus on conflict analysis, peace building , crisis prevention, interculturality, reconciliation, human rights and training for trainers. They have been also responses in the fields of rehabilitation, political participation, community development, gender and sustainability.

Subpoint 2.4 targeted the training methodology used by the respondents. The answers provided indicate a large variety of methods employed by Belgium organizations in their training activities: case studies and lectures presentation and participatory models as well as exercise based methods are used by the overwhelming majority of the respondents (this practices have scored an 8). Role play and group outputs come in second position with a score of 5, while e-learning scored the least (3 ). This fact denotes the orientation towards more participatory, group involving methods and less use of internet based interactive methods, due in part to the availability of the latter method to the large public and in part to the process of development of skills necessary to employ e-learning.

The relation between the duration of the training programs and the aim of those programs is the following:



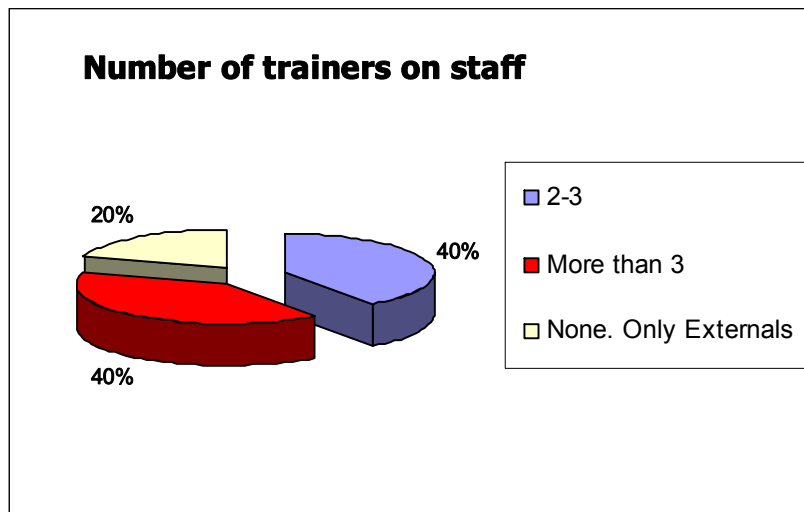
### 3. Trainers and Staff (for training use only)

Between the 8 respondents the answers are:

- 2 organizations have 2-3 trainers.
- 2 more than 3.
- 1 organization admitted to not have any.
- 3 organizations did not answer.

Concerning the number of assistance the answers are:

- 1 organization responded to have 4-6.
- 4 organizations to have 1-3.
- 3 organizations responded “no assistance”.



In the division between international/national organizations 1 international organization responded to have more than 3 trainers, and 1 national organization responded to have 2-3.

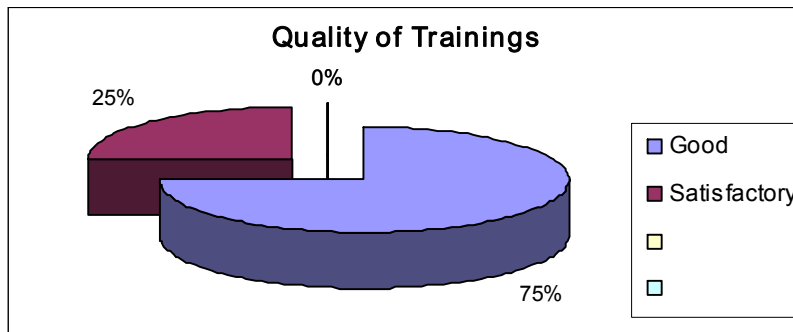


#### 4. Materials used in training.

Belgian respondents didn't specify any information about the materials used in the trainings.

#### 5. Value of the training practice.

In the question about the quality of the training practice 3 organizations answered “good” and 1 “satisfactory”.



Between the organizations providing and receiving training the answers are:

- Organizations providing training: 2 answered “good” and 1 answered “satisfactory”.
- Organizations receiving trainings: 2 answered “good” and 1 answered “satisfactory”.

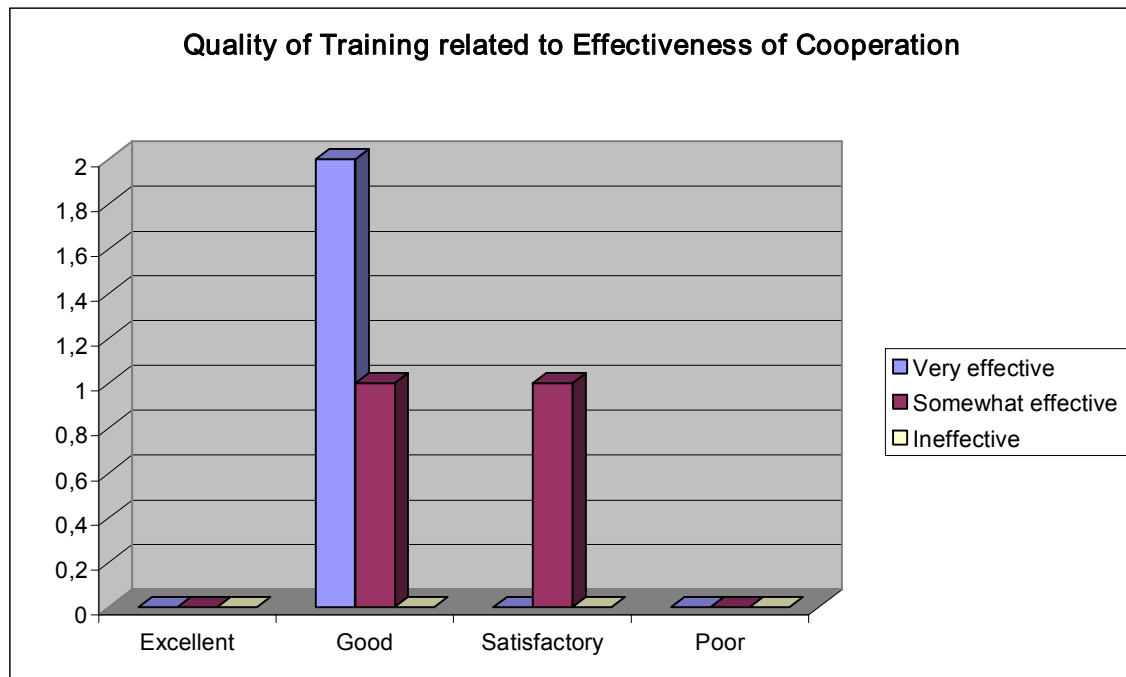
## 6. Cooperation with other organizations.

In 2005, the Belgium-based respondents collaborating frequently with other organisations on training issues in this field were only 25 % of the total, while another 50% collaborated with loose frequency. Those cooperated mostly with a number of partner organisations between 3 and 5, some of them uniquely towards international partnerships and another part solely towards national ones.

The kind of partners approached were only academic and NGOs.

Looking at the relationship between the size of the responding organisation and the frequency of cooperation, the most open to it have been the small organisations (under 25.000 € per year for turnover).

However, the organisations participating in partnerships or other forms of cooperation found it useful (see figure below), even if from the alumni's follow-up point of view the results have been nul.



## 7. Impact Assessment.

No answers available.

## 8. Conclusion.

The field of training and education of adults to work in situations of conflict and management of crisis situations is in an **early developmental** stage in Belgium. Active organizations providing such services are **non-governmental civil society**. Some

Belgium Universities have been known to provide courses in the field of peacebuilding, conflict transformation, mediation and crisis management, through projects taking place for a limited period of time, but just one academic institution responded to our inquire. The majority of training institutions who have responded to the questionnaire focus their training work on the target group “multipliers and decision makers” in the field of peacebuilding, conflict transformation, mediation and crisis management, as well as restorative justice, advocacy and monitoring.

In any case, the answers provided indicate a large variety of methods employed by Belgium organizations in their training activities, as well as a good perception of some of them of cooperation, national or international.

Given this picture, Belgium based organizations interested in this field could be, a leas partially, a good recipient of ARCA's outputs.