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HUMAN RIGHTS AND INTERCULTURAL ISSUES IN BELGIUM

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ABSTRACT

Inforef proceeded in different ways to involve schools and teachers in "I Have Rights": large-scale contact to hundreds of school, through our associated partners, articles in magazines, individual contact with teachers, headteachers, associations... While the issues of interculturality and discrimination are priorities in Belgium, Many teachers who cooperate in the project emphasised the lack of interest of many of their colleagues for the topics addressed, which made their participation difficult.

1. INTRODUCTION

The main educational system

The Belgian education system comes from the 1959 "**Pacte scolaire**" (Law of the 29th of May 1959). This pact defines several great principles:

- Parents' freedom to choose their children's education
- Free education
- End of tensions between school networks

The federal authority vouches for the pact, but the organisation of education is decentralised to federated entities, the Communities. There are three Communities based on the three official languages of the country: French, Dutch and German.

The school system is more or less the same in the three communities. Education is compulsory from 6 to 18.

The curriculum is organised as such:

- **Kindergarten from 2.5 to 6 years old** (optional but recommended)
- **Primary education from 6 to 12** (six compulsory years). It teaches basic subjects.
- **Secondary education from 12 to 18** (6 compulsory years). Four pathways are proposed to students:
 - *General education* (transition education to prepare students for higher education),
 - *Technical education* (qualifying education to prepare students for professional life of transition education),
 - *Vocational education* (qualifying education to prepare students for professional life)
 - *Artistic education* (qualifying education to prepare students for professional life of transition education).From the third year, the choice between transition and qualification is made.
An alternative to traditional pathways is proposed to 15-16 year-old students. They can leave full-time education for "sandwich course" in a "CEFA" (Centre d'Education et de Formation en Alternance) until 18. This type of education combines general training and professional practice.
- **Higher education**. It is organised by the two main communities: the Flemish Community and the French-speaking Community (Fédération Wallonie-Bruxelles – FWB). It is implemented by universities and "Hautes Ecoles", according to the Bologna Process:
 - Education of a short type (1st cycle - Baccalaureate)
 - Education of a long type (2nd cycle - Master)
 - Specialisation (3rd cycle - PhD)Admission to universities and Hautes Ecoles is quite easy and financial support is available.
- Beside the traditional curriculum so-called **social promotion education**, which leaves the possibility to a person to acquire a diploma not previously obtained in their prior training. This form of education takes place in the framework of personal and continuing training.

School networks

In Belgium, there are two education networks:





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- **The Official network** (the administrative body is a Legal person governed by public law - State, Province, Municipality)
- **The free network** (the administrative body is a private body).
The free network mainly includes Catholic education, organised by “Secrétariat Général de l’Enseignement Catholique “(SeGEC) in the French-Speaking Community (FWB) and the “Vlaams Secretariaat van het Katholiek Onderwijs” (VSKO) in the Flemish Community
- **Homeschooling** (private network) is also possible, but little used.

The Communities fund the whole teaching body as long as it belongs to the first two networks. The private network receives no fund.

In FWB, each administrative body receives operating funds based on the number of students. Other funds are also granted (organisation of philosophical classes, surveillance at lunchtime, support to purchase of approved handbooks or software, infrastructures...), but the latter are not granted in an equal way to the Official and free networks.

In the Flemish Community, a 2002 decree aims to erase the difference of funding of the two networks.

Current strategies promoting integration at school

Ordinary education

In FWB, special strategies have been implemented or are encouraged by the Ministry of education to foster the integration of immigrant students and peaceful coexistence between students of different languages and cultures. These strategies apply to both primary and secondary education.

The two main strategies are the following:

- **DASPA**
Some schools receive a high number of students from a foreign country. These students, sometimes with no school background nor any knowledge of the French language, end up in an educational system they do not know. They need **targeted support** to secure, like other students, chances of emancipation through education.
DASPA (Dispositifs d’Accueil et de Scolarisation des élèves Primo-Arrivants – Strategy to welcome newly-arrived immigrant students and integrate them at school) are an intermediate class before going to an ordinary class.
They aim to make sure that newly-arrived students are welcomed, guided and integrated, that they receive appropriate educational support (depending on the language or culture).
In practice, students are welcomed in intermediate classes, in which they receive specific support to adapt to and integrate in the socio-cultural and education system.
As soon as they are ready, students leave the bridging class to make room for new students and go to an ordinary class.
The DASPA’s success is ever-increasing since their creation in 2001.
- **French as a foreign language course (FLE)**
FLE courses are organised by schools without a DASPA infrastructure that receive newly-arrive immigrant students.
Many pedagogical resources are made available to teachers on the official education website.
- **OLC classes (openness to languages and cultures)**
The Ministry of education developed a programme called “*Ouverture aux Langues et aux Cultures*” addressed to schools that are interested.
Partnerships have been made (Currently: China, Spain, Greece, Italy, Morocco, Turkey, Portugal and Romania) to send teachers who will provide these courses (OLC teachers).
Two types of course are proposed to students from kindergarten to secondary school:





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- **a language class** for students whose parents requested it. It is accessible to all students whatever their origin
- **an OLC class** given by both the OLC teacher and a Belgian teacher that aims to develop, using the OLC teacher's experience regarding their culture of origin, education to cultural diversity activities addressed to students of the concerned classes.

The OLC programme is part of the objectives of the "Missions" decree of education in FWB that aims among other to *"prepare all students to become responsible citizens, able to contribute to the development of a democratic, solidary, pluralist society that is open to other cultures"*.

○ **Philosophy and citizenship courses**

This brand new course aims to foster aware and free choices, respecting equal rights and dignity. It aims to be a place where to build an individual and collective sense *"To be and to build together"*.

It will be an opportunity for all students to propose, to discover, to think about various representations and conceptions of the world without claiming the superiority of one over the others. It will be implemented in secondary education at the beginning of term 2017.

In primary education, it started in 2016.

○ **"Ecole citoyenne"**

This strategy is proposed by MIEC (Mouvement des Institutions et Ecoles Citoyennes) since 2007. MIEC aims to promote and institutionalise strategies to pacify institutions and/or schools, as well as citizen schools and institutions focussed on respect of the Human Rights Charter and the Missions decree of education in FWB:

- *To promote self-confidence and development of all students*
- *To bring all students to command knowledge and acquire skills for lifelong learning and to take an active part in economic, social and cultural life*
- *To prepare all students to be responsible citizens, able to contribute to the development of a democratic, solidary, pluralist society that is open to other cultures*
- *To offer all students equal chances of social emancipation*

The implementation of the "école citoyenne" strategy is based on two great principles: *to build the law together with all school actors and to involve students as much as possible in the management of respect and in school life (welcoming new students, citizen projects...)*.

Similar strategies are organised in the other communities of the country.

Specialised education

In Belgium, alongside ordinary education, the communities organise a specialised pathway for students who have difficulties in ordinary education or have a physical or mental, temporary or permanent, disability.

This type of education respects the students' needs and education rhythm through tailor-made education programme. Paramedical, psychological and social staff complete the education team.

In order to promote the social adaptation and training of those students with specific needs, their *temporary or permanent adaptation in ordinary education can be organised through an integrated education programme*.

Specialised education extends from kindergarten to secondary education.

2. RESEARCH METHODOLOGIES

Methodology implemented

Research of partner schools

Several methods were used to search partner school:





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- **Large-scale contact to schools**
 - An email was sent to all the schools in the Province of Liège (131 schools) through an associated partner SIEP (information service about education and career)
 - A specific email was sent to schools of Liège provincial education, through the management of provincial education
 - The project was presented in two education magazines (free education in Liège and “Cellule Dob ‘Démocratie ou Barbarie’” of the Ministry of education)
- **Individual contacts with several schools** with a profile that corresponds to the project approach (including in Brussels)
- **Contacts with associations and organisations** working in the area of interculturality (CRIPEL “Centre régional d’intégration pour les personnes étrangères ou d’origine étrangère de Liège”, CLPS “Centre liégeois de promotion de la santé”, AMO “Association d’aide en milieu ouvert”, AFS Belgium intercultural programmes...)
- **Contacts with the related departments of the Ministry of education** (OLC programme “Ouverture aux langues et aux cultures”, cellule Dob), and with the cabinet of the Minister of education
- **Participation to a colloquium** about interculturality at school organised by AFS Belgium

Conducting the surveys

- Inforef uploaded **questionnaires on the Internet** (“Google Form”) in order to make the questionnaires more appealing (especially for students) and data processing easier.
- The schools organised in this way
 - *Teacher questionnaire*

Invitation to complete the questionnaire by the headteacher or contact teacher (internal mailing, display in the staff room, on notice boards, individual contacts). Reminders were sent.
 - *Student questionnaire*

Organisation left to teachers’ convenience. Some organised with computer teachers to have computers available for students to complete the questionnaire online. Others preferred to use the paper form.

In any case, the students were supported to complete the questionnaire (content and instructions explained).

Students’ and teachers involved

Firstly, it is worth noting how difficult it has been to find school and teachers willing to address this topic. Several headteachers refused arguing it was not a concern at their school, without specifying why. To collect the questionnaires, we had to rely on motivated teachers, some of which managed to involve colleagues, but the target number could not be reached. 67 teachers and school staff completed the questionnaire in Belgium. These are mostly females (86.6%). About one third of them was born in the 1960’s, one quarter in the 1970’s and another quarter in the 1980’s. 10.4% was born in the 1990’s and 6% in the 1950’s. One quarter have over 25 years of experience and almost one quarter between 1 and 5. 19.4% have 6-10 years of experience. The three other categories of experience are around 10%. Over three quarters of them have always worked in a school of a same education level, and a bit more than half in a same city. A large majority of them was born in Belgium (only two were born in Morocco, one in Kosovo, one in Japan and one in Spain) and have at least French as a mother tongue (two do not). As it is to be expected in Belgium, English and Dutch are the most widely known foreign languages, with some occurrences of Spanish, Italian and German. Most of them lives in the Province of Liège (where all the associated schools are located), with a few of them in Brussels or elsewhere.



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Fig. 1 Year of birth

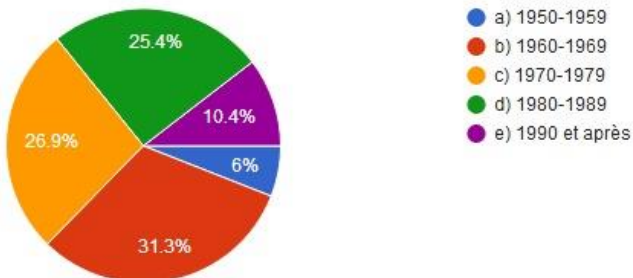


Fig. 2 Years of experience

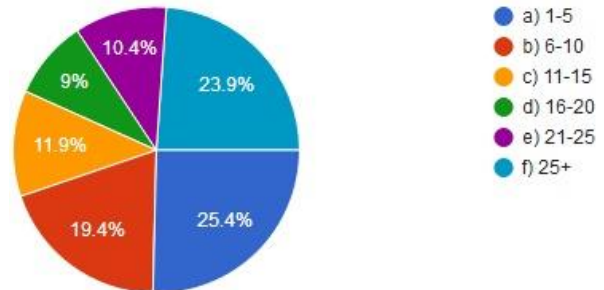


Fig. 3 Have always worked in a school located in a same city

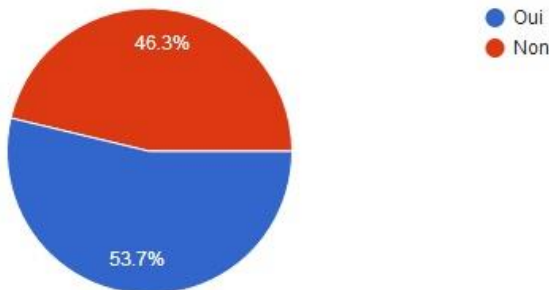
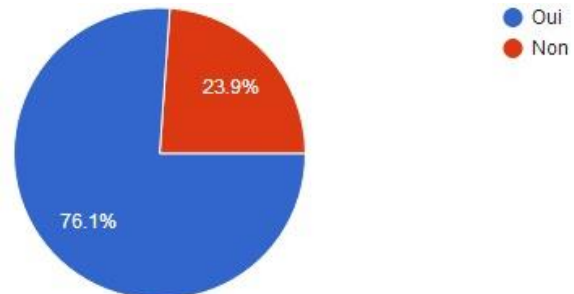


Fig. 4 Have always worked in a school of a same level



In order to meet project delays, a first version of the report was sent when 457 students had completed the questionnaires. The final number is 481, with the addition of one associated school. (Besides, 31 questionnaires had to be discarded because they were too incomplete.) This last school is a vocational school located in an underprivileged area of Liège with a high immigrant population. This shows in the questionnaire, with a high number of students born abroad and more uneducated parents. Students above eighteen years old are also numerous, suggesting a difficult school path. Interestingly, between the two reports there was no significant change to the percentages regarding their opinion and knowledge of immigration and rights issues (detailed at point 3.2). Genders are equally divided, with 52.3% of girls. Some replies are obvious jokes (students born in 1914 or with an unlikely combination of origin and languages), but overall they seem reliable. They were born between 1995 (four of them) and 2005, most of them in Belgium (and most of them in or near Liège). Among those who were born abroad, 57.6% indicate they have been in Belgium for over ten years. However this statistics is flawed as some students born in Belgium checked this reply (24 out of the 49). Even discarding Belgium-born students, this is the reply with the highest rate (the other two got 16 and 20 replies, which means a bit more than half of students of foreign origin have been in Belgium for more than ten years). This percentage changed sensibly between the two reports, with a higher number of students from the fifth school arrived in Belgium less than five years ago. The countries of origin are mostly in Africa (and particularly Congo), with also several students from France, Italy, Germany, Spain, Morocco, Turkey, Eastern and Central Asia, and Eastern Europe. In the two latter cases, there are several Former Soviet republic (Russia, Georgia, Kazakhstan, Uzbekistan...). This is consistent with the results from teachers' questionnaires, who indicated Africa and the EU as the main continents of origin of their students born abroad. Almost all of them speak French at home, some of them also speaking a second language, mostly Italian, Arabic and Lingala (other languages include Spanish, German, Turkish, Russian, various African languages...). Few did not indicate French as a language spoken at home (there was a dozen in the first report, but 15 out of the extra 24 did not indicate French. Languages spoken at school are mostly French and the usual foreign languages studied there (English, Dutch and Spanish). Languages spoken with friends tend to be consistent with the languages spoken at home, with some more French. Most parents were born in Belgium, with a high number of cases where only one parent was born in Belgium. Even when both

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parents were born abroad, there is a higher number of students born in Belgium than in their parents' countries of origin (thus a higher number of second generation immigrants than first generation). Most parents are Belgian citizens (81.1% of fathers, 81.1% of mothers), including many born abroad. These latter numbers were higher by 2 and 3% in the first report.

3. MAIN FINDINGS

3.1 TEACHERS

Implementation of human rights at school

Responders mostly believe the UN Convention on Children's right is not a well-known document. On a scale from 1 to 5, 2 received the highest grade (52.2%) and none replied 5. However most of them consider it is at least somewhat respected in school; 3 has the highest grade (32.8%) and 4 the second (29.8%).

Fig. 5 Is the UN Convention on Children's rights a well-known document?

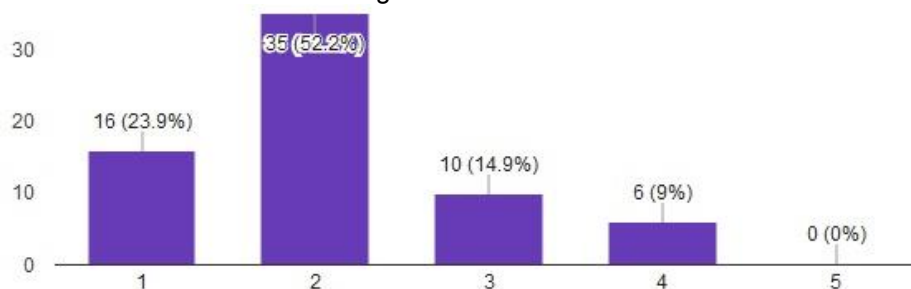
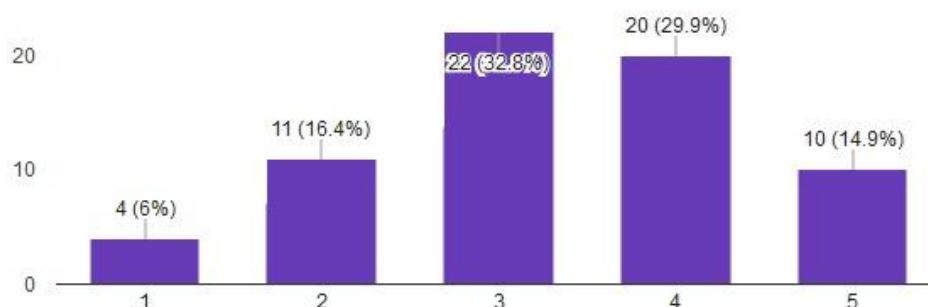


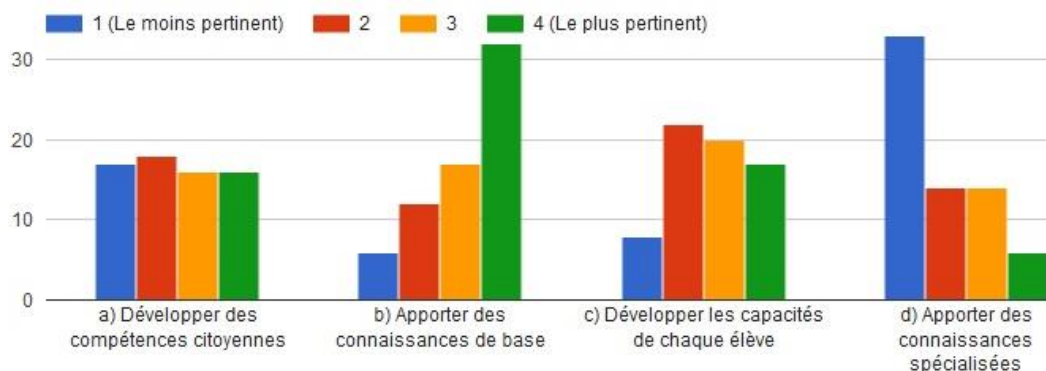
Fig. 6 Is the respect of the UN Convention on Children's rights sufficiently guaranteed in schools?



Responders consider the objectives of education are, from the most to the least relevant: 1) to provide basic knowledge, 2) to develop each student's capacity, 3) to develop citizenship skills and 4) to provide specialised skills.

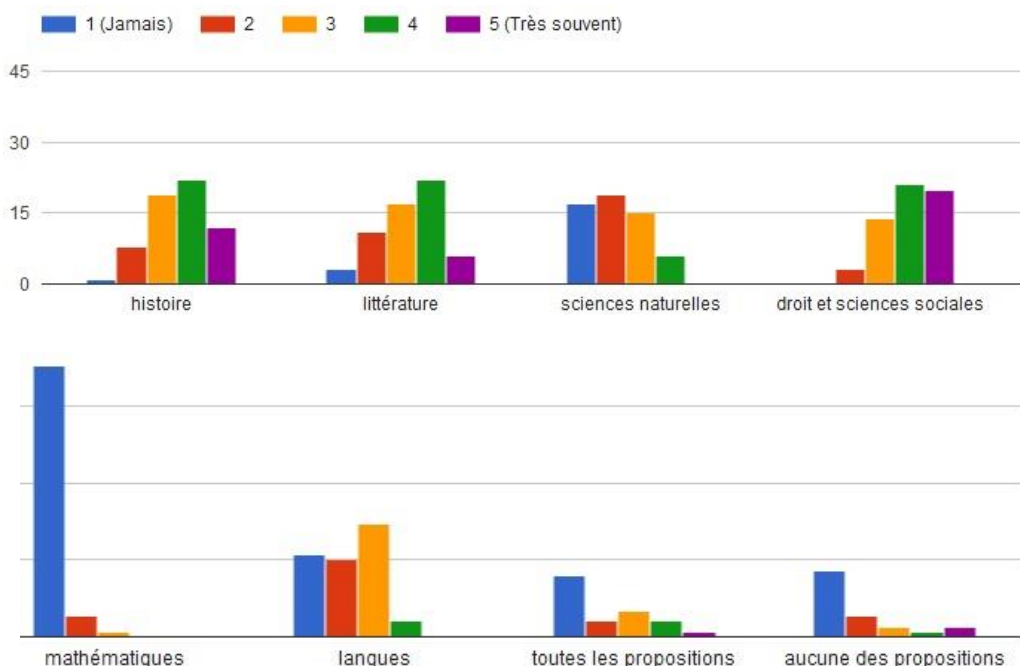
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Fig. 7 Most relevant objectives of education



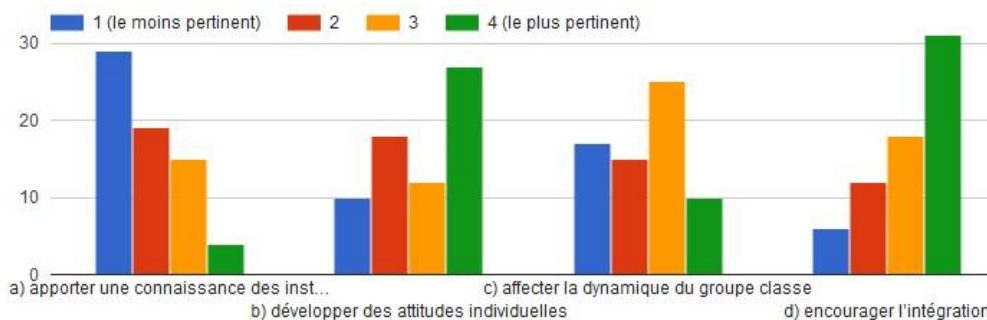
Most responders (89.6%) consider human right education is already included in some subjects. Law and social sciences is according to them the most relevant subject to address this topic. It is followed by humanities (history, literature, languages...). Sciences and Mathematics are the least relevant. The main objectives of human right education are, according to responders, from the most to least relevant: 1) to foster integration, 2) to develop individual attitudes, 3) to affect class group dynamics and 4) to provide knowledge of national and international legal instruments.

Fig. 8 Relevance of subjects where to teach human right education:



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Fig. 9 Human right education objectives



According to responders, the most relevant basic criteria for the protection of children’s rights are, from the most to the least relevant: 1) prohibition of any form of violence, 2) right to education; non-discrimination and right to an adequate level of life follow (the latter has more votes as the most relevant, but also more as the least relevant regarding to non-discrimination). Almost all of them would also include the right to express themselves in any social or family context.

Fig. 10 Basic criteria for the protection of children’s rights

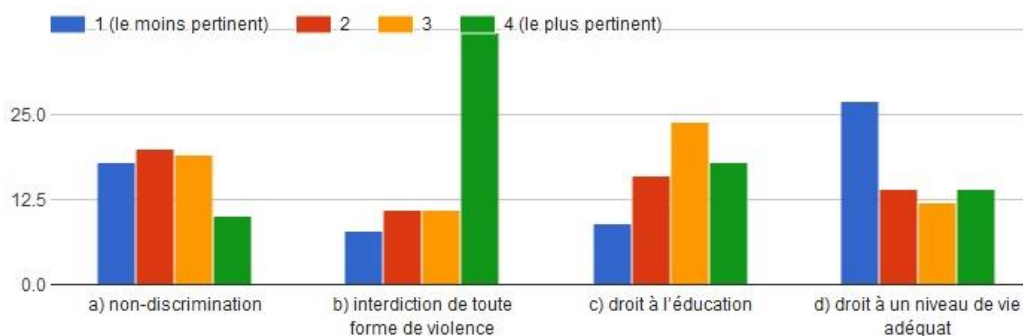
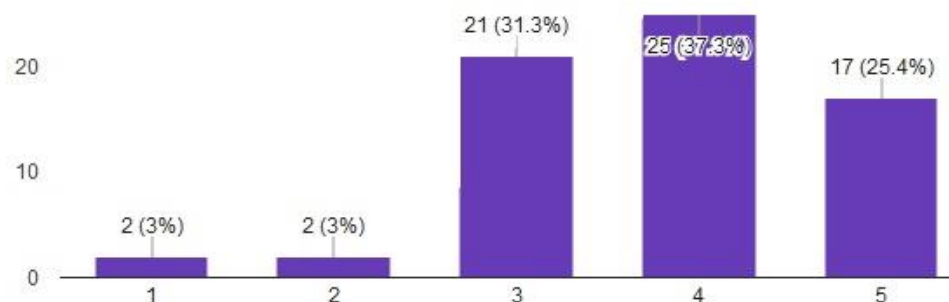


Fig. 11 Rights to express themselves



School is the place where responders believe children are the most vulnerable to violence and abuse. This is consistent with students’ opinions (see related chapter). Home would be the second most likely place, followed by religious context and circle of friends. Relationships with the police and sport organisations are deemed safer (the latter too is consistent with student’s opinion).

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Fig. 12 Students' vulnerability: home

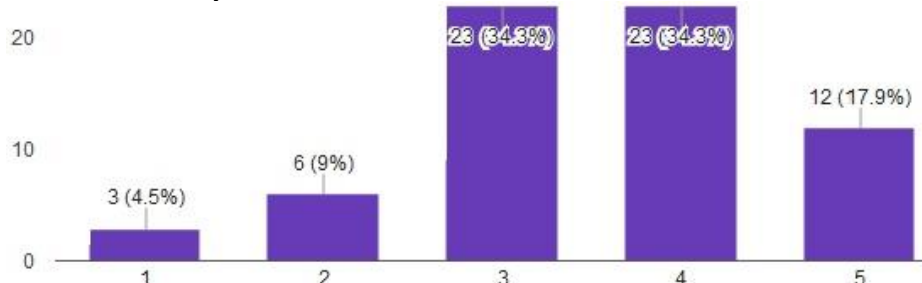


Fig. 13 Students' vulnerability: school

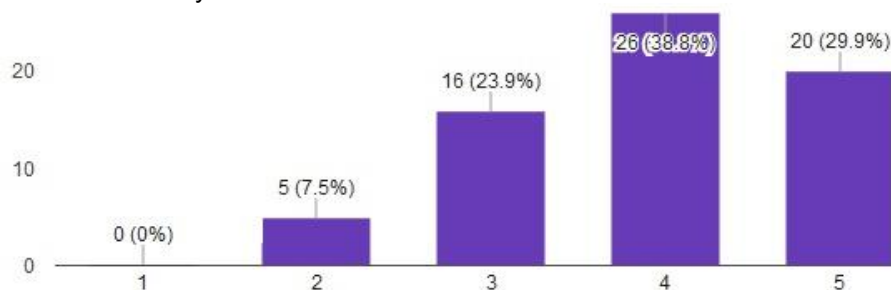


Fig. 14 Students' vulnerability: police

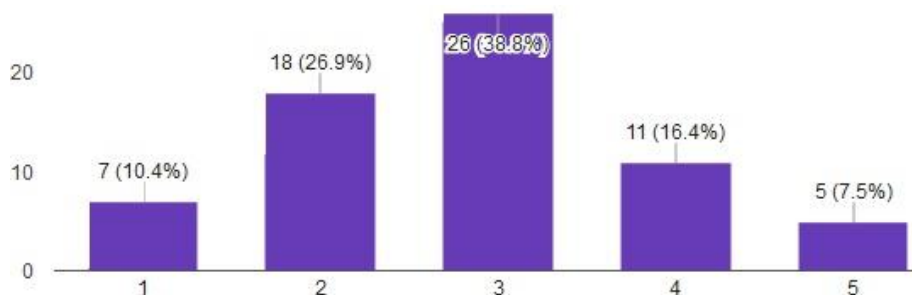
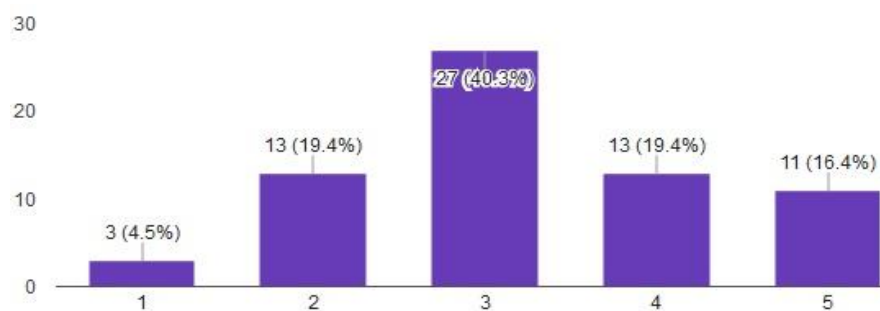


Fig. 15 Students' vulnerability: religious contexts



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Fig. 16 Students' vulnerability: sport organisations

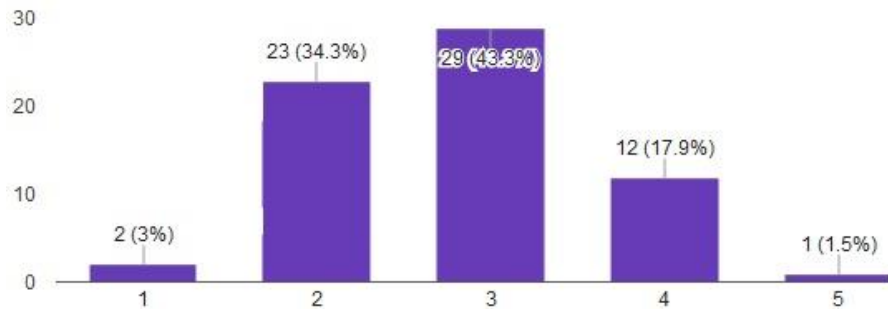
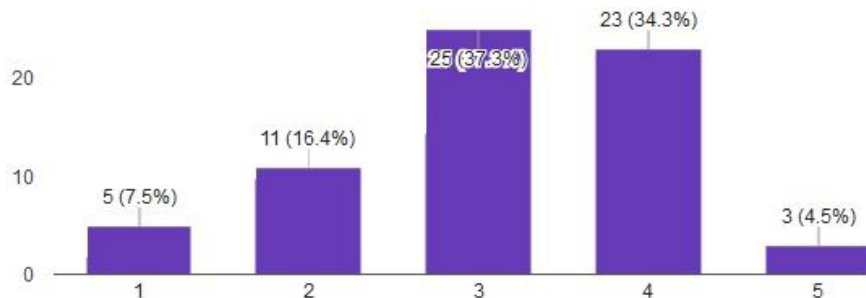


Fig. 17 Students' vulnerability: circle of friends

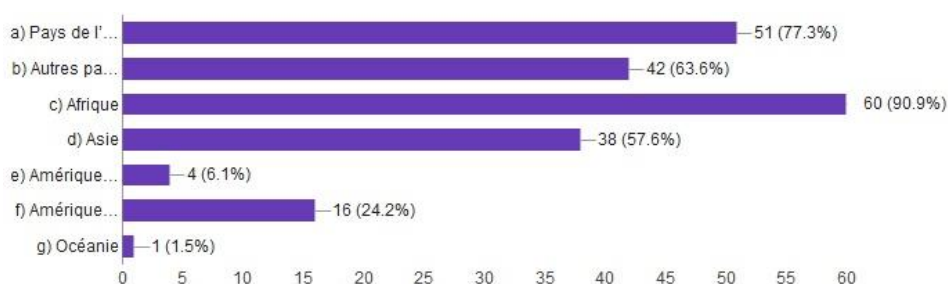


Finally, 71.6% of responders consider that in a debate about children's right, responsibilities is a more important subject than duties.

Multicultural issues at school

Only 7.5% of responders state that they attended a course on intercultural issues in 2016, but 47.8% attended a course on inclusive pedagogy. 52.2% have attended another type of course, some of which related to human rights and/or student relations issues ("No Hate", bullying, heterogeneous group management, Syrian conflict...). All interrogated teachers have had students of foreign origin, and 92.5% currently have. Those students' origins are: Africa (90.9%), the EU (77.3%), other European countries (63.6%), Asia (57.6%), South and Central America (24.2%), North America (6.1%) and Oceania (1.5%, which is one responder).

Fig. 18 Origins of students born outside Belgium



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Over half responders rarely spend time with people from a different country (53.7), 38.8% of them often do, and 7.5% never do. Those people are mostly among their circle of friends (68.9%), with 18% in associations, 11.5% in sport organisations and 1.6% in places of worship.

41.8% currently have neighbours from a different country, 28.4% used to, and 29.9% never have. Relationships with these are mostly very good.

Fig. 19 Free time with people of a different country

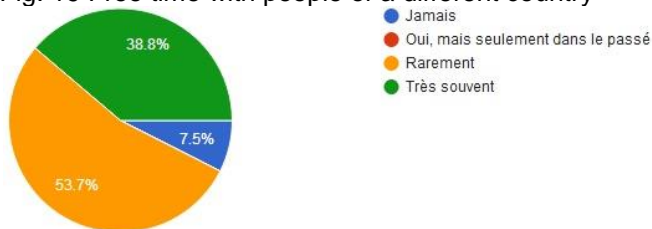


Fig. 20 Which context

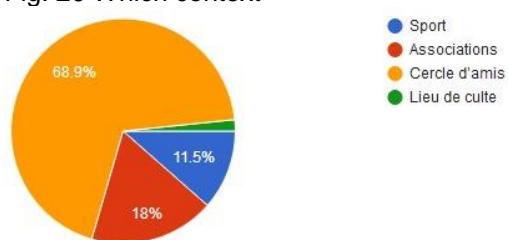


Fig. 21 Have neighbours from a different country

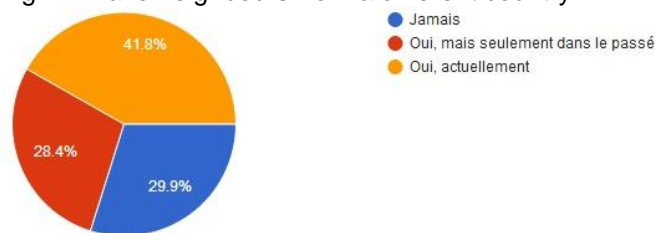
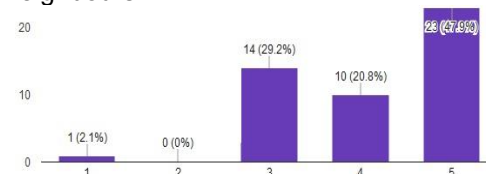


Fig. 22 Relationships with these neighbours

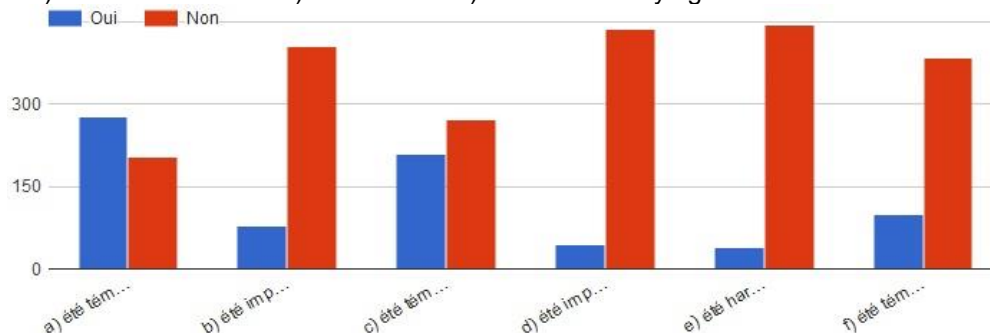


3.2 STUDENTS

Implementation of human rights at school

Regarding the situation at school, most responders (277) claim they have witnessed a fight, and almost half of them (210) an episode of racism this school year. Fewer (77 and 44) claim having been involved in any. A minority of them reports cases of bullying (38 victims, 98 witnesses).

Fig. 23 This school year, students have: a) witnessed a fight – b) involved in a fight – c) witnessed racism – d) involved in racism e) been bullied f) witnessed bullying



When they witness violence, few go away or just watch. Acting or calling other students tend to be the most common reactions. When they talk about it to someone, they prefer talking with friends, parents or classmates than teachers

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Fig. 24 Episode of violence: left not to see it

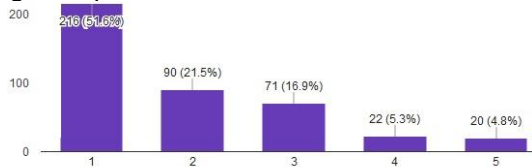


Fig. 25 Episode of violence: just watched

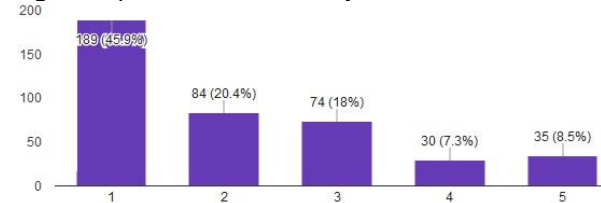


Fig. 26 Episode of violence: called other students

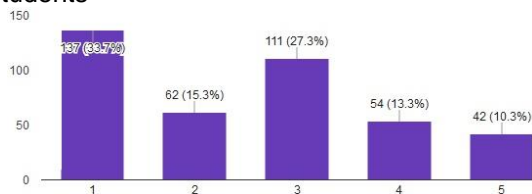


Fig. 27 Episode of violence: called staff

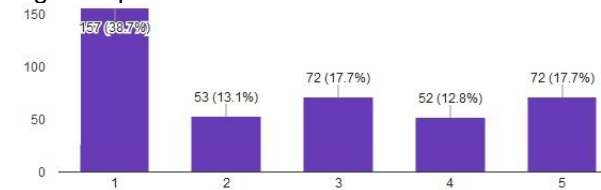


Fig. 28 Episode of violence: acted

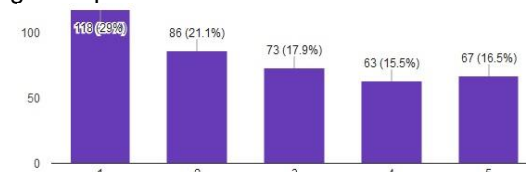
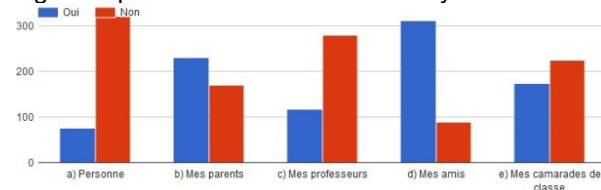


Fig. 29 Episode of violence: who they talked to



They consider (like teachers) school as the place where students are the most vulnerable to violence, threats and abuse. Home and religious contexts follow. They are rather trustful of the police, their friends and especially sport organisations.

Fig. 30 Students' vulnerability: home

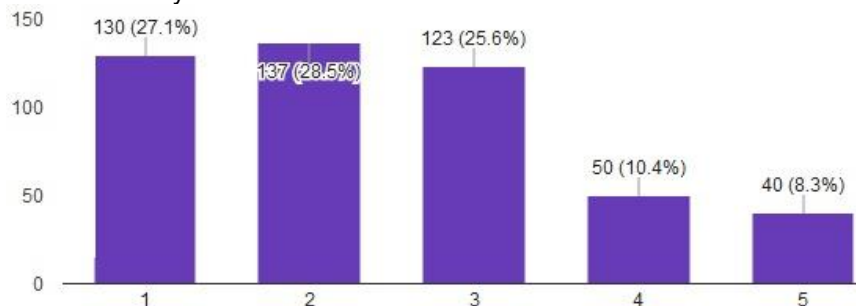
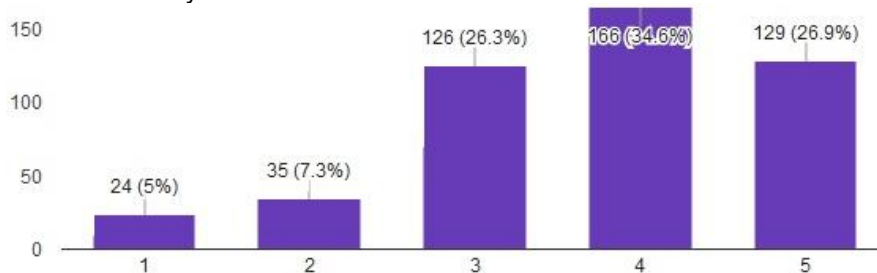


Fig. 31 Students' vulnerability: school



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Fig. 32 Students' vulnerability: police

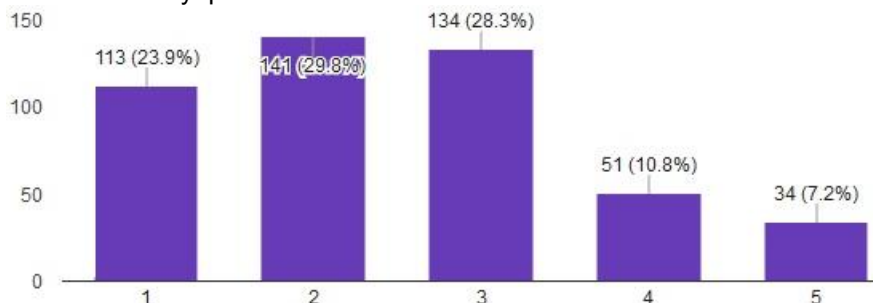


Fig. 33 Students' vulnerability: religious contexts

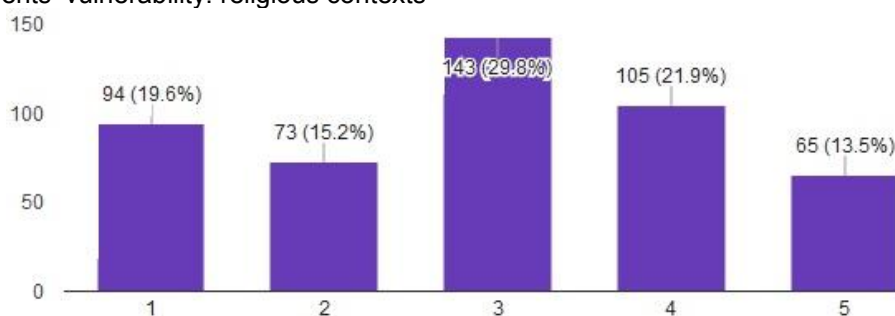


Fig. 34 Students' vulnerability: sport organisations

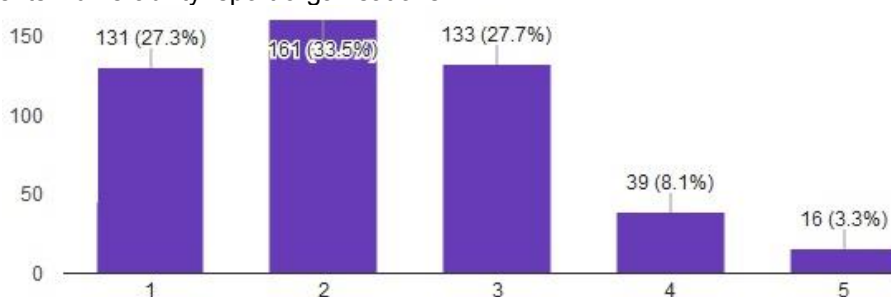
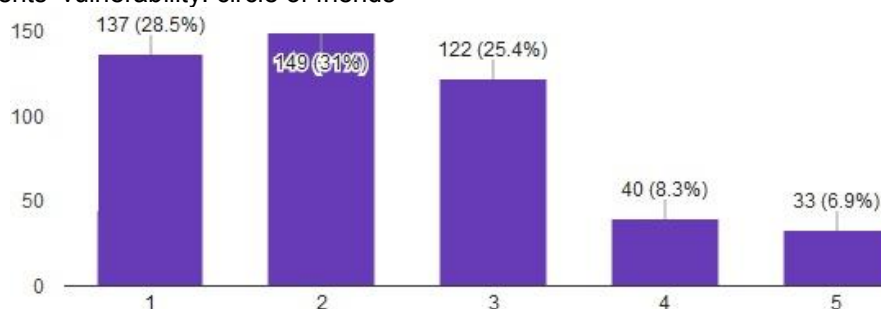


Fig. 35 Students' vulnerability: circle of friends



Yet, it seems (from the replies) they feel quite well at school; most students feel free to express themselves (83.6% replied between 3 and 5 on a 1-5 scale, 5 is the highest with 29.3%), to dress how they like (35.3% of 5, 81.2% of 3-5) and welcome and respected (36.2% of 5, 87.6% of 3-5). They are rather willing to listen to the others and the language between teachers and students is somewhat formal.

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Fig. 36 Feel free to express themselves at school

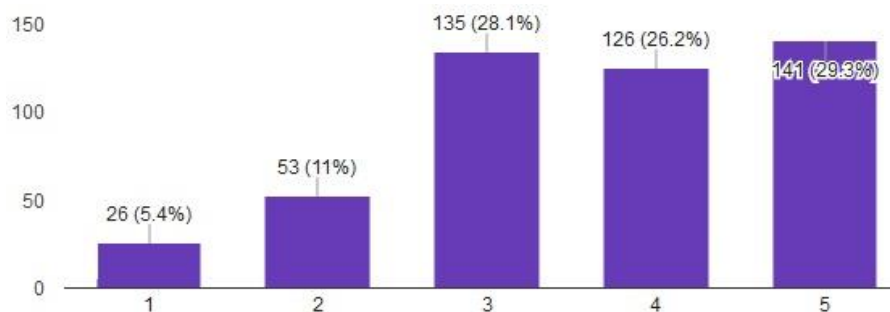


Fig. 37 Feel free to dress how they like at school

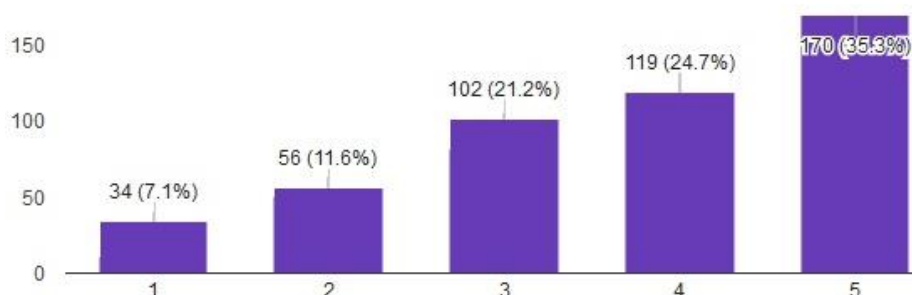


Fig. 38 Feel respected and welcome for who they are at school

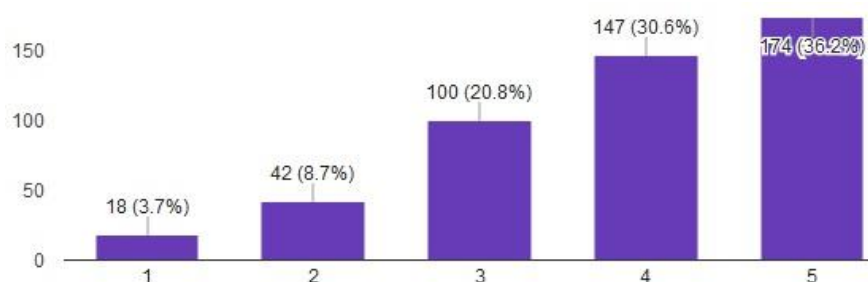
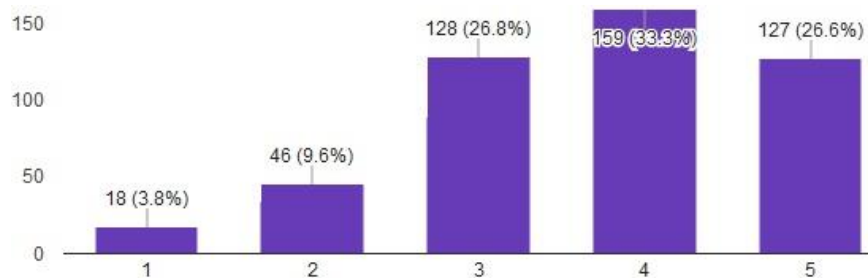
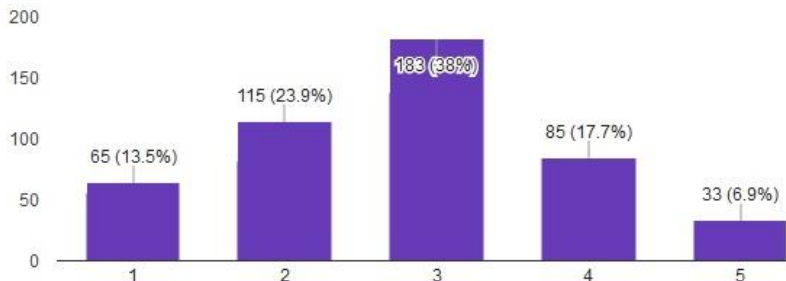


Fig. 39 Willing to listen to the others



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Fig. 40 Language between students and adults: from formal to informal



Most students have discussed racism at school and participated in group works and school visits. Intercultural education projects are scarcer.

Most students claim they have not or rarely surfed either racist or antiracist websites (respectively 86.3% and 73.5% replied “the lowest answer), but more have read racist publications on social networks or forum. They don’t tend to discuss the matter on social networks and forums.

Fig. 41 Have surfed racist websites

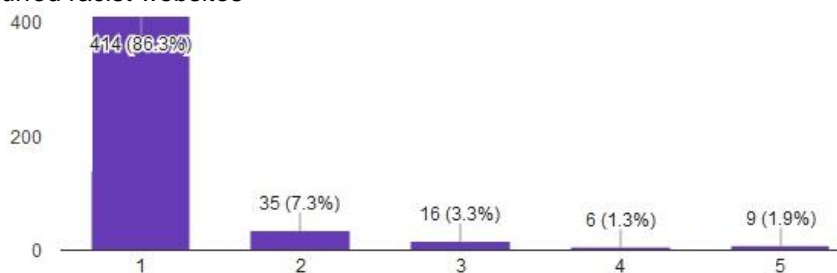


Fig. 42 Have surfed antiracist websites

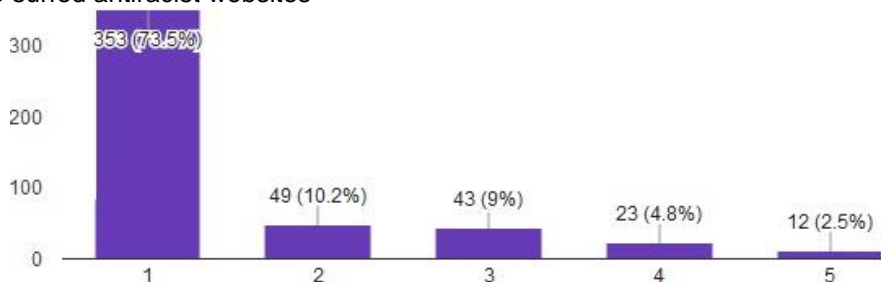
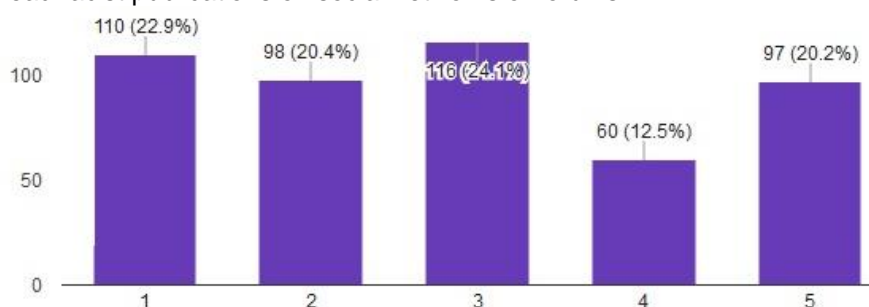


Fig. 43 Have read racist publications on social networks or forums



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For half of them (51.1%), “right” firstly means “equal rights”. About two third (65.3%) of them are aware of the UN Convention on Children Rights, but it must be noted that almost half of these (47.1%) have first heard about it on television (school follows with 30.4%).

Multicultural issues at school

Consistent with teachers’ reply, a large majority of students have (83.8%) or used to have (12.9%) classmates of foreign origin. They usually get on well with them (52.5% replied 5 on a 1-5 scale). 60.6% often spend their free time with people of foreign origin, 7.3% never do. When they do, it is mostly among their friends (75.5%), or in a sport club (20.7%). Most of them also have had neighbours of foreign origin and get on well with them.

Fig. 44 Have has classmates born outside Belgium

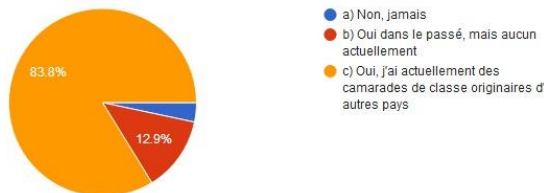


Fig. 45 How they get on with each other

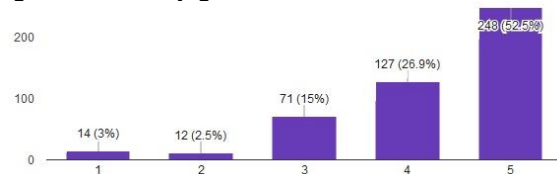


Fig. 46 Spend free time with foreign students

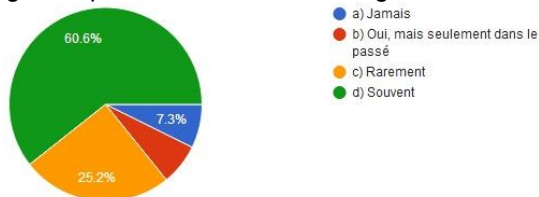
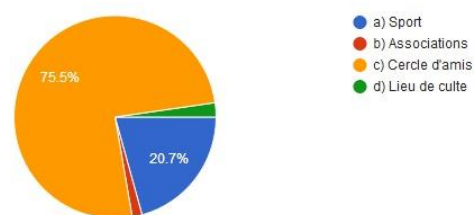
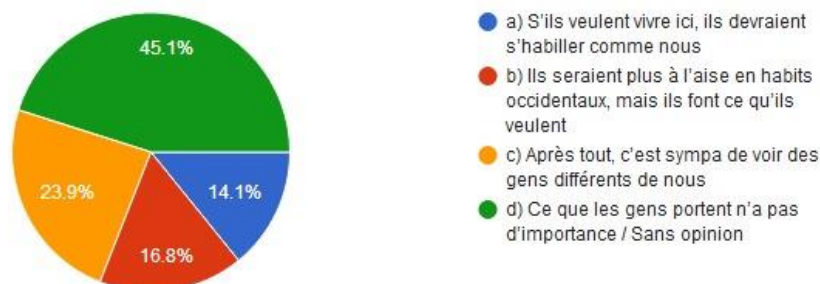


Fig. 47 In which context



In class, students mostly feel among friends (60.5%) or acquaintances (28.9%). They do not mind seeing people wearing traditional outfits (45.1% think it is irrelevant or have no opinion, 23.9% think it is nice) and 87.7% are curious about other countries. They somewhat but not too strongly agree that the presence of immigrants requires more control by the police (3 on a 1-5 scale has the highest rate), but more disagree than agree (a higher number replied 1-2 than 4-5). Overall, it appears they do not care about their teachers’ nationality or culture and approve the presence of foreign teachers (48.7% replied 5). Students mostly see cultural and linguistic diversity as an opportunity rather than as a threat.

Fig. 48 How they feel about seeing people wearing traditional outfits



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Fig. 49 Agree that the presence of immigrants requires control by the police

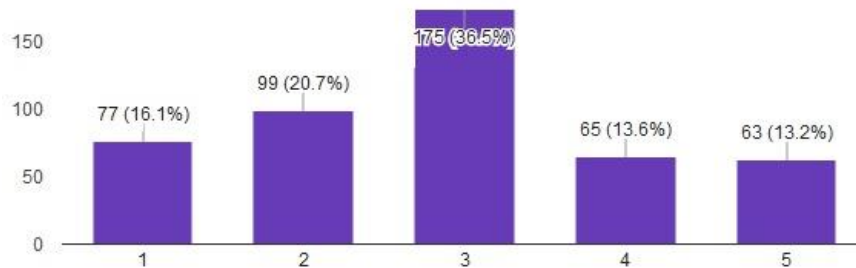


Fig. 50 Consider their teachers' nationality does not matter

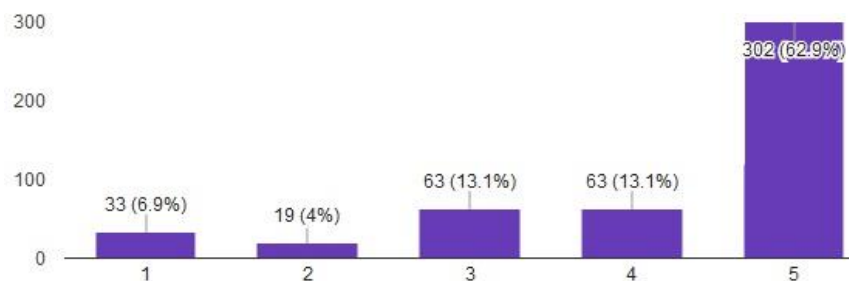


Fig. 51 Approve the presence of foreign teachers

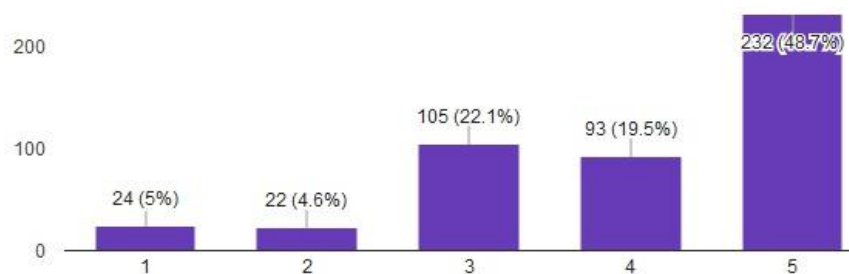
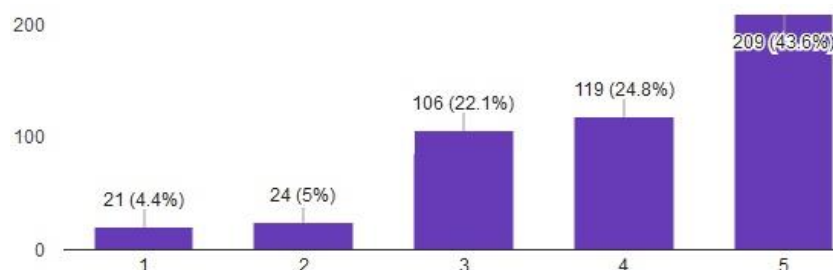


Fig. 52 Cultural diversity: threat (1) or opportunity (5)



From these data, we can conclude that the students who replied are regularly confronted to other cultures and nationalities, and they seem rather welcoming of them.



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4. CASE STUDIES AND BEST PRACTICE

Methodologies

To produce the case studies, INFOREF chose several channels:

- Personal contacts with teachers and partner schools
- Personal contacts with the teachers of the OLC programme
- Personal contacts with teachers involved in the AFS programme
- Desktop research of school experiences through the Ministry of education, education networks, private associations and members of the working group that support our projects.

In our opinion, the ten case studies seem to reflect the diversity of approaches used in schools, without being exhaustive:

- Experiences by motivated teachers and education staffs
- Experience by a collective of students
- use of specific strategies implemented by the Ministry of education
- Use of strategies developed by private associations
- International cultural exchanges

To select best practices, we focussed on two approaches:

- **Individual initiative**

A motivated teacher decided to get things moving after comments were made about immigrants in her school.

We chose the two case studies from *Centre scolaire Saint-Benoît Saint-Servais* in Liège. The teacher describes how she addresses immigration in her history and religion classes and try to change perceptions of Islam with 5th and 6th year students (16-18 years old), as well as the activities she implements with *the headteacher's and parents' support*.

- **Collective approach**

This school uses the “*école citoyenne*” strategy (“citizen school”), adopted every year by an increasing number of schools, despite its heavy process. It is based on two great principles: to build the law together will all school actors and to involve student as much as possible in the school life, its management, and in trying to make sure respect is guaranteed in the school.

We chose the case study from *Institut de la Sainte-Famille d'Helmet* in Brussels. The coordinating teacher and kingpin of the project describes the implementation of the strategy and the results achieved.

Lesson learnt

Interculturality is experienced every day in **all** schools. Harmonious coexistence must be installed between students of different languages and cultures and with teachers, who still.

5. CONCLUSION

Observation in Belgium

Promoting and protecting human rights is a priority issue in Belgium. The Federal State, Communities and Regions actively defend its various components (including protecting children's rights, fighting all forms of discrimination, fighting impunity), both nationally and internationally.

Besides the legal arsenal, independent public organisations such as **UNIA** (centre for equal opportunities) have been created to tackle those questions daily.

In the education area, UNIA fights discrimination advising and supporting discriminated people, expressing opinions and recommendations to relevant authorities, producing reports and studies arranging with the sector, public authorities and association actors. UNIA aims to promote inclusive education, open to all, whatever their origin, disability, religious believes, sexual orientation...





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The general delegate for children's rights in FWB has the general mission to look after children's and adolescents' rights and interest. This mission follows the International Convention on Children's Rights, which requires specific mechanisms to be implemented to protect and promote children's rights.

One priority activity of the general delegate is personal assistance to children and adolescents after receiving information, complaints or mediation request related to breach of children's rights and interest. Besides hierarchic and legal pleas, this other, less institutional, more accessible and human way makes it possible to support children and adolescents when they are convinced their rights are breached, including in a school context.

Regarding civil society, the diversity of the Belgian social fabric needs no further proof: continuing education associations, training centres, community centres, educational, sport and cultural associations ...).

Those associations constituent are a driving force of intercultural dialogue because they foster meetings, information exchanges and interactions between individuals. They also act as interlocutors with political authorities to develop and implement appropriate integration policies.

INFOREF took contact with some of them to run the project (CRIPEL, AMO, AFS... mentioned above).

Observation regarding the "I Have Rights" project

Many teachers who cooperate in the project emphasised the lack of interest of many of their colleagues for the topics addressed (not concerned, not motivated, solicited too many times by universities for surveys. *They do not even read the documents!*).

Indeed, it has been difficult for INFOREF to find five partner schools and especially to have teachers participate in the survey. In fact we could not reach the target numbers. On the 15th of March 2017, we had received 62 questionnaire for school staff out of the requested 150, thus barely 41.3 of the objective, while student questionnaires were not far from the objective (457 out of 500, thus 91.4%, with 25 incomplete questionnaires that could not be taken into account). In the final report, we have collected 481 student questionnaire (31 had to be discarded because they were too incomplete) but only 67 teacher questionnaires, confirming the previously mentioned difficulty.

Beyond the teachers' lack of interest, other more technical explanations have been mentioned, which gives food for thought:

- Surveys too complex for the first two years of secondary school. Too much time should be dedicated to explanations.
- Little appealing Word documents that need to be photocopied.
- Difficulty to find classes equipped with computers to complete the online form.

SOURCES

Official organisations

- "Belgium.be formation" portal http://www.belgium.be/fr/formation/international/venir_etudier_en_belgique
- Foreign affairs – Federal public service
https://diplomatie.belgium.be/fr/politique/themes_politiques/droits_de_lhomme
- Ministry of education in Fédération Wallonie-Bruxelles
<http://www.enseignement.be/>
- Encadrement pédagogique alternatif
<http://www.enseignement.be/index.php?page=27914&navi=4428>
- Cellule Dob
<http://www.democratieoubarbarie.cfwb.be/>
- Programme OLC
<http://www.enseignement.be/index.php?page=27436>





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- Ministry of Fédération Wallonie-Bruxelles
<http://www.federation-wallonie-bruxelles.be/index.php?id=247>
- Youth and continuing education general Service
http://www.educationpermanente.cfwb.be/index.php?eID=tx_nawsecuredl&u=0&file=fileadmin/sites/edup/upload/edu_p_super_editor/edup_editor/documents/Judith/CFWB_dialogue_interculturel_en_Wallonie_et_a_Bruxelles.pdf&hash=07a61c2d4dc5da79c6ebf62d3ec3054d5eb01bf7
- UNIA
<http://unia.be/fr>
- General delegate for children's rights
<http://www.dgde.cfwb.be/index.php?id=2109>

Private associations

- Ligue des droits de l'homme
<http://www.liguedh.be/>
- SeGEC
<http://enseignement.catholique.be/segec/>
- Centre avec
<http://www.centreavec.be/site/de-la-soci%C3%A9t%C3%A9-multiculturelle-au-dialogue-interculturel>
- Cgé
<http://www.changement-egalite.be/spip.php?article697>
- AFS Belgium
<http://www.afsbelgique.be/>
- CRIPEL
<http://www.promotionculture.be/cripel/> <http://www.discrri.be/valetconcepts/ValeursConcepts.pdf>
- AMO Service Droit des jeunes
<http://www.sdj.be/les-services-droit-des-jeunes/liege/>
- AMO Reliance
<http://amo-reliance.weebly.com/>
- CLPS documentation centre
<https://www.clps.be/>
- MIEC
<http://www.miec.be/>

