DATABASE 2012-2024 ON ANTI-MUSLIM HATRED

Research findings

Country code	Year	Reference details title	Reference details URL	Main thematic focus	Institution	Key findings - Short summary	Methodology (Qualitative/Quantitative and exact type used, questionnaires etc)	Sample details and representativeness	Area/location of interest - NUTS3 level
Belgium	2018	UNIA, Diversity Barometer Education (Baromètre de la diversité: Enseignement/Diversiteitsbarometer Onderwijs/Diversitaetsbarometer Bildung) (2018)	https://www.unia.be/en/publications-statistics/publications/diversity-barometer...	Integration & inclusion	Belgium, UNIA Interfederal Centre for Equal Opportunities (Centre interfédéral pour l'égalité des chances/ Interfederaal Gelijkekansencentrum/Interföderales Zentrum für Chancengleichheit)	The Barometer seeks to provide an overview of the diversity within the Belgian education system based upon anti-discrimination law. UNIA has noted an increase in the number of complaints from the mandatory education system (primary and secondary) from 76 per year in 2010-2012 to 144 in 2016. The increase of complaints has also been noted particularly in the Francophone region and in relation to racism - specifically following the terror attacks in 2015-2016. The Barometer sought to examine all factors that may have a direct or indirect effect on creating inequality in Belgian schools. The findings of the research will lead to the creation of a scientific tool that can measure the factors that impact in equality in education. The application of the Barometer will allow education professionals can reduce inequality at school and contribute to supporting a global policy of equal opportunity.	A national wide evaluation of the education system was completed using three stages of research. The first comprised of a literature review of the knowledge concerning issues of diversity and inequality in education at the various levels of the mandatory education system (primary and secondary). The second surveyed (using both qualitative and quantitative tools) the way that diversity is managed by primary and secondary schools, with emphasis on the policies, practices and means of managing diversity. Third and final par considered the orientation of pupils in secondary education, and the policy and practices that are used to orientate students from weaker socioeconomic backgrounds and students of foreign origin towards different educational tracks.	N/A	Not applicable - national level

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