

Educational Policies that Address Social Inequality

Country Report: BELGIUM/Flanders

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Country Report Belgium: Flanders

Overview

Note: Belgian legislation is quite complex and requires the use of a specific vocabulary. In the text you'll find words as act, decree, memorandum etc. For easy reading, you can interpret these words as "law" or "governmental policy".

1 Situating education in Flanders

Following six revisions of the constitution (in 1970, 1980, 1989, 1993, 2001 and 2003) Unitarian Belgium was transformed into the present federal state, comprising three communities (Flemish, French and German community) and three regions (Flemish Region, Walloon Region and Brussels). The federal (ie Belgian) powers exist alongside the powers of the communities and regions. The federal authorities are competent for all matters of national importance and control a number of important instruments and sectors. This includes finances, home affairs and foreign affairs, justice, defence, social security, unemployment and important parts of public health.

In Flanders, community and region are joined together. The Flemish parliament and government are competent for all matters of personal importance as culture, education, juvenile protection, family assistance, reception of immigrants (community matters), and matters as economy, employment, agriculture, water management and housing, energy, transport, environment, urban development (regional matters) etc. (www.flanders.be).

Because the competence of education lies with the communities, the Flemish, French and German speaking community have their own educational system. Although education is no longer a federal matter, the federal authorities still have some power. They decide on the start and the end of compulsory education, the minimum conditions for obtaining a qualification and the pensions of educational staff.

In this project we focus on the Flemish situation. The legislation of the French and German speaking community is not taken into account.

Flanders lies in the northern part of Belgium. It has almost six million inhabitants. The official language is Dutch. Brussels is the capital of Flanders, but also of Belgium.

Within the Flemish Government, the Minister of Education and Training is responsible for almost every aspect of educational policies, from nursery to university education. The minister heads the department of Education of the Ministry of the Flemish Community.

General principles

1. Education is compulsory for all children from six to eighteen.
2. The Belgian Constitution stipulates that access to education should be free of charge up to the end of compulsory education.
3. Freedom of education is a constitutional right in Belgium. Freedom of education implies a double freedom
 - the so-called pedagogical *freedom to organise education* and for this purpose to establish institutions. The concept of the governing body is a key concept in the organisation of education in Belgium. The governing body is responsible for one or more schools. They

have a wide-ranging autonomy. They can provide education on the basis of a certain philosophy or educational view and can determine their own curriculum and timetables and appoint their own staff. (Governing bodies often surrender some of their autonomy to educational networks.) The government supports the school financially if it meets the attainment targets and fulfils the material standards. The authorities are constitutionally obliged to provide “neutral” education (community education).

- the *freedom of choice of school* for pupils and their parents (recent legislation makes this freedom of choice explicit and protects it. Schools are not allowed to refuse pupils, except in some well-defined cases.)

4. Structure of education

- Nursery education (mainstream, special needs and integrated education) → from two and a half to six
- Primary education (mainstream, special needs and integrated education) → from six to twelve or fourteen / compulsory
- Secondary education (mainstream, special needs and integrated education) → from twelve to eighteen / compulsory
 - General
 - Art
 - Technical
 - Vocational
- Tertiary education → from 18
 - Higher professional education
 - Academic education

Special needs education is subdivided in types (T) for primary education, in training forms (TF) for secondary education. Schools for special needs education are located in segregated settings.

- | | |
|---|---|
| <ul style="list-style-type: none"> • T1: Pupils with a minor mental handicap (<i>not for nursery school</i>) | <ul style="list-style-type: none"> • TF1: offering social training with the aim of integration into a protected environment (T2, T3, T4, T6, T7) |
| <ul style="list-style-type: none"> • T2: Pupils with a moderate or serious mental handicap | <ul style="list-style-type: none"> • TF2: offering general and social training with the aim of integration into a protected environment and work situation (T2, T3, T4, T6, T7) |
| <ul style="list-style-type: none"> • T3: Children with serious emotional and/or behavioural problems | <ul style="list-style-type: none"> • TF3: offering social and vocational training with the aim of integration into a regular environment and work situation (T1, T3, T4, T6, T7) |
| <ul style="list-style-type: none"> • T4: Pupils with a physical handicap | <ul style="list-style-type: none"> • TF4: offering preparation for study in higher education and integration into active life (T3, T4, T5, T6, T7) |
| <ul style="list-style-type: none"> • T5: Children suffering from protracted illness | |
| <ul style="list-style-type: none"> • T6: Pupils with a visual impairment | |
| <ul style="list-style-type: none"> • T7: Pupils with an auditory impairment | |
| <ul style="list-style-type: none"> • T8: Pupils with serious learning disabilities (<i>not for nursery school</i>) | |

2 How social / educational disadvantage is conceptualised

In the 1990s, the Flemish government already encouraged **primary and secondary schools** to have an eye for equal opportunities in education for all children. Schools were granted extra means, supervision and support (see historical overview).

Since 1 September 2002, all these temporary projects have been replaced by an integrated support provision, paying special attention to children from deprived backgrounds. This new provision provides full opportunities to all children to learn and grow, and to counter exclusion and discrimination.

The **Act on equal opportunities in education** sets out three major lines of action:

1. In principle, each pupil has the right to enrol in the school chosen by their parents or carers.

Only in a strictly limited number of cases, a school can refuse an enrolment. These reasons for refusal are:

1. The school is “full”: additional enrolment would jeopardise safety
2. The child has been excluded permanently (as a disciplinary measure)
3. Some secondary schools may refuse enrolment to pupils who present themselves for enrolment in the course of the school year after being excluded from other schools. Only schools situated in the local consultation platforms (LOP) action zone are allowed to do so
4. A mainstream school may refuse a child if this child requires facilities that the school is not able to provide (except for children with learning disabilities)

The governing body or school board has to justify the refusal in writing.

Until July 2005 the school could refer the child to another school when the enrolment of the child threatened to cause an imbalance between Dutch-speaking groups of pupils and pupils who speak a different language. The current fourth reason for refusal (school not being able to provide) was then a second reason for referral.

Now measures of referral no longer exist. In order to tackle the problem of imbalance mentioned before and the problem of enrolment of brothers and sisters, the government decided to work with priority groups.

1. When a child has a brother or sister who is already enrolled in a school, that school is obliged to give priority to this child. In this case the child is given priority to enrol over other new pupils during a priority period of six weeks maximum, preceding the normal period of enrolment.
2. Schools in nursery and primary education and in the first stage of secondary education may introduce a priority system for the following groups of pupils:
 - Pupils eligible for GOK (equal educational opportunities): they are pupils who meet one or more of the equal educational indicators (see below).
 - Pupils not eligible for GOK in schools that have already admitted many pupils eligible for GOK: they are pupils who do not meet any of the equal opportunities indicators.

This priority measure is only possible for a period of six weeks maximum, preceding the normal period of enrolment and following the priority period for brothers and sisters.

2. *The establishment of local consultation platforms (LOP) with a threefold task:*

A LOP operates in one local authority or a region. There are LOPs for nursery and primary education and for secondary education. The local consultation platforms

1. ensure the right of enrolment
2. act as an intermediary in case of conflicts
3. co-operate in implementing a local policy on equal opportunities in education

3. *Additional support that must enable schools to develop an extended needs provision geared towards deprived children.*

The Act on equal educational opportunities ensures that schools adopt a long-term and targeted strategy to address the educational disadvantages of deprived pupils and to encourage their integration. To this end, schools receive additional funds for monitoring and support. As a result, children with fewer development opportunities are given better support.

The five equal opportunities indicators which can provide additional support to the school in primary education and the first stage of secondary education are:

1. The parent is a barge skipper, fairground worker, circus artist, circus manager or a caravan dweller.
2. The mother hasn't obtained a certificate or qualification of secondary education (or equivalent certificate).
3. The child is temporarily or permanently living outside the family.
4. The family lives on a replacement income.
5. The language the child speaks with his family at home is not Dutch.

The three equal opportunities indicators in the second and third stages of secondary are:

1. The child has already had to repeat two or more years of schooling.
2. The child is a so-called "extra intake pupil", that is a pupil who is enrolled in the second or third stages of vocational secondary education (BSO) or technical secondary education (TSO). However, in the previous school year, he/she achieved a B or C certificate in another school. (B: pupil can go to the next grade at a lower educational level/ C: pupil has to repeat the school year)
3. During the last school year, the child attended reception classes for newcomers who do not speak Dutch. These are Dutch courses which children of refugees and other newcomers are to attend before they are admitted to mainstream education.

A pupil with at least one of these characteristics is a pupil eligible for GOK; a pupil who is not eligible for GOK is a pupil who does not have any of these characteristics. A school obtains extra

support provision if 10 percent (for primary and the first stage of secondary school) or 25 percent (for the second and third stage of secondary school) of its pupils are eligible for GOK.

The funds which the school acquires on the basis of the act on equal opportunities can be used for the recruitment of additional staff.

By opting for a comprehensive approach, the school provides better educational opportunities to children of deprived backgrounds, as well as to children who do not meet the equal opportunities indicators. Therefore there are beneficial effects for all pupils. Once the department has awarded the additional support to the school, the school is free to use the funds and allocate the hours. Funding is awarded for a period of three years.

During the first year, the school must select two domains or one cluster (see below) on which it wants to work and make a policy plan for the coming years.

Domains

- Prevention and remediation
- Socio-emotional development
- Language skills
- Pupil and Parent participation
- Study orientation
- Intercultural education

Clusters

- Prevention and remediation
- Socio-emotional development
- Language skills

During the second year the school has to evaluate its own functioning and during the third year the GOK inspectorate visits the school.

The remit of the centres for the study of Dutch as a second language and for Intercultural Education as well as of the centre of expertise for Experience-based Education are linked as regards content with the policy on equal opportunities in education. These centres conduct research, develop courses and course materials when ordered by the education authorities.

In Flemish education, there is a system of **reception classes for minor non-native Dutch speakers**.

Within a reception period of one school year, these pupils receive specific education to help them master the Dutch language and foster their knowledge of our education system. Afterwards, these pupils are integrated in “normal” classes. Schools that organise reception classes are given additional teaching periods and operating resources. This system is only possible in secondary school and in certain regions. In primary school extra teaching periods are given to the schools that have a certain number of non-native Dutch speaking newcomers.

In addition to the act on equal opportunities the **Act on the landscape of nursery and primary education** provides additional support for nursery and primary education.

Extra hours are allocated to the school to fill in the function of SEN coordinator. This support is not related to children eligible for GOK. In this act no indicators are used, there are no target groups, no specific domains to work on, etc.

The SEN coordinator can work within the landmarks put forward by the department. It is the responsibility of the school to put forward an overall policy plan for care. The policy plan for GOK is part of it, and of course can not contradict it.

It is prescribed that the SEN coordinator has to work at different levels:

- school level: support and coordination of the policy for care provision in the school
- teacher level: support of the functioning of the teachers, especially in coping with the different needs of the pupils
- pupil level: guidance of the pupils

The main issue is dealing with differences, taking care of all children's needs. The SEN coordinator must ensure there is some coherence in the curriculum and in the support provision for children who need extra care.

Equal educational opportunities are the spearheads of the current policy on education. Because unequal opportunities are more often an issue in cities, where issues such as language "deficiency", poverty and social exclusion are more important, the Minister of Education has decided to support the "**flanking educational policy**" of cities, among other things by funding diversity projects.

By flanking educational policy, we understand the collection of actions by a local authority to support the local educational actors. By inciting them to cooperate, the Ministry of Education wants to activate local levers to deal with unequal educational opportunities in local realities.

In the **decree on education XVII** the Minister of Education approved a series of measures to improve support in schools with many underprivileged toddlers and provides for extra personnel to develop a care policy for pre-school education. His motto is: "pre-school participation: more toddlers in smaller classes". As an extra provision he increased the GOK budget with 5.4 million euros. In addition, provision for teachers in the regions with more than 25 percent of pupils eligible for GOK must enable the development of "second-line" support. This support must help teachers to impart Dutch to non-native Dutch speaking pupils.

In **higher education**, a number of measures have been taken to promote equal opportunities among students. Colleges of higher education and universities have extensive possibilities to recognise foreign qualifications and competencies acquired elsewhere through more flexible entry conditions and reduction of course duration.

Colleges of higher education and universities also have the responsibility to provide both the material and immaterial means to facilitate the admission of students from certain backgrounds, whose participation in higher education is significantly lower than those of pupils that come from other backgrounds. The department of education has frozen 5 percent of the budget. Those 5 percent can only be assigned if the institution can show that it is making efforts in the field of diversity.

Every college university and university in Flanders subscribed to "**The Declaration of commitment of Flemish higher education: diversity as an appreciation.**" In that declaration all institutions express their commitment to deal with exclusion mechanisms in education and make sure that all groups in society are represented in the same way in the student population of higher education, as they are in society.

3 On the verge of a new educational era?

Drastic change of the Flemish educational landscape in 2009

On 30th March 2007 the Flemish government approved the Memorandum on Educational Care of the Ministry of Education. The memorandum is a framework for all educational care in pre-school, primary school and secondary school, both mainstream and special education. More and more parents claim the constitutional right for their child to enrol at the school of their choice as an argument for two diverging points of view:

- Pro inclusion: the (mainstream) school of my choice has to provide for the care needed by the child
- Against inclusion: the right to enrol my child in a special school where funding is more important so the special educational needs of my child can be met.

The matrix for educational care (see below) pretends to be a regulative framework for the care of pupils with special educational needs in mainstream and special education. It will be the base structure to rely on when organising, structuring and ordaining educational care. In this approach the ministry follows the point of view that impairments are a result of deficient gearing of the educational environment to the special educational needs of the pupil. Restrictions on participation are perceived as relative to an adequate educational provision.

The matrix is composed of two dimensions:

- levels of educational care (refer to adaptations in the educational environment)
- clusters and target groups. (refer to characteristics, features of the pupil)

With the introduction of levels of educational care, the ministry opts for a pedagogical-didactical approach. The higher the level, the more the provision. Linked to the subdivision in clusters and target groups we should go beyond classifying diagnostics and act using a more operative approach.

There are four clusters grouping a number of specific problems. In the matrix below you can see what target groups are subdivided in the respective clusters.

- C1. pupils without problems or temporary problems due to temporary situations, personal features, low SES (socio-economical status) but without the problems typical of the other clusters. GOK and the policy of care in mainstream education will deal with the possible educational needs of these pupils
- C2. pupils whose participation problems appear during the learning process due to minor mental retardation, concentration problems or learning disabilities.
- C3. pupils whose participation problems are due to moderate or severe mental retardation, physical, visual or auditory impairment or impairment in the field of speech and language development.
- C4. pupils whose participation problems are a consequence of behavioural or emotional problems or due to a pervasive developmental disorder

The clusters are an important structuring element of the matrix, the target groups indicate how provisions should be granted. Funding is determined by the field of educational care (combination of cluster and level of educational care).

Pupils should be helped adequately in the lowest educational level possible. This means that the school has to maximise its efforts to provide educational care effectively at the lowest possible level. Transition from one level to another should be flexible. Pupils can choose to go to

mainstream schools if they are not at level 4. Pupils can only be enrolled in special education if they are in level 3, 4 or 5.

The matrix below also indicates the kind of provision schools must offer on every level. (abbreviations are explained in the legend)

The Ministry of Education chooses for a phased implementation.

Before the start of the implementation on 1st September 09 the ministry still needs to develop indicators, procedures and protocols for the centres of pupil guidance (CLB) who will have to assign the pupils to the levels of educational care. During the first phase of implementation the CLB can start with referring pupils into the levels of educational care. Levels of educational care 1 and 2 will become active and a well-founded report for the transition from level 1 to level 2 will be needed. Attestation and referring to special education will be replaced by assignment to educational levels of care 3 and 4. During this phase, enrolment of pupils of level 3 in mainstream schools will be on a voluntary basis. Legislation on refusal of pupils on the base of insufficient provision from the act on equal opportunities will still stand.

By the end of this phase objective parameters, by which the schools can demonstrate insufficient coping capacity, must be formulated. Only in 2016 participation of L3 students in mainstream schools will no longer be on a voluntary basis but will be regulated by working with parameters of coping capacity of the school (for primary and first phase of secondary school) and a significant learning route (for second and third phase of secondary school).

Table 1: Matrix for educational care (Leerzorgmatrix)

		Leerzorg 23/03/2007						
		Cluster 1	Cluster 2	Cluster 3	Cluster 4			
Abbreviations A certificate BuO special education CLB centre pupil guidance COM compensate DIF differentiate DIS dispense E external support GO mainstream education GC common curriculum with normal certification Doelg Educational Care Policy A Effortge reor: en Target groups C Serious learning disabilities an attention deficit D F E A F V G C s H F c Moderate or severe mental handicap	Level of educational care I GO/GC/P/R/DIF/COM/ORG			SOL		gewoon onderwijs	Mainstream education	
	Level of educational care II GO/GC/DIS/COM/GV/ORG			SOL D E F				buitengewoon onderwijs
	Level of educational care III GO/BuO/IC/IHP/IND/ A BuO/IC/IHP/IND/A		A B	C D E F	G H	Mainstream ed		
	Level of educational care IV BuO/IC/IHP/IND/ A			C D E F	G H		Special education	
	Level of educational care V partieel onderwijs							

Source: www.ond.vlaanderen.be

Discussions (official and informal) about unequal opportunities and dealing with diversity in education are linked very closely with the ongoing discussion about the Framework on educational care. There are quite a bit of imponderables left, which leaves the people concerned uncertain and speculative. The importance of language skills as a lever for educational success is something almost everybody agrees on. Due to the results of Flanders in the PISA reports there is a lot of concern for the lower results of migrant minorities and pupils with a low SES. In comparison with other countries they are not performing so badly, but there is a gap between their results and those of other pupils in the community.

4 Educational disadvantages and educational approach in each thematic group

One of the major concerns in Belgian legislation regarding education is to realise equality of opportunities. The awareness of (and reference to) social/educational disadvantage for different population has grown in both official and public discourses in recent years. Although it is not always very clear what constitutes a disadvantaged group and definitions are not agreed on, the policies of the department of education legislation try to operationalise the concept of equal opportunities in every day school life.

Within the approach of working on equal opportunities itself there has been an evolution over the years.

1. At first disadvantage and lack of opportunities were situated in a medical, diagnostic paradigm. Problems in education were considered as consequences of characteristics of the person or pupil. By “healing” the person, educational arrear would disappear. If that was impossible, educational disadvantage was an unchangeable fact.
2. Later on, a more social approach occurred. The lack of opportunity or “handicap” - in the broadest sense - was no longer just a characteristic of the person himself that should be dealt with in a proper but often segregated setting, more and more there was an emphasis on creating opportunities of participation in the normal community or environment of the person, ie for education: regular schools.
3. The latest shift goes even further by arguing that the lack of opportunity or handicap of an individual is part of the context where the handicap presents itself. In other words, a handicap is only a handicap if the environment of the individual is not able to overcome the handicap. Therefore, communities or institutions can also be a cause of the experienced problem. One of the most significant examples is the interpretation of the lower results of “allochtonous” pupils in our country in the Pisa reports. Although Flemish immigrant pupils are performing very well compared to the results in some other countries, there is a gap between their results and those of Flemish native pupils. In the latest paradigm much attention is paid to the role of schools in dealing with immigrant pupils. It might, to a certain extent, very well be the schools that are not fit to teach this group of pupils properly. This approach differs very much from attributing the results to deficient characteristics of the pupils.

This three stage evolution is visible in the overview of the seven thematic themes of the EPASI project. As you can see in the project overview, many of the projects are addressing all the themes.

Despite the highly significant progress, it is apparent that educational inequalities persist. These are considered below in relation to the seven indicators considered in all the project country reports:

- literacy levels
- exclusion/expulsion rates
- attainment levels at end of compulsory education.
- continuing in education post compulsory leaving age
- participation rate in higher education¹
- employment rates
- evidence of social exclusion, being bullied, etc.

In what follows we started with data we found concerning these seven markers for educational disadvantage mentioned above. We then considered the educational approach in each thematic

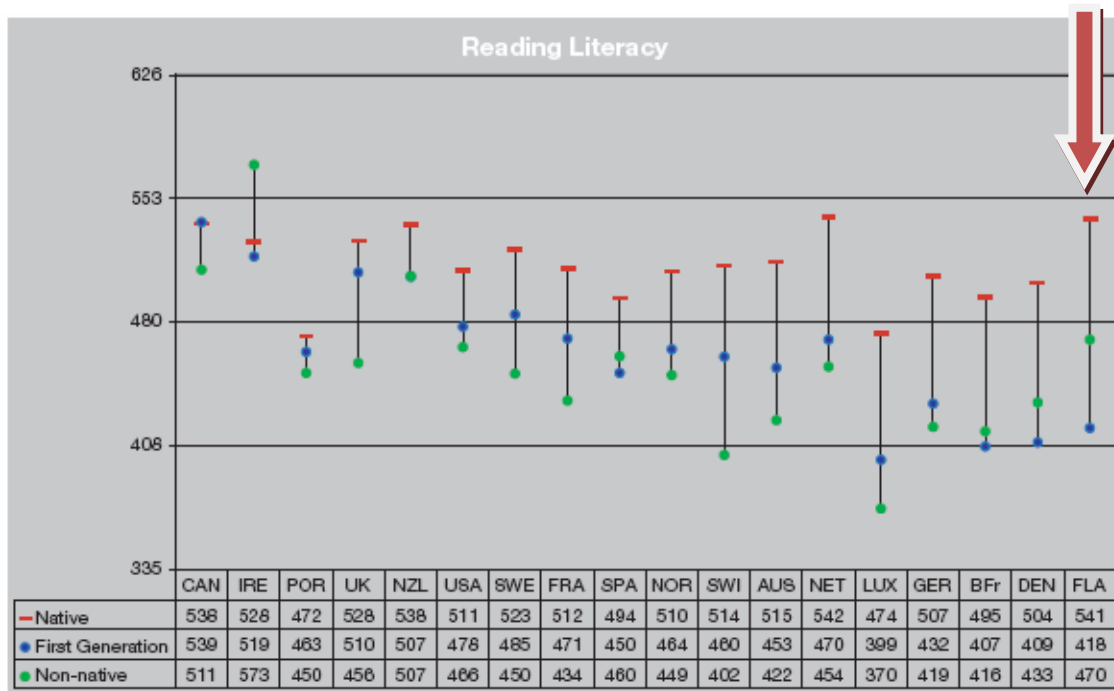
¹ It should be mentioned that in Belgium higher education (normally) starts at the age of 18. This means that higher education is never compulsory. Statistics found for participation rates in higher education are therefore also useable for the marker of continuing in education post compulsory leaving age.

group. It should be noted that conclusive and/or reliable data was not always available in relation to these indicators for all disadvantaged groups.

Minority Ethnic groups

The PISA data on reading literacy (Table 2) show a greater difference in reading literacy between pupils of first-generation and non-native pupils than in other countries. In most countries non-native pupils perform better than first-generation pupils. This is not the case in Flanders.

Table 2: reading literacy²



Source: <http://www.pisa.oecd.org/dataoecd/30/16/33683931.pdf>

When we compare the participation rates in higher education of Belgian students and students with a foreign nationality, we see that there are more Belgian students (especially women) participating in higher education. However we can not draw conclusions from these numbers since we should be able to compare them with the number of Belgian pupils and pupils with a foreign nationality participating in secondary education and with the total number of people of a foreign nationality of that age.

We found some numbers on duration of unemployment but to draw *onderbouwde* conclusions we would need more data (these data only concern people who are enrolled in VDAB and did not find a job immediately after leaving school). It is remarkable however that the number of unemployed school leavers from another origin is almost the same as the number of unemployed school leavers from Belgian origin. It is also remarkable that more men than women are unemployed for over 2 years. There are no remarkable tendencies concerning the education level³. It is not possible to make assumptions concerning education based on this data.

² **Native students:** those students who were born in the country where the assessment took place and with at least one parent born in that country.

First-generation: those born in the country where students the assessment took place but whose parents were born in another country.

Non-native: those born outside the country students where the assessment took place and whose parents were also born in another country.

³ Low education level: certificate first and second degree of secondary education, middle education level: diploma of third degree of secondary education, high level education: diploma higher education.

Table 3: Participation number of students with a diploma contract according to nationality and gender

Year 2007-2008

Higher Education

Participation number of students enrolled with a diploma contract (1) according to nationality and gender

	Belgian Students			Students with a foreign nationality			Total		
	M	F	T	M	F	T	M	F	T
BAMA and Basic formations	73,497	87,824	161,321	3,005	4,220	7,225	76,502	92,044	168,546
Bachelor after bachelor	460	1,952	2,412	9	18	27	469	1,970	2,439
Master after master	1,334	1,404	2,738	642	586	1,228	1,976	1,990	3,966
Continuing education	3	3	6	20	13	33	23	16	39
Continuing teacher education	8	40	48	1	-	1	9	40	49
Complementing education AGS	115	149	264	54	50	104	169	199	368
Specialisation formation GGS	71	104	175	154	90	244	225	194	419
Academic degree (doctor)	1,896	1,693	3,589	675	458	1,133	2,571	2,151	4,722
Doctorate	1,193	992	2,185	670	405	1,075	1,863	1,397	3,260
Total	78,577	94,161	172,738	5,230	5,840	11,070	83,807	100,001	183,808
Academic initial teacher training	359	936	1,295	5	15	20	364	951	1,315
Initial teacher training of academic level	98	172	270	7	7	14	105	179	284
Specific teacher training after Master	154	342	496	6	5	11	160	347	507
Total academic teacher training	611	1,450	2,061	18	27	45	629	1,477	2,106
Total	79,188	95,611	174,799	5,248	5,867	11,115	84,436	101,478	185,914

(1) this concerns the first enrolment of students with a diploma contract and this in an institution of higher education in the current academic year. Apart from this students can enrol for a different education. These are considered second or following enrolments.

Source: <http://www.ond.vlaanderen.be/onderwijsstatistieken/voorpublicatie.htm>

Table 4: Number of unemployed school leavers of a foreign nationality in Flanders average 2007

Origin*study level		Duration of unemployment						TOTAL
		< 1 year		1 to 2 years		>= 2 years		
		Sex		Sex		Sex		
		Male	Female	Male	Female	Male	Female	
EU-17	Low education level	1,463	975	78	48	52	31	2,646
	Middle education level	2,730	2,356	28	25	9	8	5,154
	High education level	1,787	2,695	20	17	4	5	4,528
EU-10	Low education level	12	12	1	2	0	1	28
	Middle education level	8	9	0	0	0	0	17
	High education level	2	6	0	0	0	0	8
Maghreb and Turkish people	Low education level	196	168	23	9	9	7	412
	Middle education level	171	242	3	4	1	2	423
	High education level	28	41	0	0	0	0	69
Other non EU	Low education level	97	75	6	5	5	2	188
	Middle education level	78	91	3	4	4	0	179
	High education level	24	42	0	1	0	0	68
TOTAL		6,595	6,710	162	114	84	57	13,720

Source: <http://arvastat.vdab.be/nwwz/index3.htm>

Table 5: number of Belgian unemployed school leavers in Flanders average 2007

Nationality*study level		Duration of unemployment						TOTAL
		< 1 year		1 to 2 years		>= 2 years		
		sex		sex		sex		
		Male	Female	Male	Female	Male	Female	
Belgian	Low education level	1,664	1,127	97	58	61	37	3,044
	Middle education level	2,906	2,605	30	31	11	10	5,593
	High education level	1,815	2,737	19	17	4	6	4,598
TOTAL		6,358	6,469	146	106	76	53	13,235

Source: <http://arvastat.vdab.be/nwwz/index3.htm>

Educational policy-makers are very reluctant to identify ethnicity as a cause of lesser educational outcome. Therefore the equal opportunity indicator which can provide additional support to a school in primary education and the first stage of secondary education for pupils of an ethnic minority background is the language the child speaks with his family at home. In this approach lack of linguistic skills is considered to be the most important impediment to the educational progress, not the cultural or religious differences. The level of education of the mother and the SES of the family is of course also taken into account, as it is for native pupils.

Disability

The three-step shift in vision as described above, also applies to pupils with disabilities. Support to pupils with disabilities has come under the attention of policy-makers, sooner than support for other disadvantaged groups.

In Flanders an active parent group, Parents for Inclusion, strives for more inclusion in the regular educational system.

Gender

Education has been mandatorily mixed in community education since 1970. In 1994 the government decided that all schools of the Flemish community had to become mixed in the coming years. Nowadays non-mixed schools are almost non-existent.

Data on functional literacy levels showed differences in gender. A closer look at gender differences on the different subscales of reading literacy shows that such differences are the smallest on the Retrieving Information subscale and the largest on Reflection and Evaluation subscale. As shown in the Table below, this applies to OECD Member countries overall as well as to Flanders. This trend may be explained by gender differences pertaining to respective interests in reading: boys report that they read more comic strips, newspapers and information published on websites, while girls report reading more novels and fiction. Gender differences are less pronounced on the mathematical and scientific literacy scales than on the reading literacy scale.

Table 6: Mean reading literacy scores

Mean reading literacy scores (on subscales)						
	OECD average			Flanders		
	Boys	Girls	difference	Boys	Girls	difference
Reading literacy - total	485	517	32	518	553	35
Subscale Retrieving Information	486	510	24	536	557	21
Subscale Interpreting texts	487	516	29	520	554	34
Subscale Reflection	480	525	45	498	548	50

Source: <http://www.pisa.oecd.org/dataoecd/30/16/33683931.pdf>

Some attention has been given to the fact that streaming in education has often to do with gender related choices (for example women are over-represented in teacher training, see table 7). Therefore several projects have been started to promote courses for the opposite gender group (eg engineering studies for girls - BE9: [Female engineer](#), BE10: [Gen-Basec](#)). There are no structural measures to overcome gender issues in education.

Table 7: Evolution of the number of students per direction and gender

Academic year 2007-2008						
Higher Education						
BAMA, basic education and initial teacher training						
Academic year	Men		Women		Total	
	Absolute	Percentage	Absolute	Percentage	Absolute	Percentage
2004 - 2005	46,233	45.69	54,952	54.31	101,185	102.69
2005 - 2006	46,904	45.82	55,463	54.18	102,367	103.89
2006 - 2007	46,802	45.67	55,675	54.33	102,477	104.00
2007 - 2008	47,768	45.85	56,406	54.15	104,174	105.72
Bachelor after bachelor						
Academic year	Men		Women		Total	
	Absolute	Percentage	Absolute	Percentage	Absolute	
2004 - 2005	368	34.62	695	65.38	1,063	
2005 - 2006	411	29.32	991	70.68	1,402	
2006 - 2007	442	20.11	1,756	79.89	2,198	
2007 - 2008	469	19.23	1,970	80.77	2,439	
Master after master						
Academic year	Men		Women		Total	
	Absolute	Percentage	Absolute	Percentage	Absolute	
2004 - 2005	23	50.00	23	50.00	46	
2005 - 2006	65	39.88	98	60.12	163	
2006 - 2007	51	45.54	61	54.46	112	
2007 - 2008	60	57.14	45	42.86	105	
Further education						
Academic year	Men		Women		Total	
	Absolute	Percentage	Absolute	Percentage	Absolute	
2005 - 2006	161	52.27	147	47.73	308	
2006 - 2007	172	52.12	158	47.88	330	
2007 - 2008	23	58.97	16	41.03	39	

Further teacher education					
Academic year	Men		Women		Total
	Absolute	Percentage	Absolute	Percentage	Absolute
2005 – 2006	124	13.64	785	86.36	909
2006 – 2007	29	12.72	199	87.28	228
2007 – 2008	9	18.37	40	81.63	49

Academic initial teacher training					
Academic year	Men		Women		Total
	Absolute	Percentage	Absolute	Percentage	Absolute
2005 – 2006	184	39.48	282	60.52	466
2006 – 2007	167	34.79	313	65.21	480
2007 – 2008	105	36.97	179	63.03	284

Specific teacher training after master					
Academic year	Men		Women		Total
	Absolute	Percentage	Absolute	Percentage	Absolute
2007 – 2008	48	49.48	49	50.52	97

Source: <http://www.ond.vlaanderen.be/onderwijsstatistieken/voorpublicatie.htm>

The table below suggests that more female students than male students are participating in higher education at university level. The percentage of male versus female students has not changed recently.

Table 8: Evolution of the number of male/female students in university education

Academic year 2007-2008						
University Education						
Evolution of the number of male/female students						
Academic bachelors						
Candidacies and licences						
Academic year	Men		Women		Total	
	Absolute	Percentage	Absolute	Percentage	Absolute	Percentage
2004 - 2005	25,379	44.52	31,626	55.48	57,005	100
2005 - 2006	26,501	44.79	32,671	55.21	59,172	100
2006 - 2007	27,324	44.89	33,542	55.11	60,866	100
2007 - 2008	28,734	44.64	35,638	55.36	64,372	100

University education						
Evolution of the number of male/female students						
Total of academic bachelor, candidacies and licences, master, master after master, master after professional bachelor, further education GAS en GGS, academic initial teacher training, specific teacher training after master						
Academic year	Men		Women		Total	
	Absolute	Percentage	Absolute	Percentage	Absolute	Percentage
2004 - 2005	29,877	45.04	36,464	54.96	66,341	100
2005 - 2006	30,535	44.92	37,436	55.08	67,971	100
2006 - 2007	31,117	44.92	38,151	55.08	69,268	100
2007 - 2008	31,520	44.92	39,225	55.08	70,745	100

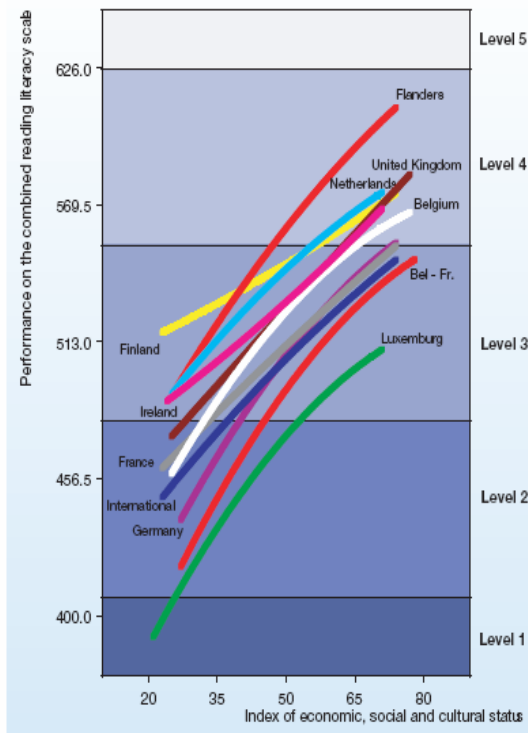
Source: <http://www.ond.vlaanderen.be/onderwijsstatistieken/voorpublicatie.htm>

Socio-economic disadvantage

Flanders sports one of the highest mean performances in reading literacy but also shows one of the steepest gradient lines. This again confirms how much socio-economic factors affect reading performance in Flanders. However the starting point of the line is still one of the highest compared to other countries. The table below states that Belgium and Flanders in particular have an above-average impact of SES. These conclusions led to a change in educational policies in Flanders. The Ministry of Education implied several measures to positively stimulate children from lower socioeconomic families. Converging gradients also imply that between-student differences in reading performance are much smaller among students from families with a high socio-economic status than among students with a modest family background. As a consequence, various education reforms may affect respondents from underprivileged socio-economic backgrounds more than others.

Table 9: The socio-economic gradients

The socio-economic gradients for Belgium, Flanders and the neighbour countries in comparison with the international socio-economic gradient



Source: <http://www.pisa.oecd.org/dataoecd/30/16/33683931.pdf>

Countries according to combinations of 'average quality' and 'equality'

	Countries with mean performance statistically significantly above the OECD average	Countries with mean performance not statistically significantly different from the OECD average	Countries with mean performance statistically significantly below the OECD average
Below-average impact of socio-economic background on student performance (~ a gentle gradient)	Canada, Finland, Iceland, Japan, Korea, Sweden		Italy, Mexico, Russian Federation, Spain
Impact of socio-economic background not statistically significantly different from OECD average impact	Ireland, Austria, New Zealand	Denmark, Norway	Brazil, Greece, Liechtenstein, Poland, Portugal
Above-average impact of socio-economic background on student performance (~ a steep gradient)	Australia, Belgium, United Kingdom, Flanders	France, United Kingdom, Switzerland	Germany, French Community (Belgium), Hungary, Luxembourg, Czech Republic

Source: <http://www.pisa.oecd.org/dataoecd/30/16/33683931.pdf>

The GOK decree aims to meet the needs of this minority group by providing extra support to the schools.

Verenigingen waar armen het woord nemen (“Associations in which the poor take the floor”) are represented in several local consultancy bodies (LOP).

“Flanking educational policies” often address this minority group in their approach.

Indigenous minorities

A small group of Roma and Manouche pupils are present in Belgium. The most urgent problem for those pupils is regular school attendance.

Although one of the five equal opportunities indicators which can provide additional support to a school in primary education and the first stage of secondary education is the parent being a barge skipper, fairground worker, circus artist, circus manager or a caravan dweller, pupils who have home schooling do not get additional support. The number of home-schooled pupils has increased among children from traveller and Roma background.

Linguistic minorities

In Belgium, there are several linguistic regions. As education in Flanders is a federated matter, this does not cause real problems. Flemish education can therefore be considered as unilinguistic.

The government tries to meet linguistic problems due to migration or low SES by means of the GOK decree, reception classes and additional support measures for teaching Dutch to non-native Dutch speaking pupils. In reality those measures are not considered to be sufficient. Lack of linguistic skills remains an impediment to educational progress.

Religious minorities

By a federal law, six religions (the Roman Catholic Church, Greek and Russian Orthodox Churches, Protestant Churches, Anglican Church, Islam, and the Jewish Communities) and the Humanist Movement are recognised. (In 2007 the Federal Government reached an agreement on a draft to recognise Buddhism as a non-confessional philosophical community.) They have the right to provide teachers at the government's expense for religious education in schools. The Government also pays the salaries and accommodation costs of the clergymen (or lay consultants).

Subsidised, publicly-run schools and community education have to provide religious education in those recognised religions if parents ask for it. In subsidised, privately run schools, the pedagogical project of the school stipulates if and which religion is taught. The catholic schools may only offer catholic religious education. The Flemish Secretariat for Catholic Education is investigating the possibility of providing Islamic religious education in its schools under specific conditions.

No concrete data have been found on religious minorities since our constitution states that every child has the right to free education, no matter their religion or background. A different religion does not affect opportunities of access to a good education therefore there is no data available.

Key to the colours:

EDUCATION		OVB (support migrant children)		
		OVB (education of newcomers)		
		ZVB		
		Non-discrimination policy		
		Reception non-native Dutch speakers compulsory education		
		Reception non-native Dutch speakers compulsory education + pre-school		
		Act on equal opportunities in education		
		Act on the landscape of nursery and primary education		
		flanking educational policy		
		Decree on education XVII		
		Decree on education XVIII		
		Memorandum on Educational Care: framework for all educational care		
	SOCIAL CARE		Reception of newcomers policy	
			Reception of newcomers policy	} policy for minorities
		Policy for relief of people without legal residence		
		Policy for emancipation, aimed on full participation of ethnic-cultural minorities.		
		Civic integration policy		
		Act on civic integration + Ministry for (Home Affairs, Urban Policy, Housing and) Civic Integration		
		Act on civic integration		



(1991-1992)

In 1989, the former Minister of Education, D. Coens, drew the outlines of the **OVB** (*onderwijsvoorrangsbeleid*: policy for educational priority in mainstream and special primary education), which became effective in 1991. First of all OVB was an educational policy for migrant pupils from underprivileged backgrounds. If 20 (10 for special education) pupils or 10 percent of the school population were eligible for OVB the school acquired funds that could be used for recruitment of additional staff.

Pupils were eligible for OVB if they met the following indicators

- Grandmother on mother's side is not born in Belgium and doesn't have the Belgian or Dutch nationality.
- Mother had schooling until she was maximum 18 years old.

The school had to formulate an application plan in which it indicated its fields of action. Those fields of action were: involvement of parents, intercultural education, linguistic skills, prevention and remediation, learning and developmental disorders.



(1991-1994)

Another component of the OVB concerned the reception of non-native Dutch speaking newcomers. As a consequence of the ratification of the convention of children's rights, schools had to enrol and receive children that were staying illegally in the country. Besides, the constitution stipulates that education is compulsory for all children from six to eighteen.

The school acquired funds that could be used for recruitment of additional staff when they received children eligible for this type of OVB. Those children met the following four criteria:

- They did not have the Belgian or Dutch nationality
- Their mother tongue was not Dutch
- They stayed less than a year in an institution where the instructional (official) language is Dutch
- They didn't master Dutch well enough to be able to attend courses in schools where the instructional (official) language is Dutch

OVB only existed in primary schools.



(1993-2001)

In 1993, the next Minister of Education, L. Vandenbossche, transformed the first part of the OVB in **ZVB** (*zorgverbredingsbeleid*: policy for extended educational care). ZVB focused on underprivileged and educationally threatened children and stood for a wider range of educational care. If 20 pupils or 10 percent of the school population were eligible for ZVB the school acquired funds that could be used for recruitment of additional staff.

Pupils were eligible for OVB if they met one of the following indicators

- Mother did not complete secondary education
- Both parents were unemployed
- Member of a single parent family

The school had to formulate an application plan in which it indicated its fields of action. Those fields of action were: involvement of parents, socio-emotional development, linguistic skills, prevention and remediation. Agreements had to be made with the pupil guidance centres, the pedagogical guidance centres and the in-service education centres.



(2002-2008...)

Since 1 September 2002, all these temporary projects have been replaced by an integrated support provision, paying special attention to children from deprived backgrounds. This new provision provides full opportunities to all children to learn and develop themselves and to counter exclusion, social separation and discrimination.

The **Act on equal opportunities in education** sets out three major lines of action: (see country study)

1. In principle, each pupil has the right to enrol in the school chosen by their parents or carers.
2. The establishment of local consultation platforms (LOP) with a threefold task.
3. Additional support that must enable schools to develop an extended needs provision geared towards deprived children.



(2003-2008...)

In addition to the act on equal opportunities the **Act on the landscape of nursery and primary education** provides additional support for nursery and primary education (see country study).

- Extra hours are allocated to the school to fill in the function of SEN coordinator. This support is not related to children eligible for GOK

The main issue is dealing with differences, taking care of all children's needs. The SEN coordinator must ensure some coherence in the curriculum and in the support provision for children who need extra care.



(2006 -...)

Equal educational opportunities are the spearheads of the current policy on education. Because unequal opportunities are more often an issue in the cities, where issues related to language deficiency, poverty and social exclusion are more important, the Minister of Education has decided to support the **flanking educational policy** of cities, amongst others by funding diversity projects (see country study). The preliminary design of a new **Act on the flanking educational policy** has been approved.



In the **decree on education XVII and XVIII**, the Minister of Education approved a series of measures to improve support in schools with many underprivileged toddlers and provide for extra personnel to develop a care policy for pre-school education. His motto is: "pre-school participation: more toddlers in smaller classes". As an extra provision he increases the GOK budget with 5.4

million euro. In addition, provision for teachers in the regions with more than 25 percent of pupils eligible for GOK, must enable the development of second-line support. This support must help teachers to impart Dutch to non-native Dutch speaking pupils.



(2009-...)

Framework for all educational care in pre-school, primary school and secondary school, both mainstream and special education. (see country study)

The matrix for educational care (see below) represents a regulative framework for the care of pupils with special educational needs in mainstream and special education. It will constitute the basic structure to rely on when organising, structuring and ordaining educational care. In this approach the ministry follows the point of view that impairments are a result of deficient gearing of the educational environment to the special educational needs of the pupil. Restrictions on participation are perceived as relative to an adequate educational provision.



(1995-2000)

Non-discrimination policy (95 – 00) is a whole of measures aiming towards a more conscientious attitude from schools concerning prevention and combat of discrimination on one hand, and stimulate a more equilibrated presence (dispersion) of target groups on the other hand. To do so, governing bodies of schools of the same town subscribed to an agreement.



(1998-...)

In Flemish education, there is a system of **reception classes for minor non-native Dutch speakers**. Within a reception period of one school year, these pupils receive specific education to help them master the Dutch language and foster their knowledge of our education system. Afterwards, these pupils are integrated in normal classes. Schools that organise reception classes are given additional teaching periods and operating resources. This system is only possible in secondary school and in certain regions. In primary school, extra teaching periods are given to the schools that have a certain number of non-native Dutch speaking newcomers.



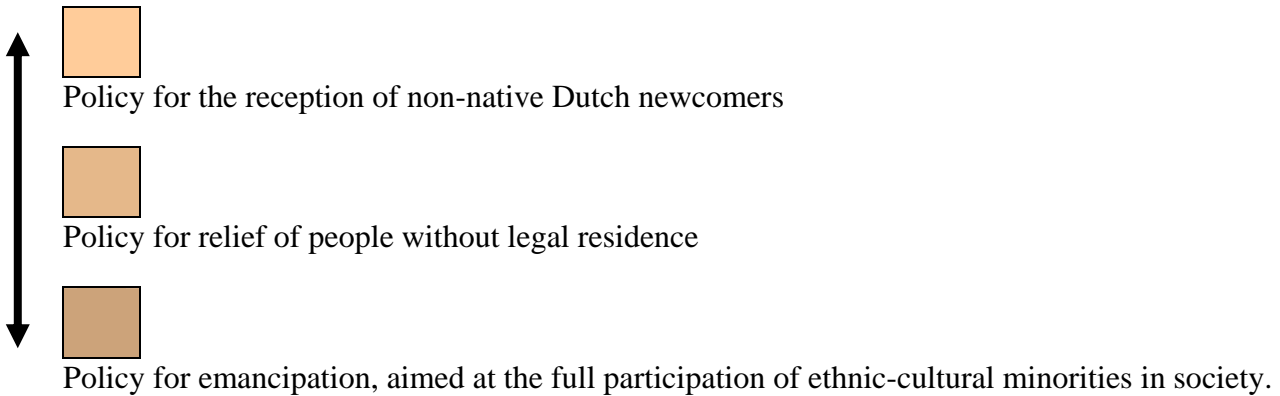
(2002-...)

From 2002 onwards, extra support can also be given to pre-schools that receive the necessary number of non native Dutch speaking newcomers.



(1995-1998)

From 1995 onwards, the OVB policy of reception of non native Dutch speaking newcomers has pursued its own course and became an autonomous policy. Measures were no longer restricted to primary education but were valid for the whole of compulsory education. The purpose was that children, after one year of immersion, could pursue their education in regular schools.



In 1998, the policy on reception of non-native Dutch speaking newcomers was integrated in the **policy for minorities** and was then situated in Social Care. At the same time, reception classes and additional teaching periods and operating resources were institutionalised in education. The two policies had a local imbedding and supported each other. Education and social care joined efforts to increase participation of newcomers in education.



(2000-2003)

In 2000, the new Flemish government caused a sudden reversal. The non-discrimination policy comes to an end and the policy for reception of non-native Dutch-speaking newcomers was re-named civic integration policy. The government invested in integrative trajectories. Although this did not really bring in radical changes in education it was significant in the way authorities conceptualised the diversity issue.



(2004-2005)

In 2004 the new Flemish government updated the strategic perspective of the policy on minorities. The focus of the policy diverged and was no longer exclusively aimed at ethnic-cultural minorities, but focused on society as a whole. All civilians, institutions and facilities had to learn to deal with ethnic-cultural diversity. For the first time, we had a minister for Civic Integration.



(2006-...)

In 2006, the government approved a series of changes to the act of civic integration. The same year, the minister of civic integration launches his first call for the “managers of diversity” projects. Amongst other things, access, flow through and outcome in education became important topics. 118 projects were approved and funded, a new call was launched for 2007-2008.

The sector of minorities and civic integration is now called the diversity sector.

5.2 History of educational care and diversity policies in higher education

1989: ‘Communitarisation’ of education. During that year decentralisation takes place. Every community receives its own budget, but does not have any say in the amount of it.

1991: the **Act on Flemish** universities: state universities must change to an autonomous administration.

1992: government decides for scaling-up and “envelope financing” in HOBU (higher education outside university). Envelope financing in HOBU implies that the budget for higher education outside university is frozen except for indexation.

1994: The **Act on HOBU confirms the** closure of “envelope financing”.

1995: Flemish Coalition Agreement. The model of increased autonomy as implemented in Higher education outside university will stand as a model for the other levels of Flemish education.

1996: The **Act on Teacher Training Education** in Flanders,

2003 As a consequence of the Bologna Declaration of 1999 a far-reaching reorganisation of higher education becomes necessary and emerges as the Act on the restructuring of higher education.

2003 The Declaration of Commitment of Flemish higher education: diversity as an appreciation.’

In this declaration, all institutions express their commitment to deal with exclusion mechanisms in education and make sure that all groups in society are represented in the same way in the student population of higher education, as they are in society.

2004 The **Act on Study financing and student provisions** in Flemish Higher Education

2004 The **Act on Flexibilisation** of higher education in Flanders

2004 The **Act on Participation in Higher Education, the integration of certain departments of higher education for social promotion in higher education institutions, the coordination and modernisation of legislation on the Flemish autonomous institutions for higher education.**

2007 New **Act on Teacher Training Education** in Flanders

Dealing with diversity in higher education was limited at first to receiving and supporting students with disabilities. During the years and with the shift of emphasis towards equality of opportunity, other minorities were taken into account and a broad policy of dealing with diversity appeared on the agenda of every institution of higher education.

2008 New **Act on the Financing of Higher education** in Flanders. The Flemish Coalition Agreement announces a new funding system for higher education in Flanders that should replace the frozen financing mechanism in 2007. This funding will be valid for the entire higher education scene, except for teacher training that will have its own act on teacher training education in Flanders, and for art education in higher education outside university.

The aims of the new act are:

- Promotion of the participation to and success in higher education.
- Increasing the output of study trajectories and responsibility of institutions concerning study proceeding policies.

- Increasing the democratisation of and accessibility to higher education
- Increasing the opportunities on higher education for students that stem from migrant background.
- A more efficient and rationalised educational supply
- Funding of more flexible learning trajectories, taking into account successful study progress.
- Realising successful “academisation” of the former two cycle courses.
- Increasing the quality of scientific research

For the first time, funding in higher education will be linked to outputs. In the first year of participation in higher education there is input funding. From the second year on, the government funds only those components of the curriculum that the student succeeded in.

6 Conclusions and recommendations

Belgium has put in a great effort over the last decade to make education accessible for all students. The major restructuring of the educational landscape is coming into its final stage. The Flemish government aims with a new educational policy to a better flow through and to better outcomes for pupils, especially for pupils with poorer chances to profit from education. Creating equal opportunities for all and working towards equal outcomes are the major goals of education today. But in doing so, a great strain has been put on the shoulders of schools and teachers. Therefore, we think it is very important to make sure schools are prepared for the major tasks that await them.

- They will need proper provision. Great efforts have already been made. In primary education, 14 percent of all means are “coloured”. This means that those 14 percent are awarded to schools that have to deal with more students with specific educational needs. For secondary school, those coloured means go up to 11 percent of all means and in higher education the new decree on funding foresees major subsidies for institutions that work hard on diversity and realise optimal inflow, flow through and outcome of students, especially of students with specific educational needs.
- A very important element in settings becoming more inclusive settings and in having more children participating in regular school is the **bearing capacity** of the teacher and school team. We would recommend working out a system to make sure that no excessive strains are put upon schools or classroom teachers. It would be possible to work with a scale. If a certain level of “aggravating” elements is reached, further inclusion would not be possible in that class or school.

→ should be taken into consideration:

- number of pupils in the class
 - number of pupils with specific educational needs in the classroom
 - available additional support - internal or external to the school (eg G.On (B), PAB (NI), etc.)
 - seriousness of the specific educational need
 - number of students with special needs within one class
 - training of the teacher or supporting staff
 - single or multiple specific educational needs
 - does the specific needs of the child brings in additional provision
- Teacher training must prepare students for a more inclusive reality in schools and in-service training must help teachers to acquire further skills in dealing with the new heterogeneity of class groups.
 - External expertise should not only be used in working with the child, but especially for making the school staff more apt to deal with the specific needs of the child and children with similar needs. (eg *G.On.*- integrated education, expertise)
 - Educational policy and especially the GOK policy needs a framework for evaluation. The main goals are not specific or quantified and have no time path. Besides it is not always very clear which goals the schools are expected to achieve.
 - Although schools are working more systematically since the GOK decree, schools experience dealing with diversity as complex and all embracing. Schools are asking for more provision for GOK. The new framework for educational care will make sure means are well distributed.

Keeping specific goals for pupils eligible for GOK might still be needed though to keep up the good work that has been realised during the last 6 years.

- Because an isolated approach of dealing with unequal opportunities by education will not be enough, cooperation with other policy domains (welfare, equal opportunities, integration, culture, sports and leisure, etc.) has to be encouraged. Further involvement of parents, especially of parents from children with specific educational needs, is recommended.
- Dealing with differences in schools should not be a cause of lowering the level of education. Flemish education must remain of excellent quality.
- Ask for efforts and results. Therefore expectations must be made very clear to everyone
- Encourage the involvement of parents, as parents. Parents should not become second teachers, but by being involved in school life, they can support what the school is trying to realise with its education
- Language is a very important element in flowing through a very linguistic educational system. Extra provision for linguistic support is important.
- Optimal flow through in education requires making well considered choices at the hinge points in education. Support for teachers and parents is required.

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Appendix: Project summaries

Theme	Project	subsidiary themes
Minority ethnic groups	IQRA	L
	Het beroepenhuis (the house of professions)	G
	Wonderwel	SL
	The Chatterbox	SL
	V.O.E.M.	RI
Social Class	Wonderwel	LE
	The Hinge	LEI
Religious Minorities	KMS	E
Linguistic Minorities	IQRA	E
	The Chatterbox	E
Disabilities	STOP	S
	Borg de Zorg	
	Linker	
	Pilot Project Autisme	
	ION inclusive education	
Indigenous Minorities	V.O.E.M.	RI
Gender	Het beroepenhuis (the house of professions)	E
	Gen-basec	
	Female Engineer	
All themes	Time Out	
	Diverse lecturers...diverse students	
	Proefpas	
	De basisschool uitgedaagd (primary schools challenged)	
	GOK	
	De wereld op je bord (the world on your plate)	
	Tellen en meetellen (to count and to matter)	
	KOOS	

Key: **E** ethnic minorities; **C** social class; **R** religious minorities;
L linguistic minorities; **D** disability; **I** indigenous minorities; **G** gender

Appendix: Project overview

Project	target age range					target theme(s)						
	pre-school	primary	secondary	higher	working life	minority ethnic	social class	religious minority	linguistic minorities	disability	indigenous minorities	gender
IQRA		✓				✓✓			✓✓			
Het beroepenhuis		✓	✓			✓✓						✓✓
Pilot Project Autisme		✓	✓							✓✓		
Wonderwel	✓	✓				✓✓	✓✓		✓			
Time Out			✓			✓	✓	✓	✓	✓	✓	✓
ION inclusive education		✓	✓							✓✓		
The Hinge		✓	✓			✓✓	✓		✓✓		✓	
The Chatterbox		✓				✓✓	✓		✓✓			
Gen-basec		✓	✓									✓✓
Diverse lecturers...diverse students				✓		✓	✓	✓	✓	✓	✓	✓
Proefpas			✓	✓		✓	✓	✓	✓	✓	✓	✓
Borg de Zorg			✓							✓✓		
De basisschool uitgedaagd		✓				✓	✓	✓	✓	✓	✓	✓
De wereld op je bord			✓			✓	✓	✓	✓	✓	✓	✓
Tellen en meetellen				✓		✓	✓	✓	✓	✓	✓	✓
KOOS	✓					✓	✓	✓	✓	✓	✓	✓
Female Engineer		✓	✓	✓	✓							✓✓
KMS		✓	✓	✓		✓		✓✓				
STOP	✓	✓					✓			✓✓		
GOK	✓	✓				✓	✓	✓	✓	✓	✓	✓
Linker	✓									✓✓		
V.O.E.M.		✓	✓			✓✓		✓			✓	