Belgium

DISCRI database

Locations	Wallonia (regional implementation)
Level of implementation	Local
Name(s) of implementing institutions Partners/Supporters	DISCRI - a small organisation that assists the eight regional integration centres in Wallonia on technical, logistic and pedagogic matters; in charge of the training for the integration professionals - 5 days (and 2 days per year as follow-up). 8 CRI (regional integration centre)
Main idea behind it, initial situation (why?)	Demand for ongoing support of teachers in social orientation courses DISCRI and CRI interviewees insist on the importance of not using the concepts of teaching a course, school, teacher etc., but using 'délivrer une formation' which translates as delivering or providing training and suggests a more equal relation between the participants and the instructor.
Objective (what for?)	To provide ongoing support for social orientation instructors during their teaching career, as the database where teachers can find and download information for their courses is regularly updated.
Description of practice (what?)	In Wallonia, the DISCRI has developed a **very extensive database or server for integration professionals** to assist them with materials in teaching civic integration or social orientation programmes - both the *formation à l'intégration citoyenne* (FIC; language level A2+) and the *ateliers d'orientation citoyenne* (AOC; language level below A2). The teacher decides which topics to treat because the information on the server is way too extensive for the 20+ hours course of social orientation and will still be even if the course load is enlarged to 60 hours, as planned. For each topic, several information sheets with informative summaries are provided, as well as other supporting documents and materials such as pictures and examples of exercises, for some topics more than 15 files are enlisted. Some documents are very concise, but others can also include complicated legal texts or several very long documents. Teachers choose what to use and what to leave aside. A 70 page detailed instruction manual is available as well on how to teach within the framework of *formation à l'intégration citoyenne*.

Managed/driven by	Other Stakeholders
Time-frame (start/end/ongoing)	2012-today
Stand-alone initiative or incorporated into other initiatives?	Incorporated into other initiatives
Main target group (nationals, non-nationals - types)	Third country nationals, asylum seekers/international protection status holders
Promotion	There is only oral promotion for this database in the courses for the integration professionals. It can also be found on the DISCRI website but it is hidden under a 'reserved' part of the website. The website and the database itself are in French with some brochures in different foreign languages in the *ateliers d'orientation citoyenne* section: Albanian, English, Arabic, Armenian, Spanish, Farsi, Mandarin, Portuguese, Romanian, Russian, Serbo-Croatian, Swahili and Turkish.
Information provided on legal, practical and procedural aspects of protection against racism/hatred and discrimination	Yes
Methods of language/content teaching	The programme is based on the **intercultural method** which departs from the situation of the country of community of reference in order to learn about the host country. The cultural situations are levelled and equal importance is given to both. In finding similarities and difference, the so-called '*espace culturel convergent*' (convergent cultural space) is used - shared manners (implicit or explicit), behaviour, judgements, rules, norms, codes, beliefs, attitudes, expressions of emotions. This rests on the idea that 'cultural spaces' of people of different origins overlap. Despite differences, there will always be some degree of convergence and it is both interesting and useful to discover Wallonia departing from this. The **intercultural teaching method** encompasses 5 steps allowing the teacher and the participant to discuss. The ideas and stereotypes beneficiaries might have are used as a starting point. 1. Expressing and questioning representations of their country, community or state of reference through thinking about similarities and differences between people's representations.

	2. Expressing and questioning their representations of Wallonia and/or Belgium again through finding similarities and differences.
	3. Comparing the representations of their countries of reference with those of Wallonia and/or Belgium.
	4. After the teacher has given information and further explanation regarding the theme at stake, similarities and differences between the information taught and the representations of the participants regarding their countries of reference and Wallonia and/or Belgium are underlined.
	5. Afterwards, discussion about what has caught their attention follows, signaling elements belonging to the '*espace culturel convergent*', discussing what they have leant and unlearnt, whether this changed their perception of Wallonia and Belgium, their community or country of reference and whether they consequently foresee a change in their behaviour or whether this leads them to individual action.
Accessibility:	Costs: no Obligatory: no Teachers can access once they obtain the password and login. The developer is in favour of open access and allows everyone who's interested to access.
Budget, sources of financing	2012-2016 European support, 2016-now support through the 8 integration centres Every regional integration centre (CRI) supports the DISCRI with 20.000 EUR per year. Other financial sources need to be found. These funds are for the general functioning of DISCRI, which goes beyond the work on the database.
Sources and references (hyperlink(s))	DISCRI, Droits fondamentaux DISCRI, Elément théorique, fiche N°3 l'espace culturel convergent DISCRI, Manuel de la délivrance de la formation à l'intégration citoyenne DISCRI, Module 2, Fiche N°3 DISCRI, Module 4, Fiche N°4 DISCRI, Module 3 Fiche N°5 www.discri.be http://www.discri.be/wordpress/wp-login.php Login and password available through the RACCOMBAT team

Impact assessment foreseen?	No information available.
Which actors of host communities are included?	The target group of this practice is integration professionals, who are going to teach the newcomers. By informing them correctly about suitable content for their courses, the indirect target group is approached appropriately. The indirect target group is newcomers in Wallonia.
Degree of inclusion	institutionalized
How can racism and xenophobia be countered through this activity?	These topics are treated transversally and from time to time throughout the courses. The topics however remain problematic as the information is only provided to newcomers who can be victims to racism and xenophobia information. The host society is not involved in these courses. Rather than focusing on racism and xenophobia, the goal is to let newcomers find their way. Giving advice on how to convince a landlord to rent or to make sure an employer hires them despite possible negative stereotypes might be more beneficial than learning on how to report cases of discrimination. An analysis of the database focusing on central items shows where certain topics are treated. The **main principles of the Constitution and values of society** are present in many of the documents. For example in module 2 'Being and acting in new political contexts' multiple references can be found. The next sheet 'Belgium: parliamentary democracy – constitutional monarchy – *état de droit* – the separation of the three powers of the state' contains even more relevant information. In module 4 'Being and acting in new socio-cultural contexts', a topic that is not included anymore in the *formation à l'intégration citoyenne,* is present on the server nonetheless. It deals with the rights and the limits related to religious practice. Further reading for the teacher is advised. **Prohibition of discrimination** is divided over other topics in the teacher information. In module 2 'Being and acting in new political contexts', a colourful two-page document explains the basics of fundamental rights. Each form of discrimination is explained as forbidden, for example discrimination related to work, housing, administrative services and private services. In Module 1 'Creating solid foundations for intercultural communication' the topic of prejudices, stereotypes and discrimination is present. This is not part of the *formation à l'intégration citoyenne*, but teachers are presented with teaching materials such as exercises and questions to discuss. Furthermore, extensive information is available in the context of labour discrimination and housing. In Module 3 'Being and acting in new professional and education related contexts' there is more information, specifically in the context of finding a job and on the workspace. There is no module or topic that treats **justice and law enforcement** as a whole. Instead, information on the topic is rather dispersed. **Violation of one's rights** (focusing on hate crime and hate speech) is not present in the database. At most, it can be said that these topics are treated transversally and not explicitly. The same holds for **rights or suspects and accused**: it might be brought up if participants ask for it but, there is no focus on this.

		Lastly, legal aid and access to justice are mentioned in Module 5 dedicated to daily life, but no supporting documents are available as for the other topics. Only two secondary sources appear.
How can the impact of this practice be measured/made measurable?	n/a	
Elements of sustainability	The database's sustainability lies in its support by the regional integration centres.	
Elements of transferability	The database itself is not transferable but the idea to set up such a tool for teachers is. Other databases could be set up, modelled along the same lines. Also the way classes have been set up could be transferred. Creators of the database have explicitly allowed to share the access codes in order for the work to be available for anyone who might be interested.	