

**Meerjarenplan Steunpunt Gelijkekansenbeleid  
2012-2015**

**Promotor-Coördinator: prof. dr. Petra Meier**

**Publicatiedatum 14 december 2011**

**Dit Meerjarenplan bevat naast het oorspronkelijke onderzoeksprogramma 2012 – 2016 zoals ingediend bij de Vlaamse overheid op 19 september 2011 (SGKB Part 3 Multi Annual Programme) een Addendum met daarin de aanpassingen van het onderzoeksprogramma op basis van de onderhandelingen met de Vlaamse Overheid, de concrete werkplanning voor 2012 en een Nederlandstalige synthese van elk werkpakket**

## Inhoudstafel

<b>Algemene doelstellingen en deelnemende actoren</b> .....	<b>4</b>
---	----------

<b>Multi Annual Programme - September 19<sup>th</sup> 2011</b> .....	<b>11</b>
--	-----------

WP A1: Work package 1 on discrimination law: (In)equality in (in)equality. Expansions, Diversity and Tensions in Discrimination Law .....	21
WP A2: Work package 2 on discrimination law: Religious Discrimination in Private Relations .....	24
WP A3: Work package 3 on discrimination law: Realising Equality. Enforcement Mechanisms and Methods in Discrimination Law .....	27
WP D1: Work package 1 on disabilities: Inclusion and participation of persons with disabilities .....	30
WP D2: Work package 2 on disabilities: Employment opportunities of disabled individuals in Flanders: The role of organizations and key institutional actors .....	37
WP D3: Work package 3 on disabilities: To what extent do Flemish policies promote the inclusion of persons with disabilities? .....	41
WP D4: Work package 4 on disabilities: The model(s) underlying Flemish policies for persons with disabilities: what about equality and intersectionality? .....	44
WP D5: Work package 5 on disabilities: Monitoring OMC: Indicators and statistics for the objectives that resulted from the Open Method of Coordination and for the evaluation of the implementation of the United Nations Convention on the Rights of Persons with Disabilities .....	47
WP G1: Work package 1 on gender: Monitoring OMC: Indicators and statistics for the objectives that resulted from the Open Method of Coordination .....	50
WP G2: Work package 2 on gender: Gender-driven choices in technical and vocational secondary education in Flanders .....	53
WP G3: Work package 3 on gender: Opening the black box: an exploration of the functioning of gender-mixed corporate boards from female and male board members' perspectives.....	56
WP G4: Work package 4 on gender: Tackling intersectionality: studying the accumulation of disadvantages over the life course among young adults .....	59
WP L1: Work package 1 on LGBT: Zzzip3 – LGBs in Flanders.....	62
WP L2: Work package 2 on LGBT: Discrimination of and violence against LGB's in Flanders and Brussels .....	66
WP L3: Work package 3 on LGBT: Violence on the basis of transgenderism .....	69
WP L4: Work package 4 on LGBT: The effect of LGBT parents on their children and the social position of the family .....	72
WP L5: Work package 5 on LGBT: Research project into the employment position and participation of trans people .....	75
WP L6: Work package 6 on LGBT: Examining the enlarged suicide risk in LGB's on the basis of Zzzip data .....	78
WP T1: Transversal work package 1: Intersectionality: Possibilities for Equality Policy.....	80
WP T2: Transversal work package 2: Conference Equal is not enough III.....	83

<b>Addendum Multi Annual Programme: Work packages</b> .....	<b>85</b>
---	-----------

WP A1: Work package 1 on discrimination law: (In)equality in (in)equality. Expansions, Diversity and Tensions in Discrimination Law .....	86
WP A2: Work package 2 on discrimination law: Religious Discrimination in Private Relations .....	87
WP A3: Work package 3 on discrimination law: Realising Equality. Enforcement Mechanisms and Methods in Discrimination Law .....	88
WP D1: Work package 1 on disabilities: Inclusion and participation of persons with disabilities .....	89
WP D2: Work package 2 on disabilities: Employment opportunities of disabled individuals in Flanders: The role of organizations and key institutional actors .....	90
WP D3: Work package 3 on disabilities: To what extent do Flemish policies promote the inclusion of persons with disabilities? .....	91
WP D4: Work package 4 on disabilities: The model(s) underlying Flemish policies for persons with disabilities: what about equality and intersectionality? .....	92
WP D5: Work package 5 on disabilities: Monitoring OMC: Indicators and statistics for the objectives that resulted from the Open Method of Coordination and for the evaluation of the implementation of the United Nations Convention on the Rights of Persons with Disabilities .....	93

WP G1: Work package 1 on gender: Monitoring OMC: Indicators and statistics for the objectives that resulted from the Open Method of Coordination .....	94
WP G2: Work package 2 on gender: Gender-driven choices in technical and vocational secondary education in Flanders .....	95
WP G3: Work package 3 on gender: Opening the black box: an exploration of the functioning of gender-mixed corporate boards from female and male board members' perspectives.....	96
WP G4: Work package 4 on gender: Tackling intersectionality: studying the accumulation of disadvantages over the life course among young adults .....	97
WP L1: Work package 1 on LGBT: Zzzip3 – LGBs in Flanders.....	98
WP L2: Work package 2 on LGBT: Discrimination of and violence against LGB's in Flanders and Brussels.....	99
WP L3: Work package 3 on LGBT: Violence on the basis of transgenderism.....	100
WP L4: Work package 4 on LGBT: The effect of a trans parent on the gender identity, sexual orientation and general wellbeing of the child .....	101
WP L5: Work package 5 on LGBT: Research project into the employment position and participation of trans people .....	102
WP L6: Work package 6 on LGBT: Examining the enlarged suicide risk in LGB's on the basis of Zzzip data .....	103
WP T1: Transversal work package 1: Intersectionality: Possibilities for Equality Policy.....	104
WP T2: Transversal work package 2: Conference Equal is not enough III.....	105
<b>Aanvullende rubrieken .....</b>	<b>107</b>
Opvolging van transversale maatschappelijke thema's .....	108
Kennisbeheer.....	108
Samenwerking met andere Steunpunten voor Beleidsrelevant Onderzoek .....	108
Gantt chart .....	109
<b>Management.....</b>	<b>110</b>
1 Algemeen management van het Steunpunt GKB .....	110
2 Organisatiestructuur en Coördinatiemechanismen .....	110
3 Het Dagelijks Bestuur .....	111
4 Het Management team .....	111
5 De centrale staf .....	112
6 Human Resource Management .....	113
7 Financieel beheer .....	113
8 Logistiek beheer .....	114
<b>Meerjarenbegroting en Begroting 2012.....</b>	<b>122</b>

## **Algemene doelstellingen en deelnemende actoren**

## Algemene doelstellingen en visie van het steunpunt

Zie Multi Annual Programme (MAP) p. 1-3

### Deelnemende actoren

*Overgenomen uit Deel 2: Samenstelling van het kandidaat-steunpunt en de samenwerking binnen het consortium p. 1-5 van de offerte*

The Policy Research Centre on Equality Policies includes professors and researchers with backgrounds in law, medical science, and various social sciences including political science, sociology, pedagogy, psychology, communication and management studies. The multidisciplinary character of this consortium is needed in order to investigate social phenomena, all the while 1) acknowledging their complexity and 2) adopting the most suitable methodology for the specific purpose at hand.

In short the following teams participate in this proposal:

University	Team	Head of the unit
Antwerp	CE&D – Citizenship, Equality & Diversity	Prof. dr. Petra Meier
	CELLO - Research Centre on Longitudinal and Life Course Studies	Prof. dr. Dimitri Mortelmans
	SCL - Social Competition and the Law	Prof. dr. Daniel Cuypers
Hasselt	SEIN – Identity, Diversity & Inequality Research	Prof. dr. Patrizia Zanoni
	CUDOS - Cultural Diversity: Opportunities & Socialisation	Prof. dr. Mieke Van Houtte
Ghent	CSGP - Centre for Sexology and Gender Problems	Prof. dr. Guy T'Sjoen
	RE - Research group Remedial Education	Prof. dr. Geert Van Hove
Leuven Brussels	ICL - Institute for Constitutional Law	Prof. dr. Stefan Sottiaux
	RHEA - Research Center for Gender and Diversity	Prof. dr. Alison Woodward
		Prof. dr. Karen Celis

The complementary expertise available in the proposed multidisciplinary is illustrated in the short presentations of each research team hereunder. Full CV's are to be found in Part 4. We then elaborate on how the consortium will be organized to carry out the proposed work packages.

#### 1. CEPP - Citizenship & Equality in Politics and Policies (University of Antwerp)

Petra Meier is associate professor and head of the research group Citizenship, Equality & Diversity. She will continue to be the lead coordinator of the Policy Research Centre. She has 15 years of experience with policy oriented research on equality policies, allowing for an in-depth knowledge of the particular dynamics and requirements of this kind of research.

Petra Meier is mainly experienced with equality policies themselves (goals, processes, effects, and how to improve them) and with the mainstreaming of gender issues into the broader range of policies (developing gender mainstreaming tools, measuring gender bias in broader policies, etc), but also with their structures and actors. Her studies relate policy oriented and fundamental research to each other, scientifically embedding policy oriented research and publishing policy oriented research in academic high standard publication outlets.

Drawing on a solid theoretical knowledge on concepts such as equality and the discrimination of social categories, the various mechanisms of discrimination against different social categories, with a special focus on gender, LGBT, ethnicity, and intersectionality, and much parallel research will give her an excellent overview on the work packages in the Policy Research Centre.

Further, Petra Meier can use her knowledge of how gender bias in public policies is to be detected through discursive approaches and methods and other qualitative research methods.

Petra Meier is the leading coordinator of the current Policy Research Centre on Equal

<p>Opportunities (since 2009) and she has also experience with large European (MAGEEQ, QUING) and international (RNGS) research projects and a strong international network in equality policies and politics and gender.</p>
<p><b>2. CELLO - Research Centre on Longitudinal and Life Course Studies (University of Antwerp)</b></p> <p>The Research Centre for Longitudinal and Life Course Studies (CELLO) will contribute to the Policy Research Centre on the domain of expertise, survey databases and methodology. First, the research centre has performed an elaborate number of gender-related studies on the domain of family sociology and the sociology of labour. Both fundamental and policy preparatory research has been carried out. The focus of the studies lies predominantly on the longitudinal effects of life course transitions for both women and men. Second, CELLO is one of the largest academic data collection agencies. With almost twenty years of experience on large scale (longitudinal) data collection, CELLO can assist the different studies in the Policy Research Centre in collecting their data. To a lesser degree, also qualitative data collections have been carried out in the centre. CELLO is currently involved in four large data collection projects: (a) the Divorce in Flanders survey (N=12000, multi-actor, multi-method data collection); (b) the Survey on Health, Aging and Retirement - Share: a 4-wave data collection; (c) in collaboration with other colleagues in Belgium, CELLO collects the first wave of the Gender &amp; Generations Survey (GGS) (N=8000); and (d) in the WSE Policy Research Centre, CELLO and the K.U.Leuven developed a new Career Survey (N=2000). Third, CELLO brings in methodological advice on both qualitative and quantitative analytical strategies.</p> <p>Since 2009, Dimitri Mortelmans is co-promotor of the Policy Research Centre Equal Opportunities. He is also co-promotor of the research stream "Quality of Careers and Jobs" at the WSE Policy Research Centre which enables both centres to collaborate if necessary. Next to the policy research centres, Dimitri Mortelmans participated in a wide variety of inter-university and multidisciplinary research projects.</p>
<p><b>3. SCL - Social Competition and the Law (University of Antwerp)</b></p> <p>Daniël Cuypers is member of the research group Social Competition and the Law. His experience can be summarized as:</p> <p>LEGAL ADVISE (professional background as lawyer and judge, member of journals</p> <p>RESEARCH: Several publications on discrimination law</p> <p>NETWORKING (academical)</p> <ul style="list-style-type: none"> <li>* Member of the Research Group "Social Competition and Law"- Faculty of Law, University of Antwerp,</li> <li>* Specialising in Discrimination Law,</li> </ul> <p>4. TEAM: Assistant Professors Christian Bayart (Allen &amp; Overy), Johan Kerremans (Amboslaw). Teaching and publications</p> <p>5. TEACHING SEMINARS LL.M.</p> <ul style="list-style-type: none"> <li>* Discrimination Law: 30 hours: Dutch (20 students) Univ. Antwerp, and 30 hours: International and European Legal Studies Program (15 exchange-students), Summer Courses</li> <li>* Supervising and assessing more than 50 Master Thesis between 2005-2011: (Law Faculty Antwerp, Brussels, Faculty of Economics Antwerp).</li> </ul>
<p><b>4. SEIN – Identity, Diversity &amp; Inequality Research (University of Hasselt)</b></p> <p>The research institute SEIN – Identity, Diversity &amp; Inequality Research at Hasselt University has a long-standing tradition of policy-oriented and fundamental research on gender and diversity. SEIN's expertise in equal opportunities research was developed in the frame of:</p> <ul style="list-style-type: none"> <li>- the two previous Flemish Policy Centres for Equal Opportunities (2002-2006 and 2007-2011): development of policy indicators and monitoring of policy objectives; transversal survey on equal opportunities; research projects on the gender and labour (female entrepreneurs, women in the financial sector, single parents, combination of paid and non-paid labour) and gender and education (horizontal and vertical segregation at universities; monitoring of gender segregation at schools).</li> <li>- policy-oriented research projects commissioned by other Flemish and Belgian public and non-profit agencies: pregnancy-related discrimination, women in top positions (including boards); the development of statistical indicators to monitor the equal opportunities of men and women in society at large; the labour market position and labour market</li> </ul>

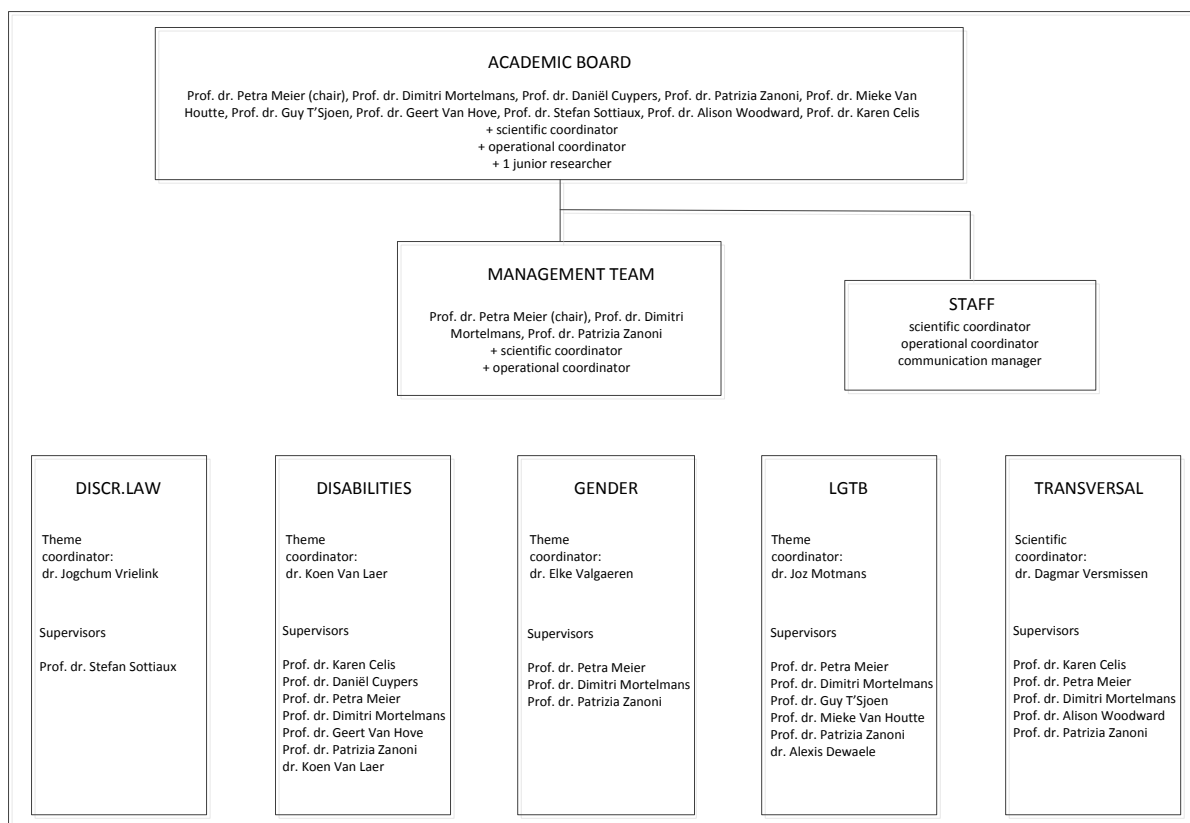
<p>coaching of vulnerable groups like ethnic minorities and persons with disabilities.</p> <ul style="list-style-type: none"> <li>- fundamental research on diversity, including 1) the role of gender, disability and ethnic background in shaping individuals' employment situation and experiences and 2) organizational policies to manage diversity and foster inclusion. Currently, PhD-projects are running on diversity management in Flemish SME's with a focus on women in low-rank jobs; the implementation of work-life policies in companies.</li> </ul> <p>Methodologically, SEIN has broad-ranging expertise in quantitative (surveys and analysis of administrative data) and qualitative (case studies, interviews, focus groups and participant observation) data collection and analysis techniques. Patrizia Zanoni has been the director of SEIN and the promoter of the Policy Centre for Equal Opportunities for Hasselt University since the beginning of 2009. She has broad-ranging expertise in fundamental and policy-oriented research on diversity with a focus on organizations, both in the profit and non-profit sectors. Her work has appeared in well established international scientific journals and has been awarded international prizes. She is one of the founders of the regional scientific network EqualDiv@Work gathering about 30 junior and senior researchers from six Belgian, Dutch, German and Luxemburg universities and research centres working on diversity.</p>
<p><b>5. CUDOS - Cultural Diversity: Opportunities &amp; Socialisation (University of Ghent)</b></p>
<p>The research team of Cudos has elaborate research experience regarding sexual minorities, access to data and literature concerning virtually all sexual minority topics. Both prof. dr. Mieke Van Houtte and prof. dr. Alexis Dewaele have been closely allied with the predecessors of this Policy Research Centre and have expertise in qualitative and quantitative research methods. The team members know how to reach sexual minorities as a hard-to-reach population. Mieke Van Houtte is also one of the promoters of Sexpert, a project aimed at mapping sexual health in Flanders (a consortium between Ghent University and the Catholic University Leuven). Alexis Dewaele works as a post-doc researcher on Sexpert en coordinates three Sexpert research projects: 1. A randomly drawn sample on the sexual health of 2.000 people in Flanders, 2. A randomly drawn sample on the sexual health of 1.000 people with a Turkish and Moroccan background and 3. A non representative sample of 2.000 LGBs).</p>
<p><b>6. CSGP - Centre for Sexology and Gender problems (University of Ghent)</b></p>
<p>The centre for Sexology and Gender problems has a longstanding track record of studies in transsexualism. A large percentage of all Belgian gender dysphoric persons are treated by the Ghent team, the only multidisciplinary team in Belgium. This means the largest Belgian database is available in Ghent. In collaboration with the Department of Endocrinology, the effects of hormonal treatments in transsexualism have been studied; on sexual interest, on the different effects of hormonal treatment, on bone metabolism and long-term follow-up studies of the outcome of cross-gender hormonal treatments. State-of the art hormonal and metabolic testing is available. Several members of the Ghent gender team are active in WPATH (World Professional Association for Transgender Health (board member G. De Cuypere, Scientific advisor G. T'Sjoen, past president S. Monstrey). The Ghent team is a member of ENIGI, the European Network for the Investigation of Gender Incongruence. This study includes, besides a diagnostic evaluation, a prospective hormonal intervention part.</p> <p>G. T'Sjoen is one of the promoters of Sexpert, an interdisciplinary large scale investigation on sexual health in Flanders (collaboration of the Gender Team of the Ghent University Hospital, the departments of Psychology and sociology at the University of Ghent, the department of Sexology of KULeuven and SENSOA vzw). In the former Policy Research Centre, the centre is involved in a project on the effect if gender role transition on the quality of life of transsexual individuals.</p>
<p><b>7. RE - Research group Remedial Education (University of Ghent)</b></p>
<p>Geert Van Hove works in the Faculty of Psychology and Educational Sciences. His research field and teaching responsibilities are situated within the field of 'Disability Studies and Inclusive Education'. Working with a group of about 20 researchers and structural agreements with the self-advocacy movement of persons with an intellectual disability and the parent movement for inclusion; research and practice are kept as close as possible. The group has experience with quantitative and qualitative research methods and has organized applications of collaborative action research with co-researchers with an intellectual impairment. In that sense, this research group practices the slogan 'nothing about us without us'. With about 40 international articles published in peer reviewed</p>

<p>scientific journals, the research team tries to link with international trends and colleagues. A network of colleagues working in the US, Canada, Portugal, Germany, Iceland, the UK and Scotland, Italy, Spain and Denmark makes sure that international comparison and exchange of ideas and recent trends can be organized easily.</p>
<p><b>8. ICL - Institute for Constitutional Law (Catholic University of Leuven)</b></p> <p>The Institute for Constitutional Law will offer legal expertise in the field of non-discrimination and human rights law. The KULeuven Law Library and the personal libraries of the participating researchers contain a collection of the most important works on non-discrimination and equality law. The participating researchers are involved in a number of parallel research projects, including projects on reasonable accommodations for persons with disabilities, the future of the Belgian and Flemish equality bodies, and religious freedom.</p>
<p><b>9. RHEA - Research Center for Gender and Diversity (Free University of Brussels)</b></p> <p>The Research Center for Gender and Diversity was founded in 1987 as the Center for Women's Studies of the Free University of Brussels. The Center is an interdisciplinary research network, but has also initiated the courses on gender and diversity at the university and is active in monitoring diversity policy in higher education in Belgium. Its members conduct research on gender, diversity, politics, law, language and education, and have developed a substantial expertise on equality policy issues in Belgium and the European Union.</p> <p>In the EU funded ATHENA Advanced Thematic Network on Gender Studies (now AtGender) RHEA members worked actively on intersectionality and policy, producing teaching materials and conferences on intersectionality for policy makers. Prof. A. Woodward is a co-founder of the research network in AtGender GREAT Policies, which aims to bring academic insights to policy makers. Prof. G. Coene runs projects on migration, belief and gender, including an FWO project on honor related violence. The Center played a key role in the EU EQUAL project on diversity in higher education and Prof. DeMetsenaere is widely relied upon as an expert by VLIR and UNICA on diversity issues. As an interdisciplinary academic unit, the Center provides a home for researchers in the humanities and social sciences and trains doctoral candidates from Belgium and abroad. It stimulates public debate through the organization of a yearly colloquium and publication. Current research projects include the position of women in science and technology (EU GenSET and micro-optics projects), gender and migration, gender and management, transnational European equality movements, religio-cultural questions in gendered migration, and the position of women in war.</p>

### **Samenwerking tussen de deelnemende actoren**

*Overgenomen uit Deel 2: Samenstelling van het kandidaat-steunpunt en de samenwerking binnen het consortium p. 6-8 van de offerte*





The Policy Research Centre has grouped all work packages in five research themes which are present in the call for proposals. In the next paragraph, we discuss the organization of these research themes. The overall management of the Policy Research Centre will be set out in the **Academic Board** (“Dagelijks Bestuur”). The board will meet four times a year and consists of: all professors from the participating research teams included in this proposal, the scientific coordinator, the operational coordinator and one representative of the junior researchers. As experienced in the current Policy Research Centre, having a representative of junior staff members in the Academic Board increases the involvement of the researchers in the overall policy of the Centre. The consortium therefore intends to continue implementing this representation policy. The promoter-spokesman of the Policy Research Centre (prof. dr. Petra Meier) will chair the meetings.

The tasks of the Academic Board are the following:

- Determining the long-term institutional strategy of the Policy Research Centre
- Guaranteeing the involvement of all participating research groups in the institutional conception of the Policy Research Centre
- Looking for structural cooperation with other Policy Research Centres
- Approving the annual research plans and reports
- Approval of financial reports (yearly budgets, yearly financial reports)
- Follow up of the implementation of the annual research plans
- Developing quality control policies
- Developing an overall communication strategy
- Stimulating interaction between researchers and research teams across partner universities
- Stimulating synergies between researchers and research teams across partner universities aimed at enhancing the quality of the conducted research
- Fostering structural interaction with other Policy Research Centres with research missions and activities which are of relevance for the Policy Research Centre on Equality Policies.

Because the Policy Research Centre is quite a large organization, we also install a **Management Team**. This team will meet once a month (depending on the agenda and the necessity). The team consists of prof. dr. Petra Meier (chair), prof. dr. Dimitri Mortelmans, prof. dr. Patrizia Zanoni, the scientific coordinator, the operational coordinator and the communication manager.

The tasks of the Management Team are the following:

- Daily policy
- Budgetary control
- Implementation of the communication strategy
- Preparation of the meetings of the Academic Board
- Control over the implementation of personnel management in the partner universities
- Control over the timely submission of deliverables of the work packages
- Management of annual research plans and reports.

### ***Everyday research organization***

Every work package is coordinated by at least two **supervisors**. In most cases, these supervisors are from different research teams and different universities. Even though a researcher has his or her office near one of the supervisors, we aim for a regular meeting with the researcher and all supervisors of the work package. As such, the interdisciplinary and inter-university cooperation, necessary in a Policy Research Centre is guaranteed. Having these supervisors cooperate in the different work packages has also an integrating effect on the operation of the Policy Research Centre. Professors will meet each other more often than once every three months in the management board.

For each research theme, one post-doc researcher is appointed as **theme coordinator**. The role of these coordinators is to enhance the scientific contact between researchers to ensure synergies and foster mutual learning. Together with the scientific coordinator of the Policy Research Centre, these theme coordinators will organize the **staff meetings**. We make a distinction between research stream staff meetings and general staff meetings. These meetings will alternate to ensure researchers meet on a regular basis.

#### Research theme staff meetings

Research theme staff meetings are organized by the theme coordinator of a particular research theme twice a year. All researchers active in the research theme are expected to participate in these meetings in order to discuss the progress of their work or to discuss common (theoretical or methodological) aspects of their on-going work packages.

#### General researchers staff meetings

The general staff meeting will gather – twice a year - all researchers, research theme coordinators and the scientific coordinator. This latter will organize these meetings in collaboration the theme coordinators, set the agenda and chair the meetings. The meetings will be intersectional and cross-thematic in order to foster theoretical or methodological exchange of research ideas and practices. This meeting will also be used to feed the agenda of the Academic Board. The scientific coordinator and the representative of the junior researchers will present the advanced topics at the Management Board meetings.

Ter aanvulling en op aanvraag van de opdrachtgever wordt beslist dat het Management Team uitgebreid kan worden opdat alle consortium partners erin vertegenwoordigd zijn. Dit Management Team komt maandelijks samen maar niet elke universiteit is hierin vertegenwoordigd in het oorspronkelijke voorstel. Dit om rekening te houden met wat praktisch voor iedereen haalbaar is. Feit is wel dat de leden van de Academic Board ook telkens zowel agenda als verslag ontvangen van de vergaderingen van het Management Team. Indien initieel niet opgenomen consortium partners dit wensen kunnen zij dus eveneens deel uitmaken van het Management Team.

**Multi Annual Programme - September 19<sup>th</sup> 2011**

## **1 Overall aims of the Policy Research Centre on Equality Policies**

The Policy Research Centre on Equality Policies aims at developing and conducting **policy relevant research on equality and equality policies** according to **international academic standards**.

Supportive of the **equality policies of the Flemish government** the research conducted by the Policy Research Centre approaches equality from a **multidisciplinary** and **intersectional** perspective by relying on the joint expertise of scholars from the **different Flemish universities**.

- ***Developing and conducting policy relevant research:***

The multiannual programme of the Policy Research Centre addresses scientific questions that are of relevance to Flemish equality policies, either because they have been earmarked as such by the Flemish authorities, or because scientific insights suggest their policy relevance. In the first case, the research is directly related to a policy concern and tends to be of a more short-term nature. In the second, the research is inspired by a social concern and has policy implications, yet it addresses a more fundamental, theoretically informed research question (cf. infra). Independent of how single research projects might be qualified, the Policy Research Centre aims at producing scientifically embedded knowledge of societal, and, more precisely, policy relevance. This knowledge should feed reflections by policy actors and other relevant stakeholders on how to (further) develop policies that promote equality.

In that the research of the Policy Research Centre will be of relevance to various phases of the policy cycle. Some of it will focus on the preparatory phase of the policy cycle, by detecting and mapping issues to be addressed by the public authorities. Other research will focus on the development and implementation phase of the policy cycle, their institutions, processes, actors, procedures, tools and dynamics. And, finally, some research will focus on the output and outcome of the policy cycle in terms of the extent to which this does foster – or impede – equality.

- ***According to international academic standards:***

The added value of embedding a Policy Research Centre in the academia resides in the scientific foundation of the knowledge produced that will feed policy actors and other relevant stakeholders on how to (further) develop their policies in order to promote equality. While the research conducted in the programme of the Policy Research Centre tackles social issues of relevance to policy makers, it is scientifically embedded. All research conducted by the Policy Research Centre is based on a solid research question relating back to the relevant theory and theoretical concepts. It uses adequate research designs and methodologies to collect and analyze data to answer the formulated question, and reports and discusses findings according to scientific standards. This scientific approach enhances the quality of the conducted research, benefitting policy making resting on the produced knowledge.

- ***On equality and equality policies:***

The programme of the Policy Research Centre is driven by a concern for detecting, analysing and understanding causes and mechanisms generating equality or inequality and a search for better ways to define and promote the equality and inclusion of social groups in contemporary society. This central topic runs through the research of the two former Policy Research Centres and also constitutes the common ground for its programme in the coming five years.

Both policy oriented and fundamental research may focus on the everyday life of citizens, detecting and investigating issues to be tackled by equality policies or law, public policies and authorities more broadly speaking, or on the field of law and (equality) policies themselves, in an aim to better understand and improve them. The Policy Research Centre therefore defines equality policies in a broad sense including politics, policy and policies. The programme addresses institutions, processes, dynamics, actors, techniques and tools triggering or implicated in policy making, as well as the law and policies themselves. Policies cover both equality policies, understood as public policies targeting the fostering of social equality (be they vertical or horizontal), and all other public policies that can contribute to or impede social equality. Law covers mainly the body of Flemish law, discrimination law more particularly, but also other Flemish law of relevance for equality issues, especially in its relation to supranational rules and international conventions.

Similarly, the Policy Research Centre defines equality in a broad sense. While the official Flemish term for equality policies is equal opportunities' policies (gelijkekansenbeleid), it covers a broad range of policies involving equal treatment, equal opportunities and substantive equality policies targeting an equal outcome rather than equal starting positions. And while the Policy Research Centre maps

inequalities, by detecting and analysing mechanisms of marginalisation, exclusion and discrimination, studying their causes as well as causal relationships in such dynamics and processes in a perspective to promote equality, it is well aware of the normative undertone of the research agenda. We therefore consciously opt for the generic term 'equality policies', keeping the understanding of the terms equality and inequality open for discussion, within the Policy Research Centre itself, as well as with peers and policy practitioners.

Issues of (in)equality concern all spheres of society and life and a broad range of social categories. The present multiannual programme of the Policy Research Centre focuses on three such social categories and the underlying mechanisms shaping them as well as their consequences in terms of equality for the social groups involved. Following the call, these are gender, disability and sexuality. Notwithstanding the progress in matters of formal equality, numerous inequalities persist. Such inequalities find their origin in complex causes in which the social category they belong to or the intersection of the social categories they are positioned on, can in themselves contribute to (re)producing inequality. The Policy Research Centre distinguishes between the socio-demographic (often dichotomous) variables of men and women, disabled and not disabled people, heterosexuals and LGBT's<sup>1</sup>, on the one hand, and their social constructions and definitions described by gender, (dis)ability and sexuality. While the former is a descriptive variable, the later refers to prescriptive normative understanding of such social categories. While changing over time and place, gender, (dis)ability and sexuality refer to structurally produced and reproduced power relations along the dichotomous socio-demographic categories, producing inequality. The Policy Research Centre is convinced of the need to integrate research on the descriptive socio-demographic variables with research on the social constructions of gender, (dis)ability and sexuality, as both contribute to an accurate understanding of mechanisms of inequality needed to envision policies fostering equality.

- ***Of interest to the Flemish government:***

The Policy Research Centre conducts research that is of interest to the Flemish government. On the one hand, it will meet the needs and interests as they have been defined in the call on a thematic basis (cf. *infra* for a detailed description of the work packages). On the other hand, the multiannual programme covers more broadly equality-related issues within the Flemish policy competencies and Flemish (equality) policies. This focus does not exclude theoretically and/or empirically broadening the scope of research projects when relevant, for instance by analyzing the Flemish case in a comparative perspective or identifying best practices abroad.

Next to addressing issues of interest to the Flemish government, these will be delivered in such a way as to be of interest for the Flemish government. Virtually all work packages include deliverables specifically addressing policy actors, such as seminars and workshops or short research notes. Finally, the multiannual programme should not only be of interest to the Flemish government (cabinet, administration, parliament, etc), but also to policy actors and other stakeholders, such as civil society organisations focusing on equality policies and/or the interests and needs of one of the social categories under scrutiny in this programme. The multiannual programme therefore defines policy makers in the broad sense of the term.

- ***From a multidisciplinary and intersectional perspective:***

Issues of (in)equality are complex matters, and the Policy Research Centre is convinced that they benefit from a multidisciplinary and intersectional approach. The Policy Research Centre includes professors and researchers from a broad range of disciplines including law, medical science, philosophy and various social sciences including political science, sociology, anthropology, psychology, communication and management (cf. Part 2 of this application for details on the composition of the Policy Research Centre's team). The multidisciplinary character of this team is leveraged in a number of ways. For instance, teams of senior scholars with different backgrounds supervise the individual work packages, and the researchers of the different work packages within on research theme meet on a regular basis (see Part 5). The familiarity of the Policy Research Centre's experienced staff with multidisciplinary research represents a key asset to this end.

While the former Policy Research Centre took some initiatives in developing an intersectional perspective, the current Policy Research Centre puts it more centre stage. The main challenge consists in translating the theoretically enriching concept of intersectionality into the research question

---

<sup>1</sup> The T in LGBT actually refers to issues related to gender more than to sexuality. Given the fact that the call – and Flemish equality policies – locate trans persons under issues of sexuality and not gender, a similar distinction is made throughout this multiannual programme of the Policy Research Centre.

and design and, ultimately, into policy recommendations. Intersectionality is addressed in many of the work packages, but it is also the focus of a number of work packages.

- **By scholars from different Flemish universities:**

The Policy Research Centre considers it to be of importance to bring together researchers from all Flemish universities working on equality issues or policies more specifically. It wants to bring together a critical mass of scholars working on equality issues within different disciplines and institutions on a more structural basis than was the case in the past, in order to cluster, further explore and develop the existing knowledge available in Flanders on equality policies and the social categories they address. To this end a consortium has been set up including members from all Flemish universities.

## 2 Meeting the needs of the Flemish government

The central topic of the research programme as defined by the call is the inclusion and equality or equity in the public and private sphere, with a particular focus on discrimination law, disability, gender and sexuality. For each of these foci the Flemish government defined a number of issues to be investigated, many of which echo the Flemish plan on equality policies for the period 2009-2014. In order to meet these needs, the Policy Research Centre developed a number of work packages. These work packages are organised in research themes, covering the disciplinary and social category foci defined in the call. The research theme discrimination law contains three work packages (WP A1 – A3), that of the social category of disability five (WP D1 – D5), that of gender four (WP G1 – G4) and that of LGBT six (WP L1 – L6). In line with the call, next to these four research themes, a small fifth transversal research theme on intersectionality has been developed (WP T1 – T2). The topics of the different work packages are as follows:

<b>Work package number</b>	<b>Title of the work package</b>	<b>Supervisor(s) and their institutional affiliation</b>
WP A1	(In)equality in (in)equality. Expansions, Diversity and Tensions in Discrimination Law	Stefan Sottiaux (KULeuven)
WP A2	Religious Discrimination in Private Relations	Stefan Sottiaux (KULeuven)
WP A3	Realising Equality. Enforcement Mechanisms and Methods in Discrimination Law	Stefan Sottiaux (KULeuven)
WP D1	Inclusion and participation of persons with disabilities	Geert Van Hove (Universiteit Gent) & Dimitri Mortelmans (Universiteit Antwerpen)
WP D2	Employment opportunities of disabled individuals in Flanders: The role of organizations and key institutional actors	Patrizia Zanoni & Koen Van Laer (Universiteit Hasselt)
WP D3	To what extent do Flemish policies promote the inclusion of persons with disabilities?	Daniel Cuypers & Petra Meier (Universiteit Antwerpen)
WP D4	The model(s) underlying Flemish policies for persons with disabilities: what about equality and intersectionality?	Karen Celis (Vrije Universiteit Brussel) & Petra Meier (Universiteit Antwerpen)
WP D5	Monitoring OMC: Indicators and statistics for the objectives that resulted from the Open Method of Coordination and for the evaluation of the implementation of the United Nations Convention on the Rights of Persons with Disabilities	Patrizia Zanoni (Universiteit Hasselt) & Geert Van Hove (Universiteit Gent)
WP G1	Monitoring OMC: Indicators and statistics for the objectives that resulted from the Open Method of Coordination	Patrizia Zanoni (Universiteit Hasselt) & Petra Meier (Universiteit Antwerpen)
WP G2	Gender-driven choices in technical and vocational secondary education in Flanders	Patrizia Zanoni (Universiteit Hasselt) & Dimitri Mortelmans (Universiteit Antwerpen)
WP G3	Opening the black box: an exploration of the functioning of gender-mixed corporate boards from female and male board members' perspectives	Patrizia Zanoni (Universiteit Hasselt) & Petra Meier (Universiteit Antwerpen)

WP G4	Tackling intersectionality: studying the accumulation of disadvantages over the life course among young adults	Petra Meier & Dimitri Mortelmans (Universiteit Antwerpen)
WP L1	Zzzip3 – LGBs in Flanders	Mieke Van Houtte & Alexis Dewaele (Universiteit Gent)
WP L2	Discrimination of and violence against LGB's in Flanders and Brussels	Alexis Dewaele (Universiteit Gent) & Petra Meier (Universiteit Antwerpen)
WP L3	Violence on the basis of transgenderism	Petra Meier (Universiteit Antwerpen) & Guy T'Sjoen (Universiteit Gent)
WP L4	The effect of LGBT parents on their children and the social position of the family	Dimitri Mortelmans (Universiteit Antwerpen) & Guy T'Sjoen (Universiteit Gent)
WP L5	The employment position and participation of trans people	Patrizia Zanoni (Universiteit Hasselt) & Guy T'Sjoen (Universiteit Gent)
WP L6	Examining the enlarged suicide risk in LGB's on the basis of Zzzip data	Alexis Dewaele (Universiteit Gent) & Petra Meier (Universiteit Antwerpen)
WP T1	Intersectionality: Possibilities for Equality Policies	Karen Celis & Alison Woodward (Vrije Universiteit Brussel)
WP T2	Conference Equal is not enough III	Petra Meier & Dimitri Mortelmans (Universiteit Antwerpen) & Patrizia Zanoni (Universiteit Hasselt)

The three work packages in the research theme on discrimination law cover the issues of the call on discrimination law as follows. WP A1 covers the inventory of possible discriminations by the government in law and public policies. It also covers the usefulness of currently defined protected grounds and of a more uniform approach in these matters, and issues concerning positive action and quota. WP A2 covers the questions concerning religious discrimination. WP A3 covers the remaining issues, namely the organisation of seminars on discrimination law, and support to the further development of an inter-federal or Flemish human rights body. All three work packages answer specific questions on discrimination law.

The five work packages in the research theme on disability cover the issues of the call on disability in the following way. WP D1 and, to a lesser extent, WP D2 cover the state of the art on the inclusion of persons with a disability. WP D1 further covers their representation and political involvement. WP D2 further broadens the scope to labour market issues, more particularly employment opportunities. WP D3 covers the screening of Flemish policies on the extent to which they promote or impede the inclusion of persons with a disability, focusing on legal aspects. WP D4 again broadens the scope. While most other work packages focus on the situation of persons with disabilities in various spheres of everyday life, this work package analyses Flemish policies as such, more precisely to what extent (equality) policies for disabled persons foster or impede equality given the normative frames underlying such policies. WP D5, finally, covers the monitoring of objectives that resulted from the Open Method of Coordination and for the evaluation of the implementation of the United Nations Convention on the Rights of Persons with Disabilities.

The four work packages in the research theme on gender cover the issues of the call on gender as follows. WP G1 covers the three issues in the call on the monitoring of the OMC with respect to gender. WP G2 covers the gender-driven choices in technical and vocational secondary education in Flanders. WP G3 covers the impact of the presence of women on the boards of corporations listed at the stock exchange. WP G4 broadens the scope and focuses on intersectionality, studying the accumulation of disadvantages over the life course among young adults.

The six work packages in the research theme on LGBT cover the issues of the call on sexuality in the following way. WP L1 covers the third Zzzip study, focusing in depth on mental health, education, labour market and participation in socio-cultural activities. WP L2 and WP L3 cover the issues of discrimination of and violence against LGBT. WP L2 looks into LGB, focusing on both victims and

offenders; WP L3 studies violence on the basis of transgenderism, focusing on the occurrence of violence and mechanisms for its registration. WP L4 broadens the scope, studying the effect of LGBT parents on their children and on the social position of the family. WP L5 covers the issue of the labour market participation and position of trans persons. And WP L6 broadens the scope by studying in depth the enlarged suicide risk in LGB's in Flanders.

One of the two work packages in the transversal research theme, WP T1, focuses on intersectionality, more particularly on how to translate this theoretical concept into policies. WP T2 also broadens the scope, by organising an international conference on equality policies.

### 3 Research, tasks and activities of the Policy Research Centre on Equality Policies

Given the aim of the Policy Research Centre described above, and, similar to its predecessors, the Policy Research Centre focuses on a range of tasks and activities including mainly:

- long term fundamental research of interest to the Flemish government;
- short term policy oriented research of interest to the Flemish government;
- a policy oriented development and/or collection of data and indicators;
- the provision of scientific services to the larger academic and societal community.

The bulk of the Policy Research Centre's activities over the next five years consists in developing and conducting scientific research. This research is either more long term fundamental research or more short term policy oriented research (cf. supra).

Next to fundamental and policy oriented research, the Policy Research Centre also engages in a more policy oriented development and/or collection of data and indicators. In its call for the Policy Research Centre on Equality Policies, the Flemish government requested the development and construction of indicators, especially in the field of gender and disabilities. A number of work packages have been designed (cf. work packages WP D5 and WP G1) to develop and construct indicators and to conduct measurements at specific moments in time, thereby continuing a tradition on similar research activities conducted within the framework of the former Policy Research Centre. These work packages require a specific expertise and knowledge. They are tightly tied into the Flemish policy making cycle and ask for specific data without which the monitoring process cannot take place.

A final task and activity of the Policy Research Centre consists in the provision of scientific services to the larger academic and societal community. Virtually all packages contain such scientific services, such as the organisation of seminars and workshops for practitioners and stakeholders and other forms of dissemination and valorisation of findings to a larger public. Also, the Policy Research Centre plans the organisation of a third Equal is not enough conference, which, while having an academic focus, is also oriented to a larger public. Furthermore, in the past the supervisors and researchers involved in the Policy Research Centre participated in social debates and events on a regular basis, and it is the policy of the Policy Research Centre to further welcome such initiatives.

The different work packages developed in this multiannual programme fit as follows into the tasks and activities of the Policy Research Centre:

<b>Work package</b>	<b>(long term) fundamental research</b>	<b>(short term) policy oriented research</b>	<b>policy oriented development/ collection of data and indicators</b>	<b>scientific services to the larger academic and societal community</b>
WP A1	X	X		X
WP A2	X	X		X
WP A3	X	X		X
WP D1	X	X		X
WP D2	X	X		X
WP D3		X		X
WP D4	X	X		X
WP D5			X	
WP G1			X	
WP G2		X		X
WP G3		X		X
WP G4	X			X



WP L1	X	X		X
WP L2		X		X
WP L3		X		X
WP L4		X		X
WP L5		X		X
WP L6		X		X
WP T1	X	X		X
WP T2	X			X

#### 4 Delivery, dissemination and valorisation of generated scientific knowledge

Unless the specific character of the work package imposes other deliverables (cf. WP D5 and WP G1), all work packages plan deliverables targeted at both policy makers and the scientific community. The previous Policy Research Centres produced mainly research reports in Dutch and only limited output with an international character and PhDs. Today, there is broad consensus that Policy Centres should aim at generating policy relevant research that can also be valorised internationally through peer-reviewed papers and PhDs. This Policy Research Centre aims to correct the past imbalance, and therefore targets its deliverables both at the policy and the scientific community. Where possible these are merged in one and the same deliverable, but whenever necessary they are split in separate ones, given the diverging needs and requirements of the policy field and the scientific community. This said, the policy of the Policy Research Centre is to manage its deliverables efficiently so as to avoid any waste of resources.

In terms of delivery, dissemination and valorisation of generated scientific knowledge, the Policy Research Centre's strategy will be as follows:

1. Researchers are stimulated to write in journal article style. This implies that the deliverable will be written in English and will be submitted for peer review in international journals. If the theme of the research does not permit output in academic journals, the results will be delivered as a traditional research report or a shorter research note focusing on the issues of interest to the policy actors. If possible, such findings will also be published in national journals.
2. Part of the junior staff is hired on a PhD track and therefore stimulated to bundle their research papers in a PhD. Producing PhD's has always be a policy line of the Policy Research Centre in order to develop the pool of researchers and to support them in building their career. This policy will be continued and young researchers will be stimulated to work on a PhD while being at the Policy Research Centre. The Policy Research Centre will, however, wake over the translation of the findings of such PhD work into deliverables of interest to policy makers.
3. The Policy Research Centre also foresees policy deliverables at various phases of the research cycle specifically targeting the Flemish government and other policy actors from civil society. These include: research reports, seminars for policy makers, professionals and other stakeholders, (open) workshops, leaflets or brochures for the general public, etc. Compared to more traditional research reports, this broader and more interactive communication strategy allows for a more appropriate dissemination of the findings fostering their use in policy development. All work packages plan a structural exchange of information with the policy actors concerned. Detailed information is to be found in the work package descriptions (cf. below).
4. At present, the Policy Research Centre communicates on the web through the ZOEM-newsletter. This dissemination of findings to a larger interested public will be continued. The ZOEM-newsletter is sent to a broad set of interested users. It is a quick (and cheap) way to broadly disseminate the findings of our research.
5. The Equal is Not Enough III conference will serve as a channel to present the output of the Policy Research Centre on an international scale. The researchers of the Policy Research Centre are encouraged to submit their work to the conference in order to show the results to this broad international public.
6. The Policy Research Centre disposes of a website and will continue this policy in the future. The website provides information on the most important activities and news of the Policy Research Centre and is a good platform for quickly getting in touch with and informed about it.

7. All data gathered within the work packages that fall under the responsibility of the Policy Research Centre will be made available to the policy and scientific community.

### **5 Consultation and participation of Flemish government and other relevant policy actors**

The consultation and participation of the Flemish government and of other relevant policy actors takes place at two levels, that of the individual work package and that of the Policy Research Centre as a whole.

For each work package a steering committee will be set up comprising relevant policy actors from the Flemish government (cabinets and/or administration), civil society and academia. This steering committee will discuss the development and execution of the work package. Work packages dealing with the same social category, addressing similar topics or policy areas, or using similar methods, tools and techniques, can be bundled in one steering committee.

For each work package, the deliverables targeted at the policy community will be further defined in collaboration with the relevant actors from the Flemish government. If this dissemination takes the form of conferences for a broader public, seminars or work shop for practitioners, press conferences, and other similar events, an active participation on behalf of the Flemish government is welcomed by the Policy Research Centre.

When it comes to the Policy Research Centre as a whole, representatives of the Flemish government and other relevant policy actors will meet with the Policy Research Centre twice a year to discuss the work done and progress made by the Policy Research Centre as planned in the administrative and management convention. These meetings will be based on the yearly programme for the upcoming year (in autumn) and the annual report of the previous year (in spring) and will further develop the contours of the research undertaken.

The Policy Research Centre welcomes any consultation by and participation of the Flemish government and of other relevant policy actors on further matters of concern.

### **6 Control and guarantee of scientific quality**

The Policy Research Centre will implement the following practices to guarantee the scientific quality of the knowledge produced:

1. Each work package is based on a detailed research project proposal to be further developed in the year the work package starts and updated for any subsequent year the work package runs.
2. With a few exceptions, each work package is supervised by a duo of academics, assistant/associate/full professors, sometimes in combination with one postdoctoral researcher. They have complementary CV's in that they come from different disciplines and traditions, study different aspects of a research topic, focus on different social categories, or use different approaches, methods, tools and techniques. This allows for a more comprehensive supervision of the research. It also allows for a more permanent supervision of the research since two persons share this task.
3. Each researcher is located close to (generally one) of the two supervisors, which, again, allows for a more permanent supervision of the everyday work.
4. Each work package has a steering committee, all of which will probably comprise colleagues from the academia. Their task within the steering committee consists in protecting the scientific quality of the research conducted.
5. With the exceptions of packages focused on developing and measuring indicators, each work package is supposed to produce deliverables for presentation to the (international) scientific community. This is also true for policy oriented research. Conference papers, journal articles, contributions edited volumes, etc. all undergo a peer review and in that a control of the scientific quality and value.
6. The Policy Research Centre reserves a fixed amount of money per researcher per year (1.500 euro) for participation in scientific conferences, seminars and summer courses or schools. This is to ensure that the researchers can discuss their work with the international community of peers.
7. The Policy Research Centre opts for a mix of young and more experienced researchers. Within the framework of the two previous Policy Research Centres, a number of researchers

obtained their PhD. The presence of postdoctoral researchers has an undeniably positive influence on any research activity but especially in the context of policy oriented research. Policy oriented research is a complex matter and requires a good knowledge of both theory and the field. Postdoctoral researchers can handle this more easily given their experience. Postdoctoral researchers are also of great support for junior researchers, in addition to the latter's supervisors. This support function is institutionalised in that the various postdoctoral researchers each coordinate a research theme.

8. The Policy Research Centre plans two mechanisms of internal peer control among the researchers. The researchers of each research theme meet twice a year for an internal seminar in which they discuss the progress of and problems within their work, exchange information, define synergies, etc. Furthermore, all the researchers of the Policy Research Centre meet twice a year in an internal seminar to discuss their work.
9. Junior researchers working on four year work package or a coherent set of work packages are hired in a PhD statute. Falling under the rules of the university they are based in, they are required to follow the PhD student track of their institution. This is a supplementary guarantee for the research they develop. Also, PhD research allows for a more theoretical embedding of the research questions underlying policy oriented research and its hypotheses, and the collection of data, which enhance the quality of the knowledge produced by the Policy Research Centre.
10. All supervisors are scholars active and well embedded in the international scientific community, attending and organising conferences, running and participating in international research programmes, having a good track record of publications, etc. They are assessed on a regular basis by their institutions and function according to the international academic standards, which contributes to the quality of their work and that of those they supervise.
11. The Academic Board of the Policy Research Centre meets four times a year to discuss, amongst others, the progress of the work packages. This Academic Board is responsible for the overall scientific quality of the knowledge produced.

## **7 Evaluation and adjustment of the Policy Research Centre on Equality Policies' programme**

New developments and changing needs might require the evaluation and adjustment of the research programme as such. Such a requirement can be formulated by the Policy Research Centre itself or by the Flemish government. The research programme as a whole will be evaluated on a permanent basis and eventually adjusted by the overall management of the Policy Research Centre in consultation with the representatives of the Flemish government and other stakeholders in the framework of the biannual meeting.

Adjustments might find their origin in changing policy needs. The Policy Research Centre is aware of the role it can fulfil for the Flemish government in terms of producing knowledge of interest for a scientific embedding of equality policies, their underlying processes and structures, and that the needs in such matters might change over the next five years. It is open to discuss any request for changing requests for policy oriented research, but these might entail consequences for a revision of existing work packages and their deliverables. Any adjustment of the research programme nonetheless needs to respect the important balance between more long term fundamental and more short term policy oriented research and the repartition of the means over the different research themes.

## **8 Description of the work packages of the multiannual programme**

On the following pages the different work packages are described. These work packages are organised along the disciplinary and social category focus defined by the call, namely discrimination law (WP A1 – A3), the social category of disability (WP D1 – D5), that of gender (WP G1 – G4) and that of LGBT (WP L1 – L6), to be followed by the small fifth transversal research theme (WP T1 – T2). The description of each work package contains:

- a short introduction to the work package describing the theoretical and/or policy background,
- the research question(s) and eventually hypotheses,
- an initial research design and description of the research steps, including research methods and data collection,

- the planned deliverables.

All descriptions of the work packages further include the following information:

- the names of the supervisors of the work package and their institutional affiliation,
- the time frame of the work package, including the moment when it starts and the end point,
- the statute and number (in full time equivalent (fte) of the personnel in charge of the work package (predoctoral researcher, postdoctoral researcher, coordinator).

Following upon the descriptions of the different work packages the multiannual budget of the Policy Research Centre will be presented.

## **WP A1: Work package 1 on discrimination law: (In)equality in (in)equality. Expansions, Diversity and Tensions in Discrimination Law**

Supervisor(s): Stefan Sottiaux (KULeuven)

Time frame: January 2012 - December 2016

Personnel: 1 fte predoctoral, to be hired & Joghchum Vrielink, PhD 0.2 fte (KULeuven)

### **Background and theoretical frame**

Discrimination law is anything but a static field. Its dynamism is witnessed by several interrelated developments, which include a steady increase in the number of protected *grounds*, and a parallel extension over time of the material *scope* of anti-discrimination legislation.

To start with the former: in most European states, antidiscrimination legislation contains a list of protected grounds. Historically, the first grounds on the basis of which discrimination was prohibited in horizontal relations were race, ethnic origin and gender. Through the years other grounds have increasingly found their way into such legislation. Currently, in Europe, the protected grounds must at the very least include the 'European six' listed in the Employment Equality Directive (EED), the Racial Equality Directive (RED) and the various gender directives. It concerns: gender/sex, race/ethnic origin, religion/belief, sexual orientation, disability and age. In several countries one or more additional grounds have been included in the antidiscrimination legislation. Recent years have witnessed an expansion of the number of grounds on the national level. Some states have even opted for open-ended lists of grounds, similar to the approach in (some) international human rights treaties.

In addition to the steady increase of the number of protected grounds, the material *scope* of horizontal antidiscrimination legislation has been extended throughout the years. Whereas, initially, such legislation focused exclusively or mainly on the employment context, in many countries its scope has been extended to include goods and services, education, social security, and even aspects of associational life. It should be noted, in this respect, that the scope of protection of domestic legislation is partially determined by international and European law, which require states to (minimally) prohibit discrimination in certain domains. The scope of the prohibition of discrimination on the grounds of race and ethnic origin is defined most broadly on the European (and international) level, having to include, besides employment, access to goods and services, social protection, social advantages and education. Race-related discrimination is followed by discrimination based on gender and sex, which should minimally be prohibited in the fields of employment and access to goods and services. Finally, discrimination on the basis of religion/belief, sexual orientation, disability and age should at least be proscribed in the employment context, with developments underway on the European level to extend the protection for these grounds to goods and services. Besides differences in the scope of application, antidiscrimination legislation tends to provide different rules with respect to the exceptions to and/or justifications of unequal treatment, depending on the ground or the field of application. Grounds such as race, ethnic origin and gender rarely constitute reasonable bases for unequal treatment, and accordingly very few justifications are provided in this regard, whereas this is different for grounds such as religion, disability and age.

The above-mentioned differences, in scope of application and room for exceptions/justifications, are commonly referred to as 'hierarchies of equality'. Such hierarchies have historically been the standard, and still are today, on the international and European level. However, due to the 'extension dynamics' referred to above, such hierarchies have come under pressure.<sup>2</sup> This is what is sometimes referred to as the so-called 'oil stain effect' of equality: the principle of equality, especially in its formal dimension, contains an inherent self-reinforcing drive. 'Inequality in inequality' is increasingly questioned: equality is the norm, with an apparently irresistible push for including more and more grounds, and for a greater uniformity and equality between them. With every new addition it becomes more and more difficult to justify why other grounds should not also be added. And, once raised to the level of suspect grounds, a similar push develops regarding the scope, potential justifications and types of sanctions associated with discrimination based on the various grounds. A uniform level of protection, along with identical provisions and justifications, is widely, and unquestioningly, considered to be the norm.<sup>3</sup> In Belgium and in Flanders this development is even more pronounced than elsewhere in Europe. The reason for this Belgian and Flemish 'exceptionalism' – which seems to foreshadow developments

---

<sup>2</sup> A. Hegarty and C. Keown, "Hierarchies of Discrimination", *EOI* 1996, no. 2, 1-24; M. Bell, *Anti-discrimination law and the EU*, Oxford, OUP, 2002, 52-53 & 211-213.

<sup>3</sup> R. Holtmaat and G. Terpstra, "Leve de pluriformiteit bij de discriminatiebestrijding", *NTM* 2011, no. 2, 159.

elsewhere in Europe – is situated in the specific history of Belgian discrimination law, and particularly in the role played by the Belgian Constitutional Court.

The current horizontal antidiscrimination legislation mainly consists of the acts of 10 May 2007 (on the federal level), and the Framework Decree of 10 July 2008 (on the Flemish level). This legislation is, to an important extent, a response to a previous (federal) discrimination act of 2003, crucial parts of which had been annulled by the Constitutional Court in 2004.<sup>4</sup> The 2003 Act contained a closed list of protected grounds. The most striking feature of the Constitutional Court's ruling was the annulment of this list. In the Court's opinion, the government had not provided a reasonable justification for the exclusion of language and political conviction.<sup>5</sup> As a result, in the period between 2004 and 2007, the (civil) provisions of the federal Antidiscrimination Act were applicable to all types of unequal treatment, regardless of the ground on which it was based. This resulted in the virtual removal of previous hierarchies of equality: all grounds were protected to the same extent, with only minor differences remaining.

Due to this 'equalising' push by the Constitutional Court, the Belgian and Flemish legislators had little choice but to follow suit. The 2007 legislation on the federal level and the 2008 legislation on the Flemish level was therefore exceptionally broad in its scope. The federal legislation offers protection against discrimination based on the following characteristics: sex, age, sexual orientation, civil status, birth, fortune, religion or belief, political conviction, syndical conviction, language, current or future state of health, disability, physical or genetic characteristic, social origin, nationality, race, colour, descent, and national or ethnic origin. The Flemish legislation covers the same grounds, with minor differences in wording. As for the legislation's material scope: both on the federal level and on the Flemish level, the legislation far exceeds the minimal requirements of the EU directives, and – importantly – this scope is *identical* for all grounds. Besides employment, the legislation prohibits discrimination in goods and services, social security, official documents, membership of trade unions and professional organisations, and in the access to and participation in economic, social, cultural or political activities open to the public. Furthermore, the legislation on both levels is also highly uniform in its enforcement provisions and sanctions. A number of differences and hierarchical elements – most notably regarding the potential justifications and exceptions – were kept in place, but these are relatively minor in comparison with legislation in other European Member States.

### **Research question**

The situation described above, gives rise to several interconnected questions that will be addressed in this research project.

The first question concerns a critical analysis of the development taking place within discrimination law towards an increasing number of protected grounds, an expanded scope and a push towards more uniformity and (formal) equality between the various grounds: what are the consequences of the 'natural drive' for expansion and uniformity within discrimination law, and can and should these developments be regarded as desirable?

The second question focuses on the impact of these developments on other antidiscrimination and egalitarian objectives, which are geared to providing more substantive equality (e.g. positive action) and/or to extending special rights for particular (minority) groups: to what extent does the 'natural drive' for expansion and uniformity within discrimination law result in tensions and conflicts with other policies and legislation?

### **Research design and steps in the research process**

In light of the above, the project will analyse two major, interrelated, fields. The first concerns issues of equality/uniformity versus hierarchy/pluriformity between the various grounds, including the selection of discrimination grounds itself. The current development should not be uncritically accepted, but, rather, critically examined on its (in)ability to contribute to the wider goals of discrimination law. Is a maximalist approach – both with respect to discrimination grounds and of scope – desirable, or might a more limited approach be more appropriate? And, related, should legislators strive for maximum uniformity in the way in which the different protected grounds are dealt with, or should diversity between grounds – or a classical hierarchy of grounds – be maintained or even promoted? What factors – of both a theoretical and practical nature – argue either in favour or against differences in treatment and approaches in discrimination law?

The second field of this project, concerns the tensions between discrimination law on the one hand – particularly in its (expanding) guarantee of formal equality – and special rights extended to specific

---

<sup>4</sup> Constitutional Court, 6 October 2004, no. 157/2004.

<sup>5</sup> *Ibid.*, B.12-14.

groups, aimed at achieving greater substantive equality, on the other hand. Antidiscrimination laws basically consists in the granting of relative rights, whereas some social ills (including the structural disadvantages of groups of individuals) may – as commentators point out – “be better tackled by the granting of absolute rights and by social or cultural policies that do not take the form of individual rights”.<sup>6</sup> To what extent do developments in discrimination law lead to (an intensification of) tensions and conflicts with such legal and policy instruments aimed at ensuring equality of outcomes, including e.g. quota? And how should such tensions and conflicts be resolved, both ideally (*de lege ferenda*) and practically, given current legislation (*de lege lata*)?

### **Deliverables**

- A policy report on the relationship between antidiscrimination legislation and other legal instruments. The central focus of the report will be the potential conflict between the prohibition of age discrimination in the Flemish Framework Decree, and the use of age-based criteria in other Flemish legislation;
- Ad hoc advice/short term research on the relationship between antidiscrimination legislation and positive action;
- At least one article in an internationally reviewed journal on the hierarchies of equality in Belgian and European discrimination law;
- At least one article in Dutch in a Belgian law journal;
- A doctorate, which brings together the research results of this work package.

---

<sup>6</sup> B. de Witte, “From a ‘Common Principle of Equality’ to ‘European Antidiscrimination Law’”, *American Behavioral Scientist* 2010, 1725.

## WP A2: Work package 2 on discrimination law: Religious Discrimination in Private Relations

Supervisor(s): Stefan Sottiaux (KULeuven)

Time frame: January 2012 - December 2016

Personnel: Jogchum Vrielink, PhD 0.4 fte (KULeuven)

### Background and theoretical frame

The right to freedom of religion has long been established as a constitutional and human rights norm restricting state interference in religious affairs. A corollary of this freedom is the right not to be discriminated against on the basis of religion by the state, guaranteed *inter alia* by article 14 of the European Convention of Human Rights (ECHR) and articles 10 and 11 of the Belgian Constitution. A more recent development, however, is the obligation of private individuals – as opposed to public authorities – to respect the rights to nondiscrimination and freedom of religion. On the European level, this obligation was only formally introduced in the year 2000, by means of the Employment Equality Directive (EED). Member States were required to transpose the Directive by 2 December 2003. This development, which is commonly referred to as the ‘horizontalisation’ of the right not to be discriminated against, raises a host of specific questions and problems. These will be considered in this research project.

In vertical relations, a difference in treatment (on the basis of religion) is typically capable of being justified, hence not constituting unlawful discrimination. Article 14 ECHR and articles 10 and 11 of the Belgian Constitution allow, in very general terms, for the “objective and reasonable justifications” of a difference in treatment. This test entails that “a difference in the treatment of persons in relevantly similar situations” is discriminatory only “if it does not pursue a legitimate aim or if there is not a reasonable relationship of proportionality between the means employed and the aim sought to be realised”. Hence, unequal treatment will not constitute discrimination if it (1) pursues a legitimate aim and (2) the means employed to that end are suitable, necessary and proportionate.

The proportionality test is an open-ended formula, leaving a wide margin of discretion to decision-makers applying it. There is no exhaustive or definitive list or test to determine what constitutes a ‘legitimate aim’ and what can be considered as necessary and proportionate in the light of such aim. Nonetheless, due to the considerable amount of case law and academic literature on this subject, this question has become relatively predictable in the context of public policies and legislative acts. However, the question of what constitutes unlawful discrimination, or, conversely, what may amount to a justification of unequal treatment, when it comes to (direct or indirect) unequal treatment on the basis of religion *in private relations*, is far less simple and has – moreover – been far less theorised.<sup>7</sup>

Similar to the constitutional and human rights provisions, the EED is characterized by a relative lack of clarity. As it applies in horizontal relations, and thus restricts the freedom of private individuals, this is far more problematic. The directive contains a number of specific but open-ended justification clauses, which resemble the proportionality analysis applied in vertical relations. More specifically, the directive offers justifications for direct religious discrimination in the form of positive action,<sup>8</sup> genuine and determining occupational requirements,<sup>9</sup> and (the option of) an additional, specific type of occupational requirement for churches and other organisations based on a religious ethos (religious-ethos requirement).<sup>10</sup> To start with, these more detailed justification clauses in fact provide little additional clarity, since they tend to amount to a reformulated proportionality test, the sole difference being an alleged higher level of scrutiny. In this last respect, however, the directive provides little guidance as to what this higher level of scrutiny may consist of. Moreover, the more detailed justification provisions only concern *direct* discrimination: *prima facie* cases of *indirect* discrimination are simply subjected to

---

<sup>7</sup> On this issue, see e.g.: D. De Prins, S. Sottiaux and J. Vrielink, *Handboek discriminatierecht*, Mechelen, Kluwer, 2005, 474-475;

<sup>8</sup> Art. 7 EED (“the principle of equal treatment shall not prevent any Member State from maintaining or adopting specific measures to prevent or compensate for disadvantages linked to” any of the discrimination grounds (including religion)).

<sup>9</sup> Art. 4(1) EED. More specifically, the EED allows Member States “to provide that a difference of treatment, which is based on a characteristic related to” one of the protected grounds “shall not constitute discrimination where, by reason of the nature of the particular occupational activities concerned or of the context in which they are carried out, such a characteristic constitutes a genuine and determining occupational requirement” (see also art. 15 EED).

<sup>10</sup> Art. 4(2) EED. The provision entails that Member states may allow that “in the case of occupational activities within” such organisations “a difference of treatment based on a person’s religion or belief shall not constitute discrimination where (...) a person’s religion or belief constitute a genuine, legitimate and justified occupational requirement, having regard to the organisation’s ethos”, again taking into account either “the nature of these activities” or “the context in which they are carried out” (Art. 4 (2) EED). The provision goes on to state that it “should not justify discrimination on another ground”.



the 'classical' objective and reasonable justification. Finally, on both the federal and Flemish level, the scope of the prohibition of religious discrimination has been extended to include areas *outside* the employment context – such as access to goods and services, education, healthcare, and even aspects of associational life. In these areas, the federal and regional legislation allows for a general 'objective and reasonable' justification for both direct and indirect discrimination.

As a result of all this, the meaning and the extent of the concept of religious discrimination in private sphere is not clear. Several questions remain unanswered. For instance, what may constitute a legitimate aim for (direct or indirect) unequal treatment on the basis of religion in private relations? What means may private citizens – be they employers, healthcare providers or private associations – employ in order to achieve these aims? The absence of any clear guidance on these issues results in legal uncertainty, jeopardising both private autonomy and the effectiveness of antidiscrimination legislation.

### Research questions

The main aims of this research project are twofold. Firstly, the project aims to develop and provide guidelines for decision-makers (equality bodies, judges) considering the possible justification of religious discrimination in horizontal relations. At present, such guidelines are mostly or even entirely lacking. The project's second aim is to assess whether, and, if so, in what particular areas, the Flemish and/or Belgian legislators ought to step in, by creating greater clarity about certain (aspects) of these issues.

More specifically, the main research question of this research project will be the following: what justifications (both on the level of legitimate aims, and regarding proportionality and necessity) and exceptions can properly be advanced by private actors in order to justify unequal treatment based on religion?

### Research design and steps in the research process

In researching the above questions, the project will consider *three* main areas covered by the federal and Flemish antidiscrimination legislation – i.e. employment, goods and services (including health care), and private education. For each of these areas, a number of prototypical cases, starting from actual practices in Belgian and Flemish society, will be critically analysed, in order to distinguish between legitimate and illegitimate justifications of unequal treatment.

This would include, *inter alia*, assessing what kinds of 'individual' aims can and should be considered legitimate, in the above-mentioned areas, as well as – conversely – analysing to what extent private citizens can legitimately aspire goals 'of general interest' that are usually pursued by States (neutrality, for instance, or the protection of public decency). Closely connected to the latter is also the interplay between what is accepted (by case law or practice) as legitimate state goals of general interest and the question of what may constitute legitimate 'private' goals. For instance: if – as seems to be the case in Belgium and Flanders – neutrality is in practice considered to be a valid and legitimate aim enabling the prohibition of religious symbols in public education as well as in some areas of state employment, does this also grant citizens the right to take this aim into account in their decisions residing under the scope of the antidiscrimination legislation? And if not, how is this distinction to be justified in light of the fact that the burden of non-discrimination bears heaviest on state actors? Aside from looking at practices and requirements that (either directly or indirectly) *disadvantage* individuals based on their religions, the project will also focus on religious demands and demands related to religion of the kind that the various types of occupational requirements – provided by the EED, and transposed into both Belgian and Flemish legislation – allow for. Currently, much remains unclear in the literature regarding these issues, such as the types of organisations that are entitled to invoke either or both of these occupational requirements in the religious context; the types of occupational activities within those organisations that can legitimately be invoked; the extent of the differential treatment they may justify; and the question how to interpret the formal restriction that the religious-ethos requirement cannot justify discrimination on other grounds than religion or belief. The lack of clarity surrounding these issues is exacerbated in the Belgian and Flemish context, due to the case law of the Belgian Constitutional Court. More specifically, the Court held that, contrary to what the antidiscrimination legislation provided, not only religious employers could invoke the religious-ethos requirement, but non-religious employers could do so as well.<sup>11</sup> Moreover, the Court found that the antidiscrimination legislation should be interpreted in such a way as to allow for conscientious objections, both within and outside the context of employment.<sup>12</sup> All these aspects reinforce the

<sup>11</sup> Constitutional Court 11 March, no. 39/2009, B.38.

<sup>12</sup> *Ibid.*, B.102.7 and B.103.3.

problems described above, and render the research project especially salient for the Belgian and Flemish context.

**Deliverables**

- At least one article in an internationally reviewed journal;
- At least one Dutch report aimed at providing guidelines for judges on the one hand, and recommending legislative options to the federal and Flemish legislators on the other hand;
- Ad hoc advice/short term research in the field of religious discrimination law.

### **WP A3: Work package 3 on discrimination law: Realising Equality. Enforcement Mechanisms and Methods in Discrimination Law**

Supervisor(s): Stefan Sottiaux (KULeuven)

Time frame: July 2012 – June 2016

Personnel: Jogchum Vrielink, PhD 0.4 fte (KULeuven)

#### **Background**

Belgian and Flemish antidiscrimination legislation is well-developed. On the federal level, the relevant legislation consists of the Anti-discrimination Act, the Anti-racism Act and the Gender Act. On the Flemish level, the following decrees are most relevant: Proportionate Participation Decree of 8 May 2002 and the Framework Decree of 10 July 2008.

The scope of application of both the federal and Flemish legislation is exceptionally broad, when compared with other European states, both regarding the list of protected grounds and regarding the legislation's material scope (cf. supra project 1)..

This impressive legislative framework would seem to offer an exceptionally high level of legal protection against discrimination in Flanders. Paradoxically however, reality seems to indicate otherwise: (reported) prevalence of discrimination ranks relatively high in comparison to other European countries, while the integration of minorities (ethnic minorities in particular) in, for instance, the labour market remains highly problematic.

The paradox might be explained by the fact that legal prohibitions (of various manifestations) of discrimination by themselves do little or nothing to adequately protect the rights of individuals and groups in practice. As some commentators suggest, legislators tend to neglect the role for proper enforcement methods and mechanisms; these are often considered to be "somewhat inferior to substantive rights".<sup>13</sup> In Flanders – for instance – an official enforcement body is still to be established or designated, and hardly any court cases have been initiated based on the decrees. Without effective enforcement, rights risk to remain mere symbolic expressions: it is hard to overestimate the importance of the way in which the right to equal treatment is enforced, for the effectiveness of this legislation.

#### **Research question, theoretical frame and research design**

This research project focuses more closely on several, interlinked, issues of enforcement of anti-discrimination legislation. It aims to both describe and evaluate the various available options on how to (best) approach the enforcement of such legislation. The central research question can be formulated as follows: how can and should the enforcement aspects of discrimination legislation be approached in order to be most effective?

Effectiveness – understood as goal realisation – of course depends on the legislative aims of anti-discrimination legislation. If lawmakers were to attribute a primarily or even solely declarative or symbolic purpose to discrimination law, effectiveness would in fact be guaranteed by its mere publication. However, even though the symbolic power of discrimination law should not be underestimated,<sup>14</sup> it is unlikely that legislators are satisfied with an exclusively symbolic approach. Instead, most of them are concerned with bridging the gap between the reality of discrimination and the legal ideal of equality. This clearly is the case in Flanders and Belgium, where parliament on both levels expressed clear commitments for discrimination legislation to be instrumental in contributing to realising a more equal and just society. Moreover the European Union non-discrimination directives require discrimination legislation, and its enforcement and sanctions, to be both 'effective' and 'deterrent'.<sup>15</sup>

Theoretically, the project will start from the broader experiences offered by regulatory theory.<sup>16</sup> The general theory however has its limitations when applied to discrimination law, due to specific characteristics of this field of law. To begin with, the core aspect of anti-discrimination legislation usually consists in the creation of a system of individual rights, whereas this is often not the case for other types of regulation. An equally important characteristic that distinguishes the enforcement of discrimination law "from other regulatory areas, is the heavy moral aspect of the equality issue".<sup>17</sup> That

<sup>13</sup> M. Ambrus, *Enforcement Mechanism of the Racial Equality Directive and Minority Protection*, Utrecht, EIP, 2010, 4.

<sup>14</sup> See N. Zeegers et al., *Social and Symbolic Effects of Legislation Under the Rule of Law*, Lewiston, Mellen Press, 2005.

<sup>15</sup> In addition to being 'proportionate'.

<sup>16</sup> See e.g. S. Picciotto and D. Campbell (eds.), *New directions in regulatory theory*, special issue of *Journal of law and society* 2002, no. 1.

<sup>17</sup> C. McCrudden, "Regulating Discrimination", in T. Loenen and P.R. Rodrigues (eds), *Non-Discrimination Law: Comparative Perspectives*, The Hague/London/Boston, Martinus Nijhoff Publishers, 1999, 296.

moral dimension tends to constrain the types of regulatory mechanisms and methods that are deemed acceptable or appropriate by the public. Finally, a number of enforcement mechanisms in (Belgian and Flemish) discrimination law are partially dictated by European and international law, leaving less scope for choice than in some other regulatory areas.

In light of the above, the project will look at two major (and related) enforcement issues. The first concerns the concrete mode of conflict resolution by means of which the substantive rights contained in discrimination law can best be applied ('conflict resolution options'), and the second concerns the way in which the former option(s) will be implemented institutionally ('institutional options').

#### *Conflict resolution options: judicial, semi-judicial and ADR*

Antidiscrimination legislation, especially in Belgium and Flanders, typically consists in what is commonly designated as an 'individual justice model' combined with elements of a 'group justice model'. In an individual justice model the main focus is on "eliminating from *decisions* illegitimate considerations"<sup>18</sup> based on the protected grounds. This approach is strongly informed by the merit principle. A group justice model, on the other hand, concentrates rather on the *outcomes* of the decision-making process from a redistributive angle. Whereas the former model mainly entails guaranteeing formal equality, the latter model's main preoccupation is with "the relative position of groups and classes", and as such it requires law to conceptualise discrimination as including indirect discrimination as well as enabling group-based remedies such as positive action.

Legally speaking, the individual justice model generally relies on a combination of criminal and civil provisions, in case of infractions, whereas the group justice model tends to rely solely on the latter. For the enforcement of these provisions, several options are available, which – to some extent – can (and perhaps should) be combined. Three main types of enforcement or conflict resolution options can be distinguished: judicial (formal adjudication), semi-judicial (or specialist adjudication), and alternative dispute resolution (ADR). The former brings the (potential) violations of antidiscrimination legislation before formal adjudication bodies, typically courts. In case of semi-judicial conflict resolution, discrimination cases are brought before a specialised adjudication body – with either formal or informal powers. Finally, in ADR, adjudication is abandoned altogether in favour of settling cases by means of negotiation and mediation.

Thus far little or no comparative and interdisciplinary research exists that seeks to *systematically* assess the advantages and draw-backs of (exclusively or predominantly) relying on one of these models *in practice*. Hardly any attempt has been made at finding the 'best' balance between the combined implementation of two or more of these options, which maximizes effectiveness both on the macro and on the meso and micro level. This research project seeks to fill this gap, thereby both remedying the existing theoretical lacuna and providing guidelines for legislators and policy makers.

#### *Institutional options: civil society organisations, equality bodies and human rights institutes*

Closely related to the abovementioned procedural law-enforcement strategies, are the organisational and institutional features of such strategies. Usually, the implementation of antidiscrimination legislation not only relies on individual initiative, but also involves collective efforts on the part of civil society organisations and/or public agencies, such as equality bodies and human rights institutions. The institutional enforcement model for Flanders and Belgium is partially determined by the European non-discrimination directives. Member States are required to ensure that certain associations may engage in judicial non-discrimination procedures. Furthermore, both the Race Equality Directive (RED)<sup>19</sup> and the gender directive on goods and services provide for the assistance of a specialised governmental body. Yet, the directives leave the Member States significant leeway to determine the nature of this body and its competences.

In practice a distinction can be drawn between promotional type institutions and tribunal type institutions. Promotional type institutions commit most of their time and resources to activities which include awareness raising and providing legal assistance to victims. Tribunal type institutions spend the bulk of their time and resources hearing, investigating and deciding on individual cases of discrimination brought before them. A further distinction can be made between institutions which are 'merely' equality bodies (single issue institutions), and institutions which are conceived more generally as human rights bodies.

---

<sup>18</sup> C. McCrudden, "National Legal Remedies for Racial Inequality", in S. Fredman and P. Alston (eds.), *Discrimination and Human Rights: The Case of Racism*, Oxford, OUP, 2001, 253-259 (emphasis added).

<sup>19</sup> The institutional enforcement model for Flanders and Belgium is of course partially determined by the European non-discrimination directives. However, these leave the Member States significant leeway.

Currently, on the federal level in Belgium, two equality bodies of the promotional type are in place (single issue institutions), which can *inter alia* assist victims and deal with complaints in a number of ways, including by mediation and by initiating legal proceedings. The Centre for Equal Opportunities and Opposition against Racism (CEOOR) deals with most of the 'federal' discrimination grounds, with the exception of gender/sex and language. The Institute for the Equality of Women and Men (IEWM) is competent for gender related issues.

On the Flemish level, no official equality body or human rights institute has been designated so far. However, a system of local complaints offices ('Meldpunten') has been put in place. These offices can assist victims, mediate and provide advice. They are, however, not competent to initiate legal action themselves.

Discussions, concerning the future of both the Flemish and the federal level institutional framework are currently underway, with one of the options consisting in the creation of an 'interfederal' human rights body, which would not only be responsible for the enforcement of the anti-discrimination legislation of the different federated levels, but also for the enforcement of other human rights. Other options include the establishment of an interfederal equality body (single issue institution), or – alternatively – the foundation of separate equality bodies for the federal and Flemish levels. Likewise, there is a growing debate over whether the new bodies should take the form of promotional or tribunal type institutions, and over the specific powers and competences they should wield.

The (second) goal of this project is to analyse the merits of the different models. It will do so by critically assessing the current situation and by drawing on comparative experience in this field. The results will enable lawmakers to decide which model is the most suitable one for Flanders and Belgium.

#### **Deliverables**

- A closed workshop with academic experts, delegations from equality bodies and from the Flemish administration. The proceedings of the workshop will be published as a book;
- Ad hoc advice/short term research in the field of discrimination law enforcement and equality bodies;
- At least one article in an internationally reviewed journal;
- At least one article in Dutch in a Belgian law journal.

## **WP D1: Work package 1 on disabilities: Inclusion and participation of persons with disabilities**

Supervisor(s): Geert Van Hove (Universiteit Gent) & Dimitri Mortelmans (Universiteit Antwerpen)

Time frame: July 2012 – June 2016

Personnel: 1 fte predoctoral, to be hired

### **Basic assumptions connected with this work package**

(in parallel with the UN Convention on the Rights of Persons with Disabilities)

1. Research results should support the promotion and protection of the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities and to promote respect for their inherent dignity
2. Persons with disabilities are no longer viewed as 'objects' of charity, medical treatment and social protection, rather as 'subjects' with rights, who are capable of claiming those rights and making decisions for their lives based on their free and informed consent as well as being active members of society
3. Disability results from the interaction between persons with impairments and attitudinal and environmental barriers that hinders full and effective participation in society on an equal basis with others
4. We want to have respect for difference and accept persons with disabilities as part of human diversity
5. We believe that full and effective participation and inclusion are important to empower individuals and to enrich society
6. All activities (also research) should include the participation of persons with disabilities in parallel with the slogan ; 'nothing about us without us'

### **Phase 1: Inclusion and participation of persons with disabilities: status quaestionis.**

**Timing:** July 2012 → June 2013

#### **Relevance for policy**

With this first phase, we link with the policy documents of the Flemish Government (Beleidsnota Minister Smet, 2009-2014) in trying to give support to the demand to get more statistical material. (p.10) We are convinced that the replication of the 'Inclusiespiegel Vlaanderen (Grip, 2006)' will reveal trends that can help the government and his administration to build a policy that goes from a 'handicap perspective' to an 'emancipatory perspective' (p.26)

While collecting research material from the 'target group' itself we connect with operational target OD 6.1 (p.27) of the policy document where it states that concepts as 'self-determination' and 'equal opportunities are central for the concrete policy actions.

#### **Background and theoretical frame**

The concept of full participation in society is becoming increasingly important and represents a key goal and vision for many stakeholders.

The historical emphasis on individual performance is seen as penalizing persons with disabilities who perform and participate in their communities in ways that differ from social norms. We need to move to a society that gives more attention to social interdependence, community embeddedness and support networks in the lives of persons with and without disabilities. (Hammel et al., 2008; Pfeiffer, 2000; Cott, 2005; Mc Coll et al. 1998)

In a comprehensive attempt to evaluate the inclusion of citizens with a disability in the Flemish speaking part of Belgium GRIP (= Gelijke Rechten voor Iedere Persoon met een handicap) published in 2006 their research report "Inclusiespiegel Vlaanderen". In this report 8 key domains for inclusion were identified and evaluated:

- Labour/work situation
- Education – lifelong learning
- Economical situation (financial situation and ownership)
- Living/housing situation
- Social networks

- Participation in leisure activities (in the community)
- Participation in decision making processes
- Welfare/well-being

In this phase, we want to rely on these specific domains<sup>20</sup> because they offer opportunities to organise cross-linkages between different policy domains, domains that are important for all citizens. GRIP identified also preconditions: support – accessibility (technical –attitudinal) and mobility. For every domain they developed a set of indicators.

### Research design and steps in the research process

To study the participation/inclusion of persons with disabilities we will use two approaches:

- A. We will organise a follow up study of the GRIP “Inclusiespiegel Vlaanderen” / “Inclusion mirror Flanders” making use of :
  - The information that is included in the yearly organised SCV- survey (= Sociaal-culturele verschuivingen in Vlaanderen) in Flanders. We will take 2006-2010 as reference period to follow up the GRIP study that can be seen as a base line
  - general questions in the survey that have persons with disabilities as specific target group
  - The regularly published SVR- web (= Studiedienst Vlaamse Regering / Study Services of the Flemish Government) articles to distil already organized analysis that put a specific focus on persons with disabilities (e.g. Vanweddingen, M. (2010) Levenslang leren: participeert iedereen wel in gelijke mate? SVR Webartikel 21 [*Lifelong learning: does everybody participates equally ?*])
  - We will confront the Flemish data with international data (see annex 2) that are available. E.G. the extensive work of Prof. dr. Eric Emerson (see annex 1) will be used to get a more in depth understanding of the relationship between disability and poverty
- B. We will interview 100 persons with disabilities in the Flemish speaking part of Belgium to grasp their personal experiences concerning inclusion/exclusion using the DRPI-tool (= Disability Rights Promotion International): “Process to conduct qualitative and quantitative interviews with children with disabilities”. We will use our structural connections with NGO’s like: Our New Future, Parents for Inclusion, GRIP and our contacts with some residential facilities for persons with disabilities to come to a research group with maximal variation. Knowing that collecting interview material takes a lot of time, we want to make clear that we will engage 20 students within the course of Disability Studies to assist the researcher in his/her task.

### Deliverables

- Research report about the evaluation of the inclusion of citizens with disabilities in the Flemish speaking part of Belgium (2006 and further on), in Dutch
- Research report on the personal experiences of 100 persons with disabilities in the Flemish speaking part of Belgium concerning participation and inclusion, in Dutch
- 2 internationally published, peer reviewed articles based on the most important findings of both research reports

### References

Abbott, S., McConckey, R. (2006). The barriers to social inclusion as perceived by people with intellectual disabilities. *Journal of Intellectual disabilities*, 10, 3, 275-287.

Coot, C. (2005). *Conceptualizing and measuring participation*. University of Toronto : Canada; in Hammel et al.(2008).

Gelijke Rechten voor Iedere Persoon met een Handicap (GRIP) vzw (2006). *Inclusiespiegel Vlaanderen. De deelname van personen met een beperking aan de samenleving*. GRIP: Brussel.

---

<sup>20</sup> WP D2 will study the first domain concerning the situation of persons with a disability on the labour market

Hammel, J., Magasi, S., Heinemann, A., Whiteneck, G., Bogner, J., Rodriguez, E. (2008). What does participation mean? An insider perspective from persons with disabilities. *Disability and Rehabilitation*, 30, 19, 1445-1460

Mc Coll, M., Carlson, P., Johnston, J., Minnes, P., Shue, K., Davies, D., Karlovits, T. (1998). The definition of community integration: perspectives of people with brain injuries. *Brain Injury*, 12, 15-30.

Pfeifer, D. (2000). The devils are in the details. The ICIDH-2 and the Disability Movement. *Disability and Society*, 15, 7, 1079-1082

## **Phase 2: Representation of persons with disabilities in the Flemish speaking part of Belgium.**

**Timing:** July 2013 → December 2014

### **Relevance for policy**

With this second phase, we connect with the Flemish Government's policy to tackle stereotypical representations or the under representation of persons with disabilities in e.g. media. (p.10, p.26) This package will support operational target OD 7.1 (p.27) because the planned analysis will give more insight into ways to come to a representation of persons with disabilities in 'new roles' that bring them away from the old fashioned medical model stereotypes.

### **Background and theoretical frame**

Prejudice and discrimination toward individuals with disabilities may negatively influence their overall Quality of Life in areas such as education, employment, housing, everyday interactions with the general public.

Understanding attitudes that may lead to barriers to equality can help social inclusion and Quality of Life for individuals with disabilities.

Recent research of Mc Manus et al. (2010) reveals that greater knowledge and quantity of contact are unrelated to attitudes. Greater quality of contact, however, was associated with more positive attitudes.

Quality of contact not only predicted the most variance in overall attitudes but was also related to more support for individuals with disabilities to be integrated into schools and workplace, greater comfort living or being in close social proximity to individuals with disabilities, greater support for private and rights and attribution of more positive attributes to persons with disabilities.(Mc Manus et al. 2010; Siperstein et al., 2003)

Beside individual attitudes, media have to be seen as very influential. They have powerful influence on the way 'disability' as a phenomenon is perceived and on the attitudes of the public towards persons with disabilities. It is important to document myths and stereotypes perpetuated by media portrayals of persons with disabilities.

### **Research design and steps in the research process**

A. Programs and media campaigns that aim to increase more positive attitudes towards individuals with disabilities and promote greater inclusion into communities might be best suited to directly and ethically test how quality of contact over quantity of contact and knowledge might lead to an increase in positive attitudes towards individuals with disabilities (Siperstein et al. 2007)

To evaluate the way media in the Flemish speaking part of Belgium cover the phenomenon disability we will use the collection as built by 'handiwatchers' on <http://handiwatch.gripvzw.be>. Handiwatchers are mediawatchers with expertise concerning disability. Mediawatching is seen as an instrument to organize a correct representation of persons with disabilities in the media. Via an open publishing system handiwatchers can post certain representations of persons with disabilities in the media to get reactions and an analysis.

Following the holistic approach to Disability Rights Monitoring from DRPI we will organize a content analysis (the researcher will get assistance of student within the course of Disability Studies) while using the categories as used in the work of Haller (1998).

Haller's traditional categories include:

- The Medical Model — Disability is presented as an illness or malfunction. Persons who are disabled are shown as dependent on health professionals for cures or maintenance.
- The Social Pathology Model — People with disabilities are presented as disadvantaged and must look to the state or to society for economic support, which is considered a gift, not a right.



- The Supercrip Model — The person with a disability is portrayed as deviant because of “superhuman” feats (i.e. ocean-sailing blind man) or as “special” because they live regular lives “in spite of” disability (i.e. deaf high school student who plays softball).
- The Business Model — People with disabilities and their issues are presented as costly to society and businesses especially. Making society accessible for disabled people is not really worth the cost and overburdens businesses, i.e. accessibility is not profitable.

Haller’s progressive categories include:

- The Minority/Civil Rights Model — People with disabilities are portrayed as members of the disability community, which has legitimate political grievances. They have civil rights that they may fight for, just like other groups. Accessibility to society is a civil right.
- The Cultural Pluralism Model — People with disabilities are presented as a multi-faceted people and their disabilities do not receive undue attention. They are portrayed as non-disabled people would be.
- The Legal Model — The media explain that it is illegal to treat disabled people in certain ways. The Americans with Disabilities Act and other laws are presented as legal tools to halt discrimination

The above mentioned frames can offer a productive entrance to organize a first step in content analysis.

### **Deliverables**

- Research report about the media coverage and representation of persons with disabilities in the Flemish speaking part of Belgium, in Dutch
- One internationally published scientific article discussing the most important findings from the above mentioned Research Report.

### **References**

- Antonak, R., Harth, R. (1994). Psychometric analysis and revision of the mental retardation attitude inventory. *Mental retardation*, 32, 272-280.
- Haller, B. (1998). Crawling toward Civil Rights: News Media Coverage of Disability Activism, (pp.89 e.v.) in: Kamalipour, Y., Carilli, T. (eds.) *Cultural Diversity and the USA media*. New York: State University of New York Press.
- Mc Manus, J., Feyes, K., Saucier, D. (2011). Contact and knowledge as predictors of attitudes toward individuals with intellectual disabilities. *Journal of Social and Personal Relationships*, 28, 5, 579-590.
- Siperstein, G., Norins, J., Corbin, S., Shriver, T. (2003). Multinational study of attitudes towards individuals with intellectual disabilities: general findings and calls to action. A Special Olympics Report. Washington DC: Special Olympics Inc.
- Siperstein, G., Norins, J., Mohler, A. (2007) Social Acceptance and attitude change. Fifty years of research in: J.W. Jacobson, J.A. Mulick, J. Rojahn (eds.) *Handbook of Intellectual and Developmental Disabilities*. Issues in clinical child psychology (pp.133-154). New York: Springer Publishing Co.

### **Phase 3 Political involvement of persons with disabilities**

**Timing:** July 2012 → June 2016

#### **Relevance for policy**

With the third phase, we support the policy of the Flemish Government and especially operational target OD 7.2 where Mr. Smet and his administration state that the active participation of persons with disabilities on all levels of policy discussion and decision making processes is one of the most important ways to guarantee equal rights and opportunities (p.29)

#### **Background and theoretical frame**

Throughout history people with an (intellectual) disability have been discriminated against, mistreated, neglected, abused and institutionalised (Stiker, 1997).

Even though we shouldn't assume that recent trends, such as deinstitutionalising and inclusion (Edgerton, 1993; Chenoweth and Stehlik, 2004; Bjarnason, 2011), have solved all the problems, it is true that during the last 40 years there has been growing attention for the situation and human rights of persons with an intellectual disability in society (Wolfensberger, 1972, Taylor and Bogdan, 1989; Bérubé, 1996, Landsman 1999).

For instance, at the international political forum we recently saw the United Nations Convention on the Rights of Persons with Disabilities (go to: <http://www.un.org/disabilities/>) put to the vote. Quite a few countries have signed and ratified this Convention. (By now – end March 2011 – 147 countries have signed the Convention and 99 countries have already ratified the Convention). The Convention aims in 50 articles to support a paradigm shift (from charity to rights), to describe these rights and their wide area of application as clearly as possible and to establish a link with development cooperation (these rights should be turned into anchor points that can be incorporated in projects concerning development cooperation). As regards the right to political participation, art. 29, "Participation in political and public life", is particularly relevant.

In the theoretical sphere there has been quite a shift too. This is illustrated beautifully by Martha Nussbaum (2006; 2009; 2010) who in her "capabilities theory" (expanding on the work of Amartya Sen) tries to correct the social contract theory of Rawls. Nussbaum takes as a starting point the notion that people with an intellectual disability, if we truly regard them to be citizens of equal value, are a challenge to philosophical theories of justice. Even the extremely broadminded social contract theory of John Rawls does not manage to hide the fact that the citizens that enter in such a contract with the state are expected to have quite a few skills (Stark, 2007). With her theory Nussbaum tries to develop an alternative that uses ten central capabilities (they can be seen as substantial freedoms) that all governments should guarantee to their citizens.

The ten capabilities that according to Nussbaum should be supported by all democracies are (for our subject we pay special attention to the last capability): being able to live to the end of a human life of normal length (life); being able to have good health (bodily health); protection of the bodily integrity (bodily integrity); being able to imagine, to think, and to reason (senses, imagination and thought); being able to have attachments to things and persons outside ourselves (emotions); being able to form a conception of the good and to engage in critical reflection about the planning of one's own life (practical reason); being able to live for and in relation to others (affiliation); being able to live with concern for and in relation to animals, plants, and the world of nature (other species); being able to laugh, to play, to enjoy recreational activities (play); being able to control one's environment. (A) Political: being able to participate effectively in political choices that govern one's life; having the rights of political participation, free speech and freedom of association. (B) Material: being able to hold property (both land and movable goods); having the right to seek employment on an equal basis with others.

The capabilities approach uses the idea of a threshold (Nussbaum, 2010, 78): for each important entitlement there is an appropriate level beneath which it seems right to say that the relevant entitlement has not been secured, and as a result human dignity is bound to be compromised. When Nussbaum evaluates the situation of people with a disability she finds "mixed results": although in many western countries progress has been made in a number of areas (people with an intellectual disability are often accepted in schools and participate via inclusive education in mainstream education – and while many specific support services for people with a disability are up and running), we still see hesitation on many fronts (partly for budgetary reasons, partly because persons with an intellectual disability are often still regarded as charitable cases instead of citizens with rights). This spurred Nussbaum on to call for going one step further. Now we have to take the most controversial step of all: giving people with cognitive disabilities political and civil rights on a basis of genuine equality... (2009, 350; 2010, 94). She tries to illustrate this herself by considering the right of people with an intellectual disability to vote, or the right to serve on a jury.

In this phase, we take up the challenge as formulated by Nussbaum and we explore the political and civil participation of persons with an intellectual disability with regard to their involvement in political discussions.

In this study we mean by political participation that they participate in municipal, provincial and national policy bodies and politics, and we don't mean participating in councils for of service providers or in ngo's for persons with a disability.

### **Research design and steps in the research process**

In a recent research project (Goethals and Van Hove, 2011) it was found that persons with intellectual disabilities – again as an extreme case study – want to participate in political discussions and decision

making. Although this statement we couldn't find Flemish citizens with an intellectual disability who were 'political active'.

These findings brought the Flemish self advocacy 'Our New Future' (ONT vzw, Onze Nieuwe Toekomst [Our new future]) movement to set up a concrete project to make sure that barriers to participation can be tackled. The ONT project will probably start January first 2012. Within our own research project we will organise the follow up of the ONT project.

Within this project the researcher will organise a continuous confrontation with the experiences within Our New Future project. We will work with following scheme:

<b>ONT-project: principal goals</b>	<b>Follow up Research</b>
<p>1. Realising participation of persons with an intellectual disability within local political discussions and consultations</p> <p>2. Giving support to persons with intellectual disabilities in political participation on a higher level</p> <p>3. Realising a 'coaching office'</p>	<p>3.1. Follow up of goals 1 and 3</p> <p>Following the cycle of action research we will follow 10 persons with intellectual disabilities, 10 coaches who give them support in 10 different local participation projects.</p> <p>We will use the five phases of the action research cycle (Bogdan and Biklen, 2006) in a multiple case study design:</p> <ul style="list-style-type: none"> <li>• Identifying problem area's in connection to political participation</li> <li>• Data gathering through multiple sources of data. We will make use of e.g; photo voice, portraiture, case studies,...</li> <li>• The interpretation of the data will be organised following the principles of collaborative research (Gibbs, 2001) and making use of the technique of thematic analysis</li> <li>• Using the data linked to the most important themes action plans can be built</li> <li>• In a last step of this first cycle the concrete actions will be evaluated so that the next cycle can be started</li> </ul> <p>We will give much attention to:</p> <ul style="list-style-type: none"> <li>+ critical success factors and barriers that support or hinder the participation</li> <li>+ strategies so that success can be secured</li> <li>+ strategies that can help to remove barriers to participation</li> </ul> <p>3.2. Follow up of goal 2</p> <p>Making use of a Foucauldian discourse analysis (Arribas-Ayllon and Walkerdine, 2008) we will work on interventions of self-advocates within participation processes (based on the notes of their meetings). Within this process extra attention will be given to the 'reception' of these intervention by the non disabled partners in such participation processes</p>

Again, we will engage Master Students within the course 'Disability Studies' to assist the researcher with interviews/focus groups, participant observations and document analysis.

## **Deliverables**

- A research report concerning the political participation of persons with intellectual disabilities, in Dutch
- An internationally published, peer reviewed article about the political participation of persons with intellectual disabilities.

### **References**

Arribas-Ayllon, M. And Walkerdine, V. (2008). Foucauldian Discourse Analysis, 91-108, in: Carla Willig and Wendy Stainton Rogers. The Sage Handbook of Qualitative Research in Psychology. Sage: London.

Bogdan, R., Biklen, S. (2006). Qualitative Research for Education. An introduction to theory and methods. Pearson: London

Gibbs, M. (2001). Toward a strategy for undertaking cross-cultural collaborative research. Society and Natural resources, 14, 673-687

Goethals, T., Van Hove, G. (2011). Politieke participatie van personen met een verstandelijke beperking. Onderzoeksrapport voor de Cel Gelijke Kansen, Vlaamse Regering.

## **WP D2: Work package 2 on disabilities: Employment opportunities of disabled individuals in Flanders: The role of organizations and key institutional actors**

Supervisor(s): Patrizia Zanoni & Koen Van Laer (Universiteit Hasselt)

Time frame: July 2012 – June 2016

Personnel: 1 fte predoctoral, to be hired

### **Background and theoretical frame**

With the ratification of the 2006 UN Convention on the Rights of Persons with Disabilities in 2009, Belgium has engaged itself to recognize, safeguard and promote the rights of disabled individuals, including their right to freely chosen work. Specifically, article 27 of the Convention stresses that signatory states should work to promote a labour market and work environment that is open, inclusive and accessible to persons with disabilities. This includes the prohibition of discrimination on the basis of disability and the promotion of equal opportunities in employment including through measures ensuring equal opportunities in the conditions of recruitment and employment, continuance of employment, career advancement and safe and healthy working conditions, labour and trade unions rights, vocational and technical guidance, placement and career guidance, rehabilitation and return-to-work support, programmes to employ persons with disabilities in the public sector, ensuring reasonable accommodations, and promoting the acquisition of work experience in the open labour market.

That such efforts are still necessary is unequivocally shown by existing data on the position of disabled individuals on the Belgian and Flemish labour market. In Flanders this group has significantly lower chances of being employed (Samoy 2009). Moreover, when disabled people are employed, they are at less favourable conditions (Van Laer et al 2011). For instance, they earn a lower average wage, are underrepresented in the higher organizational ranks, receive less on-the-job training, are less satisfied with their job characteristics, often have a less positive relationship with their supervisor, and experience lower workplace well-being and job security (Bourdeaud'hui & Vanderhaeghe 2008; Van Laer et al 2011).

By and large this evidence in line with the employment situation of people with disabilities in the larger EU area; nonetheless, international comparisons indicate that the Belgian rate of employment of people with disabilities of 39.77% is below many other European countries, and that a relatively high percentage is employed in sheltered workplaces (IZA 2010). Accordingly, in line with the overall Flemish labour market activation policy under the EU impulse (Beckers et al 2007), the Flemish policy is focused on the enhancement of the overall employment opportunities of these citizens, in the first place through integration in the regular labour market. This ambition is reflected in the Policy Note of the Flemish Minister for Equal Opportunities 2009-2014 (Smet 2009) which stresses the need to effectively safeguard disabled individuals' equal opportunities in employment. It is further translated at a structural level in the initiatives of the Flemish Minister for Social Economy to make the regular labour market more 'social', enhancing its ability to employ individuals from a variety of disadvantaged social groups (Van den Bossche 2009).

While activation through the integration of people with an impairment in the regular labour market has a greater inclusive potential than previous policies centred on care and employment in sheltered organizations (cf. Danieli and Wheeler 2006), it is not unproblematic in itself. Scholars have pointed to the risk that paid work be considered the only way to meaningfully participate in society, turning employment in a social duty rather than a right of the individual (Roets et al 2011). To ensure the exercise of the right to work, individuals should not be expected to carry the full responsibility for their own employment as their disadvantaged position results from processes largely outside their control (Zanoni 2011a).

To succeed, activation through the integration of people with an impairment in the regular labour market presupposes that private, public and non-profit organizations develop the willingness and ability to include individuals that they have historically excluded. Organizations play a gatekeeper role on disabled individuals' possibility to exercise of their right to work (Zanoni 2011; Zanoni and Janssens 2007). The effectiveness of policy thus crucially depends on its ability to steer organizations' behaviour. Given the key role of a variety of actors – public agencies, the social partners and civil society actors – in the promotion of equal representation of disadvantaged groups in the labour market (Cornet and Zanoni 2011), this behaviour is affected by a particularly complex institutional context in which the employer-employee relation is embedded. Accordingly, such policy needs to be grounded on a thorough understanding of how the workplace position and experience of disabled individuals comes into being by virtue of processes *within* organizations (Zanoni 2011; Zanoni and Janssens 2007) as well as processes *between* organizations and other relevant institutional actors (i.e. trade unions, the VDAB, training agencies such as the GOCI).

This study aims in the first place at generating theoretical and empirical insights into the mechanisms, occurring both within organizations and in their working with relevant institutional actors, fostering or hampering disabled individuals' positive employment experiences and opportunities. Secondly, drawing on these insights, it will support the development of possible policy instruments for the promotion of disabled individuals' right to employment. In line with the spirit of the Convention, which stresses the importance of disabled individuals' freedom and self-determination in employment, the perspective of disabled individuals themselves will have a central place in the research.

### **Research question and possible hypotheses**

Further building on the national and international theoretical and empirical literature, which suggests the need to investigate the at the opportunities of disabled employees are determined by mechanisms and actors at various levels, the study will address the following main research question:

#### ***How do employing organizations and other institutional actors affect the employment experiences and opportunities of disabled individuals?***

Specifically, we will investigate mechanisms at various levels by addressing the following sub-questions:

1. the individual and the interpersonal (focusing on the disabled individual's experiences of interactions with actors in the employing organization as well as with external agencies)
  - How do disabled individuals themselves experience the workplace?
  - How do supervisors and co-workers perceive disabled subordinates and colleagues and how do their perceptions affect interpersonal dynamics between them and disabled individuals?
  - How do interpersonal dynamics between disabled individuals and their supervisors and co-workers influence the experiences and opportunities of disabled individuals?
  - How do disabled individuals themselves try to influence their opportunities?
2. the organizational (focusing on organizational practices and processes and their effects on the opportunities and experiences of disabled individuals),
  - How do various organizational actors perceive disabled individuals and how do such perceptions affect organizational policies and practices?
  - How do specific organizational policies and practices affect the experiences and opportunities of disabled individuals?
3. the inter-organizational (focusing on the interactions between employing organizations and the external agencies and the effects of those interactions on the opportunities and experiences of disabled individuals).
  - How do various non-organizational actors perceive disabled individuals and how do such perceptions affect their policies and practices?
  - How do interactions between the employing organization and other actors (i.e. trade unions and external agencies) influence organizational policies and practices?

### **Research design and steps in the research process**

The empirical research will be conducted through a total of 90 semi-structured interviews in three large public and private organizations employing people with an officially recognized impairments (see definition by Samoy 2009) and with representatives of relevant external agencies collaborating with these organizations. This extensive qualitative dataset will be complemented with internal and external documentation. In each organization an extensive data collection will be carried out through 30 semi-structured interviews with the following types of respondents:

1. Employees with an officially recognized disability (10)
2. HR department (3)
3. Supervisors of employees with an officially recognized disability (3)

4. Co-workers of employees with an officially recognized disability (6)
5. Trade union representatives (2)
6. Company medical staff (3)
7. External agencies representatives (3)

The inclusion of multiple types of respondents will allow not only to gain insight into different perspectives and roles but also to triangulate the collected data in order to enhance its reliability. It will enable us to capture the various dynamics affecting the experiences and opportunities of disabled individuals.

As gender (Baldwin et al 1994) and the nature of one's impairment (Colella and Stone, 2005; Woodhams and Danieli, 2000) can result in difference experiences and opportunities, in the selection of respondents of type 1. specific attention will be paid to include individuals of different genders as well as with a variety of impairments (i.e. visible, non-visible, physical, mental, sensorial).

Respondents in groups 3. and 4. will be selected, if possible, as to allow us to reconstruct the interactions at the interpersonal level between two employees with an officially recognized disability in each organization and their supervisors and co-workers.

The research design attempts to create a critical mass of data from as many as possible respondents' types in order to enable the researchers to conduct more specific analyses. For instance, by selecting 6 co-workers in each company, we will have data from a total of 18 co-workers, potentially allowing us to carry out specific analysis on the perceptions of this type of respondents. Also, a total of 15 respondents in HR and trade union functions might potentially allow us to analyze the perspective of actors dealing with employment relations.

### Deliverables

1. A mid-term report at the end of year 1 including the policy relevance, theoretical framework, research design and methodology;
2. A mid-term report at the end of year 2 including the policy relevance, theoretical framework, research design and methodology, and an overview of the conducted fieldwork;
3. A final report including policy relevance, theoretical framework, research design and methodology, findings and policy implications;
4. At least two seminars for academics;
5. At least one interactive seminar for practitioners (i.e. policy makers, employers, trade unions, external agencies, diversity consultants) including policy implications;
6. At least two papers presented at international conferences;
7. At least one published academic paper;
8. Valorization of the findings of the project for a broader public through the communication channels of the Policy Research Centre (newsletter, website, etc.).

### References

- Baldwin, M. L., Zeager L.A. & Flacco, P.R. (1994) Gender differences in wage losses from impairments: Estimates from the survey of income and program participation, *The Journal of Human Resources* 29(3): 865 - 887
- Beckers, M., Verschraegen, G., Berghman, J. (2007) Europa als leerplatform? De rol van de EU in het Belgische activeringsbeleid, *Belgisch Tijdschrift voor Sociale Zekerheid* 49(4):709-730
- Bourdeaud'hui, R., Vanderhaeghe, S. (2008) *Technische nota werkbaar werk bij de werknemers die tijdens hun dagdagelijkse bezigheden hinder ervaren door een handicap, een langdurige lichamelijke aandoening of een langdurige lichamelijke ziekte* Brussel, SERV – STV Innovatie & Arbeid.
- Colella, A., Stone, D. (2005) Workplace discrimination toward persons with disabilities: A call for some new research direction. In Dipboye, R., Colella, A. (Eds), *Discrimination at Work: The Psychological and Organizational Bases*. Lawrence Erlbaum. 227-254
- Cornet A., Zanoni P. (2010) Diversity management in Belgium. In Klarsfeld, A (ed). *International Handbook on Diversity Management at Work: Country Perspectives on Diversity and Equal Treatment* Cheltenham: Edward Elgar, 45-67.
- Danieli, A., Wheeler, P. (2006) Employment policy and disabled people, old wine in new glasses? *Disability & Society* 21 (5): 485-498.

Hughes, B., Paterson, K. (1997) The Social Model of Disability and the Disappearing Body: towards a sociology of impairment *Disability & Society* 12 (3): 325 - 340

IZA (2010) *The mobility and integration of people with disabilities into the labour market*. IZA Research Report 29.

Roets, G., Roose, R. Claes, L., Vandekinderen, C., Van Hove, G., Vanderplasschen, G. (2011) Reinventing the employable citizen: A perspective for social work. *British Journal of Social Work*, pre-published on line.

Smet, P. (2009) Beleidsnota Gelijke Kansen: Samen Gelijke Kansen Versterken [Policy Note on Equal Opportunities: Reinforcing equal opportunities together]. Policy Note by the Flemish Minister of Education, Youth, Equal Opportunities and Brussels.

Samoy, E. (2009). *Handicap en Arbeid Deel I : Definities en statistieken over de arbeidsdeelname van mensen met een handicap* Vlaamse overheid. Departement Werk en Sociale Economie.

Van den Bossche, F. (2009) Beleidsnota Sociale Economie [Policy Note Social Economy]. Policy Note by the Flemish Minister for Energy, Housing, Cities and Social Economy.

Van Laer, K., Verbruggen, M., Janssens, M. (2011) *Kansengroepen in werk en ondernemerschap*. Viona Rapport.

Woodhams, C., Danieli, A. (2000) Disability and Diversity - A Difference Too Far? *Personnel Review* 29 (3): 402-416.

Zanoni, P. (2011a) Pleidooi voor gelijke kansen als fundamentele voorwaarde van een eerlijke activeringsbeleid. Inleiding tot de tweede publieke lezing "Innovatieve visies op diversiteit in organisaties" gehouden op 15/04/2010 aan de UHasselt, <http://seinweblog.blogspot.com/> 21 June 2011.

Zanoni, P. (2011b) Diversity in the lean automobile factory: Doing class through gender, disability and age, *Organization*, 18(1): 105-127.

Zanoni, P., Janssens, M. (2007) Minority employees engaging with (diversity) management: An analysis of control, agency, and micro-emancipation. *Journal of Management Studies*, 44 (8): 1371-1397.



### **WP D3: Work package 3 on disabilities: To what extent do Flemish policies promote the inclusion of persons with disabilities?**

Supervisor(s): Daniel Cuypers & Petra Meier (Universiteit Antwerpen)

Time frame: July 2012 – June 2014

Personnel: 1 fte predoctoral, to be hired

#### **Background and theoretical frame**

On the international forum the Belgian Federal State remains responsible for the implementation of international instruments, like the UN Convention on the Rights of Persons with Disabilities (2006) and the European Directive (2000/78) establishing a general framework for equal treatment in employment and occupation, but internally Regions and Communities dispose of a large autonomy in implementing these instruments. From this perspective it is crucial that constituent state levels, such as the Regions and Communities, also critically analyse their policies related to such international instruments. This is precisely the aim of the present project.

Because the UN Convention on the Rights of Persons with Disabilities has a broader scope of application, it is evident that the UN Convention, duly ratified by the Flemish Parliament, will have significant implications. It generates direct legal claims by persons with disabilities, which can be effectuated in legal proceedings. Several legal proceedings have already been started, especially in the field of education. Within the educational policy area the discussion between stakeholders started vividly. But other fields of Flemish competencies are also involved, for instance aid to persons with disabilities of various origin, aid to persons in need in general, culture in the broad sense, sport, building requirements, or subventions to associations and last but not least there are the questions that arise concerning the rights of disabled persons in the employment relationship with Flemish governmental institutions.

Next to expectations leading to legal claims, the ratification of the UN Convention on the Rights of Persons with Disabilities also sparked off concrete policy action. In the Flemish government declaration of 2009, persons with disabilities as a field and target group were explicitly added to equality policies. The UN Convention, together with the Flemish Equality decree, are seen as an important framework for (developing) public policies targeted at persons with disabilities (Vlaamse Regering, Beleidsnota 2009-2014 Gelijke Kansen. Samen gelijke kansen versterken, p26). But to what extent do Flemish policies promote or impede the inclusion of persons with disabilities?

The present project aims at screening Flemish public policies on the extent to which they promote or impede the inclusion of persons with disabilities, using the UN Convention on the Rights of Persons with Disabilities as the point of reference. This analysis allows for mapping the blind spots for persons with disabilities in Flanders, and, in that, for building a policy agenda for the future.

#### **Research question and possible hypotheses**

The project will investigate the following research questions:

- What situations affecting persons with disabilities fall within the scope of Flemish constitutional competencies?
- To what extent is there an overlap with federal competencies in these matters?
- Which areas of the UN Convention on the Rights of Persons with Disabilities do the Flemish constitutional competencies cover?
- What is the effect of the legal aspects of these policies on the position of persons with disabilities?
- Which areas of the UN Convention on the Rights of Persons with Disabilities are blank spots in Flemish policies while they fall within the scope of Flemish constitutional competencies?
- How does all this relate to the Flemish Equality decree: what does it cover, what does it not cover, what should be covered?

While the effects of policies on the position of persons with disabilities can be analysed in a very broad sense, analysing for instance policy output and outcome, the present project will focus on the legal aspects of Flemish policies and the extent to which they promote or impede the inclusion of persons with disabilities.

#### **Research design and steps in the research process**

To start with, all possible situations affecting persons with a handicap that fall within the scope of Flemish constitutional competencies are catalogued in detail. It is important to indicate, to the extent

that it is possible, the overlap with federal competencies. This list has to be very detailed, since the possible future legal consequences need to be summarily described. This list should focus on problematic situations and on best practices in Flemish policy, legislation and administrative practices. Since the project should not be overambitious, it should not necessarily contain a solution, but at least a clear definition and description of problematic situations.

In a second instance will be determined which areas of the UN Convention on the Rights of Persons with Disabilities are covered by the Flemish constitutional competencies. Although it will be impossible to decide on these demarcation disputes, they should be mapped to prepare the field for future policy discussions.

Thirdly, the effect of the legal aspects of these policies on the position of persons with disabilities are determined. To this end a conceptual framework and analytical tool is developed in order to determine what should be understood under inclusion and how to measure it. More precisely, the analytical tool will help to determine when these policies have a positive effect and foster the inclusion of persons with disabilities, when they have no effect and when they have a negative effect impeding the inclusion of persons with disabilities.

In a fourth step the project looks into the policies that have a negative effect and it will attempt to detect the blank spots in Flemish policies with respect to the UN Convention on the Rights of Persons with Disabilities, in order to analyse what steps would be required so as to improve the inclusion of persons with disabilities in these policy fields, too. This stage of the project mainly focuses on policy recommendations. While the present project is in danger to be extended to widely, it will rather focus on the legal aspects of Flemish policies and the extent to which they promote or impede the inclusion of persons with disabilities. However, the legal context does not only produce legal challenges, but also new policy opportunities. As we expect that the legal problems are often entangled with policy-disputes, so it would be wise to draw some lines and links between legal aspects and policy aspects. Finally, it will be established how all this relates to the Flemish Equality decree, analysing, again, blank spots, requiring the development of future policies.

The first three steps of the project mainly concern desk research, while the last two steps should effectively imply various stakeholders concerned in the inclusion of persons with disabilities. A constant dialogue between all stakeholders seems of utmost importance: the Flemish government, the Flemish administration (e.g. Equal opportunities department, trade unions, representative organisations of school management, representative organisations of persons with a handicap, the Federal Centre of Equal opportunities, scholars and researchers in the field of discrimination law and equal opportunities, the European Disability Forum, etc.

The stakeholders will be invited to a large 'public forum', to critically comment the draft report.

Scholars and researchers in the field of law and policy form a second 'academic council', in charge of commenting on i) a first draft of list of items and legal problems (case law) and best practices collected by the researcher, and ii) the preliminary final version of the report.

### **Deliverables**

- A first draft report containing data and discussion list
- Several meetings of the 'public forum' and of the 'academic council'
- Final report
- At least one conference paper leading to a scientific publication

### **References**

COLKER R., *When is separate unequal. A Disability Perspective*, New York, Cambridge University Press (2009)

CUYPERS D., LAUWERS G., VERBEECK B., VERBRUGGEN M., VERSTEGEN R., RAUWS W. *Advies over de specifieke bepalingen met betrekking tot onderwijs in het VN-Verdrag van 13 december 2006 inzake de rechten van personen met een handicap*, Antwerpen: UA-Steunpunt Recht en Onderwijs, 2009.- 98 p.

EUROPEAN DISABILITY STRATEGY 2010-2012, EU-Commission, 15.11.2010

RAHME, A., F. HENDRICKX, O. VANACHTER, *Discriminatie op basis van handicap en gezondheidstoestand in de arbeidsverhouding*, Antwerpen, Intersentia, 2009, 175 p.

VN-Verdrag van 13 december 2006 inzake de rechten van personen met een handicap, geratificeerd door alle gewesten en gemeenschappen, o.a. Vlaams Decr. 8 mei 2009, BS 3 augustus 2009; W. 13 mei 2009, BS 22 juli 2009.

WADDINGTON, L., "A new era in human rights protection in the European Community: the implications of the United Nations Convention on the Rights of Persons with Disabilities for the European Community", *Maastricht Working Papers*, Faculty of Law, (2007)

#### **WP D4: Work package 4 on disabilities: The model(s) underlying Flemish policies for persons with disabilities: what about equality and intersectionality?**

Supervisor(s): Karen Celis (Vrije Universiteit Brussel) & Petra Meier (Universiteit Antwerpen)

Time frame: January 2014 – December 2016

Personnel: 1 fte predoctoral, to be hired

#### **Background and theoretical frame**

Public policies are based on (more or less coherent) normative principles or models, giving them meaning and signification. With respect to equality policies, Squires (2007) distinguishes for instance between the models of inclusion, reversal and displacement respectively, whereby the first refers to the logic of sameness, the second to that of difference and the third to that of transformation. EU and other policies concerning persons with disabilities underwent an important evolution with respect to their underlying normative principles or models over the last couple of years. In the beginning, more precisely before 1996, EU policies concerning persons with disabilities were characterised by a medical (assistance) model. Persons with disabilities were seen to be individuals facing a medical problem who had to adapt themselves to societal norms and standards. Whenever this turned out to be impossible, such individuals were entitled to care (facilities) and some form of compensation. Over the last couple of years the medical model was gradually superseded by a social model. Within the social model, persons with disabilities are considered to face discrimination. Disabilities originate in the fact that the social and physical environment does not manage to adapt itself to the needs of such persons. The social model implies that law and policies remove discrimination and identify as well as take away all (potential) external thresholds so as to guarantee the full integration and participation of persons with disabilities (Waddington, 2006; Barnes et.al., 1999; Drake, 1999; Oliver, 1990). Policies for persons with disabilities increasingly moved from the area of health and welfare policies to that of equality policies and persons with disabilities were added to its target groups.

This shift in model on persons with disabilities had implications for the type and content of policies at the European level that can also be illustrated by Squires' models of equality policies. Being characterised by a model of inclusion at the outset, requesting persons with disabilities to adapt themselves to the general standard, and, if that turned out to be impossible, reversal, involving that persons with disabilities were treated as (too) different, policies for persons with disabilities nowadays actually ask for a transformation rather than for an adaption on behalf of persons with disabilities. What about Flemish and Belgian policies for persons with disabilities? The logic of a social model is to be found in the UN Convention on the Rights of Persons with Disabilities (2006), duly ratified by Belgian authorities. It is up to society and the state to ensure that persons with disabilities are no victim of their disabilities. Disabilities arise, according to the logic underlying the UN Convention, when the society does not enable the full participation of all. And the Europeanization of the EU member states is a fact (Graziano & Vink, 2007; Featherstone & Radaelli, 2003; Van Oorschot & Hvinden, 2001). Flanders, similarly to most other policy levels in Belgium (federal level, regions and communities) added persons with disabilities but recently to the target groups of equality policies, but has developed policies for persons with disabilities in the past.

The central aim of this work package is to map the model or models underlying Flemish policies for persons with disabilities and to understand their consequences for the full inclusion and participation of persons with disabilities. Two issues are of importance in this context. One is the conceptualisation of equality within Flemish policies for persons with disabilities, the other is the further development of an intersectional approach within Flemish equality policies (sector policies). A secondary aim of this work package consists in contributing to the translation of the theoretical concept of intersectionality into public policies and the concrete thresholds this putting into operation of the concept meets. The work package therefore disentangles the mapping of models underlying Flemish policies with those underlying Flemish equality policies (sector policies), in order to understand their implications for the development of an intersectional approach.

#### **Research question and possible hypotheses**

The following three sets of questions are central to this work package:

- Which model underlies/models underlie Flemish policies for persons with disabilities? What shifts can be detected and when? To what extent are there competing and incompatible models?

- How does this model/do these models relate to the dominant model embedded in the UN Convention on the Rights of Persons with Disabilities and other supranational policies of relevance to Flanders? What are the consequences of this (absence of) matching of Flemish and international/supranational models for the compliance of Flanders with UN and European requirements?
- How does this model/do these models underlying Flemish policies for persons with disabilities relate to the model underlying Flemish equality policies (sector policies)? What are the consequences of this (absence of) matching of model(s) for Flemish policies for persons with disabilities and Flemish equality policies for the further development of Flemish equality policies in terms of the full integration of different target groups within equality policies and the development of an intersectional perspective?

In relation to these three sets of questions we assume that:

- (referring to the first set of questions) models underlying Flemish policies for persons with disabilities are strongly intertwined with the Flemish policy area they belong to, and that therefore different models underlie different areas of Flemish policies for persons with disabilities;
- (referring to the second set of questions) there is no one to one match with the dominant model in the UN Convention on the Rights of Persons with Disabilities and other supranational policies of relevance for Flanders, and that this impedes a full compliance of Flemish policies with UN and European requirements;
- (referring to the third set of questions) there is no one to one match with the dominant model underlying Flemish equality policies as such, and that this impedes a full integration of different target groups within equality policies and the development of an intersectional perspective.

### **Research design and steps in the research process**

The approach for this work package will be discursive, more precisely through the use of a Critical Frame Analysis. Critical Frame Analysis finds its origin in social movement studies (Snow and Benford 1988; Snow et al. 1986), where it is used to study the impact of social movements in attaining their goals through different types of frame alignment, but has been developed within policy studies over the last decade. Feminist policy studies have interpreted the concept of a policy frame as an organising principle underlying policies, which involves the transformation of bits of information into a structured and meaningful problem description (Verloo 2007). The latter contains – at least implicitly – a possible solution. The underlying idea is that such frames make public policies tackle issues in a particular way, according to the guiding normative principles or models. Designing policies for persons with disabilities according to a medical or assistance model will lead to fundamentally different policies than if these are designed on the grounds of a social transformative model.

The project starts with a broader review of the most important literature on models underlying public policies for persons with disabilities, mapping the different models according to the literature given the overlap in the field. These models will further be connected to models underlying equality policies, such as those developed by Squires (2007), to establish how the models on policies for persons with disabilities relate to the different models guiding equality policies.

Subsequently, the tool developed by the Critical Frame Analysis (List of Sensitizing Questions; Verloo 2007) will be adapted to spot models on policies for persons with disabilities in public policies. This requires the development of a set of indicators for each of the models withheld through the literature review.

Then, the actual empirical phase will be prepared, establishing a list of policies for persons with disabilities to be screened within the various Flemish policy areas. Especially the research conducted in WP D4 will be of help here. The empirical material analysed is of a written nature, such as legal texts, policy plans, concrete policy notes or initiatives, etc. For each Flemish policy area targeting persons with disabilities, a number of representative policy documents will be selected and then analysed using the adapted list of sensitizing questions. If necessary this analysis will be completed by a series of interviews with the relevant policy actors and other stakeholders (cf. if written sources are limited or absent). Models underlying the UN Convention on the Rights of Persons with Disabilities and EU policies will be gathered through a literature review, those on Flemish equality policies (sector policies) on earlier research. If necessary the review of the literature will be completed by an analysis of a selected number of mayor policy documents.

In a final stage, the models underlying Flemish policies for persons with disabilities will be compared to those of the UN Convention on the Rights of Persons with Disabilities and other supranational policies of relevance for Flanders, as well as to the models underlying Flemish equality policies (sector policies). This comparison will allow for answering the second and third set of questions central to this work package.

### Deliverables

- A research note for policy actors on how models underlying Flemish policies for persons with disabilities and those underlying international and supranational policies match, and their implications for a full compliance of Flemish policies with UN and European requirements.
- A research note for policy actors on how models underlying Flemish policies for persons with disabilities and Flemish equality policies match, their implications for a full integration of different target groups within equality policies and the development of an intersectional perspective; to be discussed during a workshop with policy actors and other relevant stakeholders.
- A ready to use tool for policy actors to detect the model underlying policies for persons with disabilities, including recommendations on how to stick to the politically supported model.
- Three conference papers, two of which to be presented at an international conference and presented for publication in an international scientific journal, the other one to be presented at a local conference and presented for publication in a local journal targeting policy makers and other relevant stakeholders.

### References

- Barnes, C., Mercer, G., and Shakespeare, T. 1999. *Exploring disability: a sociological introduction*. Cambridge: Polity Press.
- Drake, R.F. 1999. *Understanding disability policies*. Basingstoke: Macmillan.
- Featherstone, K., and Radaelli, C.M. 2003. *The Politics of Europeanization*. Oxford: Oxford University Press.
- Graziano, P., and Vink, M. 2007. *Europeanization: New Research Agendas*. Basingstoke: Palgrave Macmillan.
- Oliver, M. (1990) *The politics of disablement*. Basingstoke: Macmillan.
- Snow, D. A. et al. 1986. Frame alignment process, micromobilization and movement participation, *American Sociological Review* 51 (4): 464-81.
- Snow, D. A., and R. Benford. 1988. Ideology, frame resonance and participant mobilization, *International Social Movement Research* 1 (): 197-217.
- Squires, J. 2007. *The New Politics of Gender Equality*. Basingstoke: Palgrave.
- Van Oorschoot, W., and Hvinden, B. 2001. *Disability policies in European countries*. Den Haag: Kluwer Law International.
- Waddington, L. 2006. *From Rome to Nice in a Wheelchair*. Groningen: Europe Law Publishing.
- Verloo, M. (ed.). 2007. *Multiple Meanings of Gender Equality. A Critical Frame Analysis of Gender Policies in Europe*. Budapest: CEU Press.

**WP D5: Work package 5 on disabilities: Monitoring OMC: Indicators and statistics for the objectives that resulted from the Open Method of Coordination and for the evaluation of the implementation of the United Nations Convention on the Rights of Persons with Disabilities**

Supervisor(s): Patrizia Zanoni (Universiteit Hasselt) & Geert Van Hove (Universiteit Gent)

Time frame: January 2015 – August 2016

Personnel: 1 fte predoctoral for one year, to be hired; with the support of Elke Valgaeren, PhD & Nico Steegmans (Universiteit Hasselt)

**Background and theoretical frame**

The Method of Open Coordination (OMC) was introduced in Europe at the launch of the European Employment Strategy (EES) at the extraordinary European Council in Luxembourg in 1997. This governance method encourages European Union Member States not only to establish common goals and develop a common policy, but also to develop an integrated policy.

In 2005 the OMC was adopted by the Flemish coalition as a method for developing a horizontal equal opportunities policy (Van Brempt, 2005). The OMC aims to establish common strategic objectives concerning equal opportunities in Flanders for different policy makers. These latter formulate operational goals that specify how overall strategic objectives will be achieved within their own policy domain. In addition, this method comprises periodic monitoring, evaluation and peer review in order to achieve mutual learning. In the spring of 2006, a common objective memorandum was approved by the Flemish Ministerial Committee for Equal Opportunities which consists of all ministers of the Flemish Government. The targets relate to the themes of gender, sexual identity and physical accessibility. In 2007 and 2008 the Policy Research Centre on Equal Opportunities conducted an extensive study to identify core indicators on gender in Flanders concerning education (Motmans & Steegmans, 2007) and the reconciliation of work and family life (Steegmans, De bruyn & Marynissen, 2008). Many of these indicators were used as core indicators or policy specific indicators in the baseline measurement of the second OMC cycle.

In 2008, the OMC became legally embedded in the Flemish framework decree on equal opportunities and equal treatment policy [Decreet houdende een kader voor het Vlaamse gelijkheids- en gelijkbehandelingsbeleid]. It was stipulated that an OMC cycle runs over five years, following the Flemish legislature.

In short, the OMC comprises the following steps:

1. Formulation of strategic and operational goals in all policy domains (year 1 - ultimately 9 months after inauguration of the Government)
2. Development of an action plan for each policy domain spanning over two years. (year 2– ultimately 6 months after setting the goals); these action plans contain the set of indicators that will be used.
3. Update of the action plans and of the indicators (year 4)

The Interdepartmental Commission on Equality Policies coordinates this process and reports on its implementation and progress to the Flemish government.

After year 5, a new OMC cycle starts with the formulation of new strategic and operational goals.

The monitoring of this OMC-cycle includes (1) the development of core indicators to describe the context in which the equal opportunities objectives must be targeted and (2) the development of policy-specific indicators to evaluate the achievement of the policy goals.

According to the above mentioned decree, both the core indicators and the policy-specific indicators are part of the action plans.

Within the OMC cycle, the Research Centre on Equality Policies:

- advises the administration in the process of goal formulation to ensure that their achievement can be measured, through available data (administrative statistics and recurrent large-scale surveys),
- develops policy-specific indicators compatible with available data to assess progress in the achievement of policy goals concerning disability,
- develops core indicators compatible with available data to measure long-term evolutions in equal opportunities concerning disability in Flanders,
- conducts a periodical measurement of core indicators drawing from available data,

- conducts a periodical measurement of the identified policy-specific indicators drawing from available data.

The centre will also assist the Flemish government with the development and reporting of indicators to assess the implementation of the United Nations Convention on the Rights of Persons with Disabilities. This convention has been approved by Belgium in 2009. The Belgian federal government already launched a first report on the implementation of this convention (Delizée 2011), including the measures taken by the Flemish government (Gelijke Kansen in Vlaanderen en Vlaams Agentschap voor Personen met een Handicap). According to the rules of the convention, a report has to be made every four years. In close collaboration with the Flemish administration we will develop indicators that can be used for the next report of the implementation of the UN convention for the Flemish policy domains.

According to the Flemish framework decree on equal opportunities and equal treatment policy, the first cycle of the OMC for disability should have started in 2009. However, there has been some delay and the objectives and action plans have not been made public yet.

### **Research question and possible hypotheses**

1. Are the policy-specific goals developed by the Flemish administration concerning disability formulated in such a way that they are measurable through available data (administrative statistics and recurrent large-scale surveys)? If not, how should they be reformulated so that they are?
2. Which indicators are most suitable to assess the achievement of Flemish policy-specific goals concerning disability?
3. Which core indicators are most suitable to monitor the evolution of the equal opportunities along disability in Flanders in the longer term?
4. What is the baseline situation with regard to the policy-specific objectives and core indicators on disability developed during the first OMC-cycle?
5. Which indicators are most suitable to assess the implementation of the United Nations Convention on the Rights of Persons with Disabilities?

### **Research design and steps in the research process**

1. Fine-tuning of policy-specific goals on persons with disabilities

The fine-tuning of policy-specific goals to ensure their measurability will occur in close collaboration with the Flemish authorities.

2. Policy-specific indicators: construction of indicators and baseline measurement

The policy-specific indicators will be included in the baseline monitor to measure the progress of the policy objectives. To be included in the monitor, the indicators must meet four key conditions: they must be available, periodically updated, reliable and easily accessible.

In a first step, we will translate the policy-specific objectives in indicators that meet these conditions.

In a second step, we will include these indicators in a baseline monitor.

3. Core indicators: construction of indicators and baseline measurement

The core indicators who give a broader overview of equal opportunities along disability in Flemish society will be identified in three steps.

First, we will generate an array of possible core indicators from existing recent reports on the position of individuals with disabilities in Flemish society. For instance, we will use the study of the Flemish administration on the position of persons with a handicap (Verbelen et al., 2005).

Minimally, the following themes will be covered: the position of people with disabilities with regard to education, the labour market, care, income, housing, leisure, mobility. Additionally, core indicators on the inclusion of persons with disabilities in non-targeted institutions (i.e. 'regular' schools) will be developed in close collaboration with project WP D3 of the Centre.

Second, we will verify in how far the data needed to make use of the core indicators identified in the first phase is available and reliable.

Third, the final selection of the core indicators that are necessary to give a broad overview of equal opportunities of persons with/without disabilities in Flanders will occur in close collaboration with the Flemish administration and representatives of relevant civil society organizations (i.e. GRIP).



The core indicators will be included in the baseline monitor. They will focus primarily on the “objective” position of persons with disabilities in society (covered by the abovementioned themes). However, whenever data on the subjective dimension is available (like wellbeing and life satisfaction), it will be included.

#### 4. Indicators for the assessment of the UN convention

First, we will evaluate the indicators used in the first report of the Belgian federal government (Delizée, 2011) in order to improve the link between the indicators and the objectives of the convention and to ensure the best possible coverage of this report.

Second, we will verify the availability of the data.

Third, we will consult the Flemish administration and representatives of relevant civil society organizations (i.e. GRIP) to select the indicators that will be included in the report.

#### **Deliverables**

Monitor on people with disability, including:

- List of core indicators
- List of policy indicators
- Baseline measurement of core indicators and policy indicators.
- Report with indicators that can be used for the assessment of the implementation of the United Nations Convention on the Rights of Persons with Disabilities.

#### **References**

VAN AERSCHOT, Marjan, STEEGMANS, Nico, (2010). *Een meetinstrument voor het OCM proces 2010-2014. Indicatoren en statistieken voor de meetbare doelstellingen die resulteerden uit de Open Coördinatiemethode*. [A measuring instrument for the OMC proces 2010-2014. Indicators and statistics for the measurable objectives that resulted from the Open Method of Coordination].

Diepenbeek: Policy Centre for Equal Opportunities.

Verbelen, Jan, Samoy, Erik and Van Geel, Hendrik (2005) *Vlamingen met een handicap of langdurige gezondheidsproblemen. Een verkennende schets van hun sociale positie en hun situatiebeleving aan de hand van concrete onderzoekscijfers*. Stativaria 34, Brussel, Ministerie van de Vlaamse Gemeenschap, 72 pp.

Delizée, Jean-Marc (2011) *Uitvoering VN-verdrag inzake de rechten van de personen met een handicap. 1<sup>ste</sup> rapport van België*. Brussel, federale overheidsdienst sociale zekerheid.

## **WP G1: Work package 1 on gender: Monitoring OMC: Indicators and statistics for the objectives that resulted from the Open Method of Coordination**

Supervisor(s): Patrizia Zanoni (Universiteit Hasselt) & Petra Meier (Universiteit Antwerpen)

Time frame: June 2014 – August 2016

Personnel: Elke Valgaeren, PhD 0,5fte, and Nico Steegmans 0,5 fte (Universiteit Hasselt)

### **Background and theoretical frame**

The Method of Open Coordination (OMC) was introduced in Europe at the launch of the European Employment Strategy (EES) at the extraordinary European Council in Luxembourg in 1997. This governance method encourages European Union Member States not only to establish common goals and develop a common policy, but also to develop an integrated policy.

In 2005 the OMC was adopted by the Flemish coalition as a method for developing a horizontal equal opportunities policy (Van Brempt, 2005). The OMC aims to establish common strategic objectives concerning equal opportunities in Flanders for different policy makers. These latter formulate operational goals that specify how overall strategic objectives will be achieved within their own policy domain. In addition, this method comprises periodic monitoring, evaluation and peer review in order to achieve mutual learning. In the spring of 2006, a common objective memorandum was approved by the Flemish Ministerial Committee for Equal Opportunities which consists of all ministers of the Flemish Government. The targets relate to the themes of gender, sexual identity and physical accessibility. In 2007 and 2008 the Policy Research Centre on Equal Opportunities conducted an extensive study to identify core indicators on gender in Flanders concerning education (Motmans & Steegmans, 2007) and the reconciliation of work and family life (Steegmans, De Bruyn & Marynissen, 2008). Many of these indicators were used as core indicators or policy specific indicators in the baseline measurement of the second OMC cycle.

In 2008, the OMC became legally embedded in the Flemish framework decree on equal opportunities and equal treatment policy [Decreet houdende een kader voor het Vlaamse gelijkheids- en gelijkbehandelingsbeleid]. It was stipulated that an OMC cycle runs over five years, following the Flemish legislature.

In short, the OMC comprises the following steps:

1. Formulation of strategic and operational goals in all policy domains (year 1 - ultimately 9 months after inauguration of the Government).
2. Development of an action plan for each policy domain spanning over two years (year 2– ultimately 6 months after setting the goals). These action plans contain the set of indicators that will be used.
3. Update of the action plans and of the indicators (year 4).

The Interdepartmental Commission on Equality Policies coordinates this process and reports on its implementation and progress to the Flemish government.

After year 5, a new OMC cycle starts with the formulation of new strategic and operational goals. The monitoring of this OMC-cycle includes (1) the development of core indicators to describe the context in which the equal opportunities objectives must be targeted and (2) the development of policy-specific indicators to evaluate the achievement of the policy goals. According to the above mentioned decree, both the core indicators and the policy-specific indicators are part of the action plans.

Within the OMC cycle, the Policy Research Centre:

- advises the administration in the process of policy goal formulation to ensure that their achievement can be measured through available data (administrative statistics and recurrent large-scale surveys),
- develops policy-specific indicators compatible with available data to assess progress in the achievement of policy goals concerning gender,
- develops core indicators compatible with available data to measure long-term evolutions in equal opportunities concerning gender in Flanders,
- conducts a periodical measurement of core indicators for gender drawing from available data,
- conducts a periodical measurement of the identified policy-specific indicators on gender drawing from available data.

The second cycle of the OMC for gender started in 2009 and will run to 2014. The targets not only relate to the themes of gender, sexual identity and physical accessibility but also to the accessibility of information and disability (cf. Smet, 2010). After supporting the Flemish administration in the fine-tuning of its policy goals and developing core and policy-specific indicators in 2010, the former Policy Research Centre conducted a first baseline measurement on gender in 2011. In the frame of the current project, the Policy Research Centre will conduct a second measurement in 2014. For the new OMC cycle that starts after the elections in 2014, the Policy Research Centre will update core indicators, develop policy-specific indicators and conduct a baseline measurement for both.

### **Research question and possible hypotheses**

In the framework of this project supporting the OMC on gender, the Policy Research Centre will address the following questions:

1. For the OMC-cycle 2009-2014:
  - a. In how far have the policy-specific objectives on gender developed during the second OMC-cycle been reached (in terms of the identified indicators)?
  - b. What is the longer-term evolution of the core indicators on equal opportunities concerning gender?
2. For the OMC-cycle 2014-2019:
  - a. Are the policy-specific goals concerning gender developed by the Flemish administration during the OMC-cycle starting in 2014 formulated in such a way that they are measurable through available data (administrative statistics and recurrent large-scale surveys)? To the degree that they are not, how should they be reformulated?
  - b. Which indicators are most suitable to assess the achievement of Flemish policy-specific goals concerning gender?
  - c. Are the identified core indicators suitable to monitor the evolution of equal opportunities along gender in Flanders in the longer term? To the degree that they are not, how should they be adapted?
  - d. What is the baseline situation with regard to the policy-specific objectives and core indicators on gender developed during the OMC-cycle 2014-2019?

### **Research design and steps in the research process**

1. Second measurement of policy-specific and core indicators identified in 2011 in the frame of the second OMC cycle on gender (2009-2014): This second measurement will take place in 2014.
2. Fine-tuning of policy-specific goals of the third OMC cycle on gender (2014-2019): In 2014 and 2015, at the beginning of the third OMC cycle on gender, the Policy Research Centre will support the fine-tuning of the new policy-specific goals to ensure their measurability. This will occur in close collaboration with the Flemish authorities.
3. Construction of policy-specific indicators for the third OMC cycle on gender in 2015: In 2015 policy-specific indicators that can be used to measure the progress of the new policy-specific objectives will be developed. To be included in the monitor, the indicators must meet four key conditions: they must be available, periodically updated, reliable and easily accessible. We will translate the policy-specific objectives in indicators that meet these conditions.
4. Update of the list of core indicators: In 2011, a set of core indicators were developed and included in the baseline measurement. They will be updated twice: in 2014 and in the middle of the second OMC-cycle in 2016.
5. Measurement of core and policy-specific indicators: In 2016, in the middle of the third cycle, the policy-specific indicators will be included in the baseline measurement of the OMC-cycle 2014-2019.

### **Deliverables**

OMC gender, cycle 1:

- Core indicators: second measurement

- Policy-specific indicators: second measurement update (assessment of the policy-specific objectives)

OMC gender, cycle 2:

- List of policy-specific indicators
- Baseline measurement of policy specific indicators

### References

MOTMANS, Joz & STEEGMANS, Nico (2007) MV United. *Genderjaarboek 2007. Deel 2 Onderwijsmonitor*. Antwerpen / Brussel: Steunpunt Gelijkekansenbeleid / ESF Agentschap Vlaanderen.

SMET, Pascal (2010). Beleidsbrief Gelijke Kansen 2010-2011.

STEEGMANS, Nico, DE BRUYN Els & MARYNISSEN, Tinne. (2008) MV United. *Genderjaarboek 2008*. MV united. Deel 1 Arbeid in vele vormen combineren. Antwerpen - Diepenbeek/ Brussel: Steunpunt Gelijkekansenbeleid / ESF Agentschap Vlaanderen.

VAN AERSCHOT, Marjan, STEEGMANS, Nico, (2010). Een meetinstrument voor het OCM proces 2010-2014. Indicatoren en statistieken voor de meetbare doelstellingen die resulteerden uit de Open Coördinatiemethode. [A measuring instrument for the OMC proces 2010-2014. Indicators and statistics for the measurable objectives that resulted from the Open Method of Coordination]. Diepenbeek Steunpunt Gelijkekansenbeleid

VAN AERSCHOT, Marjan, STEEGMANS, Nico, (2011). Nulmeting indicatoren Open Coördinatiemethode. [Baseline assessment indicators open method of coordination]. Diepenbeek Steunpunt Gelijkekansenbeleid

## **WP G2: Work package 2 on gender: Gender-driven choices in technical and vocational secondary education in Flanders**

Supervisor(s): Patrizia Zanoni (Universiteit Hasselt) & Dimitri Mortelmans (Universiteit Antwerpen)

Time frame: January 2012 – May 2014

Personnel: Nico Steegmans 0,5 fte (Universiteit Hasselt)

### **Background and theoretical frame**

In most EU-countries including Belgium, the distribution of students in secondary education mirrors traditional gender roles. There is still a large gap between boys and girls areas and topics, with girls largely choosing study areas leading to 'female' occupations and boys for 'male' ones (cf. European commission, 2010).

This gender segregation is particularly pronounced in vocational and technical programmes and schools. Gender segregation is highly problematic in two ways. First, at the individual level, segregation indicates that young individuals' educational and career options are limited to those that are socially acceptable for their gender. Second, an early segregation is likely to hamper an optimal allocation of human potential and talents at the level of the labour market. Companies and organizations need a wider range of knowledge and competencies and would thus benefit from drawing from a broader pool of qualified candidates. In his policy letter 2010-2011, the Flemish minister of Equal opportunities and Education policies states that one of his aims is to increase the presence of women in innovative sectors and eliminating gender segregation in secondary education, with specific attention for technical and vocational programmes.

#### **Flemish secondary education**

Since 1989, full-time secondary education in Flanders has been organised in a uniform structure which comprises three (or four <sup>21</sup>) two-year stages and four types of education. Pupils only make a final choice of type of education in the second stage so that they are first introduced to as many subjects as possible. Types of secondary education in Flanders are: General preparatory secondary education (ASO), Technical secondary education (TSO), Vocational secondary education (BSO), and Secondary arts education (KSO). Preparatory secondary education offers a broad general education that provides the basis for attending higher education. Technical secondary education provides general, theoretical and technical education. Some subjects lead to higher education, others often lead directly to the labour market. Secondary vocational education is a practice-oriented type of education in which young people learn a specific occupation in addition to receiving general education (De Ro, 2008). Finally, secondary arts education combines a broad general education with active arts practice. After secondary arts education, students can exercise a profession or go on to higher education. This type of education attracts only a small student population (2%) counting far more girls than boys (Van Aerschot & Steegmans, 2011).

#### **Gender segregation in Flemish secondary education**

In Flanders, boys tend to choose more often technical and vocational education, while girls are somewhat overrepresented in preparatory secondary education.

The rate of gender segregation within types of secondary education is the highest in vocational and technical education. Nearly 60% of boys in the first year of technical secondary education choose scientific / technical study subjects, compared to only 8% of girls in 2009. For every ten boys there is one girl in scientific / technical disciplines. In vocational education, the male dominance is even stronger with only seven girls for every hundred boys in 'technical' study areas. The reverse is true for study subjects as health care. In the first year of technical education, sixty percent of girls choose this kind of study programmes versus only 18% of boys. For every 10 boys, there are 24 girls. In vocational programmes, the imbalance is even more striking with almost 40 girls for every 10 boys (Van Aerschot & Steegmans, 2011).

In preparatory secondary education, the students gender gap between subjects perceived as male and female is smaller. For both girls and boys, economics, science and Latin are major study areas in general secondary education albeit in a different order and weight. Science is the most important study for boys in the first year of second grade, economics is for girls. The main gender difference in preparatory secondary education is found in the humanities. They represent a major subject for girls with as much as 30 girls for every 10 boys. Educational choices in subsequent higher education however are more stereotypically male or female. Four girls out of 10 that start higher education opt for a subject leading to traditional female professions: education, health and social work. Only 14% of

---

<sup>21</sup> The fourth stage mainly applies to nursing training programmes.

boys choose these subjects. Industrial sciences and technology rank high among men, in both vocational (14.8%) and academic (6.9%) higher education. Both programs count only 2% of women who start higher education (Van Aerschot & Steegmans, 2011)

#### A matter of choice

This segregation in education leads inevitably to segregated labour market positions for men and women in which women are overrepresented in less paying and protecting occupations and sectors (Sels & Theunissen, 2006; Kuppens et al, 2006). Nevertheless girls (and boys) keep making educational choices in line with typical gender roles. This phenomenon raises a number of questions. Are these choices due to the stereotypically gendered image of certain courses in education? Which role does the gendered image of certain professions play? Do these perceived images match the students own opinion on gender roles? If not: why don't boys and girls make more unconventional choices? Is the answer to the reverse question (what if you were a boy/girl?) also stereotypical? Is it just a matter of choosing an education or also anticipating life after school in a profession with specific career and work life balance opportunities as active professional life approaches?

Rational choice theories stipulate that individual choices between several options are made on the basis of rational arguments and consist of the most favourable option for the individual. Yet these theories have been criticized for their neglect of emotions and irrational motives influencing choices together with routine or manipulated choices. Furthermore, choices are constrained by individual, social and economic resources. Choices are not made on the basis of full rationality and utility maximization, but on "bounded rationality" and "satisfactory results" (Bock, 2002). Monroe (2001) argues in her theory of perspective, that how we see ourselves in relation to others sets and delineates the range of options actors find available, not just morally but also empirically. The relevance of goals and the pros and cons of actions depend on their meaning for people and therefore depend on the values of the individual and his environment (Bock, 2002). Eccles (1994; 2002) model of achievement-related choices also links educational and vocational choices to the importance or value the individual attaches to the various options perceived as available. Furthermore she points out that the individual's expectation of success is crucial.

#### Research question

Drawing on these theoretical insights, we formulate the following main research question: what is the role of (internalized) gendered images and stereotypes in study subjects and occupations on students' educational choices? We will research the decision-making process retrospectively.

#### Sub-questions:

- How do male and female students perceive the type of profession associated with the education of their choice?
- What were the personal, practical and professional elements male and female students took into consideration when choosing a specific type of education and in what way are these elements gendered?
- What was the role and influence of parents and peers in the process of choice making? Was this role and influence different for girls and boys?
- What do they see as pros and cons of their choice in education and in later profession? In what way are their evaluations gendered?
- What constraints did they take into account? Are these constraints different for girls and boys?
- What resources could they depend on (persons/ sources of information)? Are these resources different for girls and boys?
- Is the educational choice of boys and girls related to their socio-economic and ethnic background?

#### Research design and steps in the research process

Phase 1: Review of literature.

Phase 2: Data collection: Survey

Population, sampling frame and sampling method

We will study the school population of the 1<sup>st</sup> year of the 2<sup>nd</sup> stage of vocational education in secondary schools (technical and vocational) with a total amount of students in 2010 of 36,292 (technical: 20,905 and vocational: 15,387).

We will distinguish subjects that are

- extremely gender segregated with 90% or more students of the same sex (group 1)
- gender segregated but with enough “other sex” students to study their atypical choice (group 2)
- gender neutral with almost fifty-fifty males and females (group 3).

For group 1 (the most segregated training options): we select construction (male) and beautician (female) in technical education and mechanics (male) and hair dressing (female) in vocational education.

For group 2 (strongly segregated training options): we select bio-technology and environmental studies (male) and social and technical sciences (female) in technical education and restaurant/kitchen training (male) and care and nutrition (female) in vocational education.

For group 3 (gender neutral training options options): we select trade in technical education and office administration in vocational education.

This selection will result in a total population of approximately 20,500 students in Flanders.

We opt for cluster sampling because

- constructing a complete list of population elements is impossible
- the population is concentrated in natural clusters, in this case schools

We will randomly select secondary schools in Flanders that provide training in above mentioned training options. Our goal is to collect 5,000 completed questionnaires. To reduce costs we plan to ask teachers to let students fill in the questionnaire in the classroom. Questionnaires will be delivered and collected in the selected schools by the researcher.

Phase 3: data analysis and reporting

### Deliverables

- A research report will be available by the end of the project together with the database and code book.
- At the end of the project the research results will be presented at a colloquium or seminar.
- The research data will result in an article in a peer-reviewed journal.
- Valorisation of the findings of the project for a broader public through the communication means of the Steunpunt Gelijkekansenbeleid (newsletter, website, etc.).

### References

- Bock, Bettina (2002). *Tegelijkertijd en tussendoor. Gender, plattelandsontwikkeling en interactief beleid*. Wageningen Universiteit, Nederland.
- De Ro, Jo (2008). *Education in Flanders. The Flemish educational landscape in a nutshell*. Brussels: Agency for Educational Communication.
- Eccles, Jacquelynne (1994). Understanding women’s educational and occupational choices. *Psychology of women quarterly* 18, 585-609.
- Eccles, Jacquelynne & Wigfield, Allen (2002). Motivational Beliefs, Values and Goals. *Annual Review of Psychology Vol. 53: 109-132*
- European commission (2010). *Gender differences and educational outcomes. Study on the measures taken and the current situation in Europe*. Brussels: Education, Audiovisual and Culture Executive Agency (EACEA P9 Eurydice)
- Kuppens, Steegmans, Van Aerschot, Poot & Van Haegendoren (2006) *Vrouwen en mannen in België. Genderstatistieken en genderindicatoren. Editie 2006*. Diepenbeek / Brussel: SEIN, Universiteit Hasselt en Instituut voor de gelijkheid van vrouwen en mannen.
- Monroe, Kirsten (2001). Paradigm Shift: From Rational Choice to Perspective. *International Political Science Review*, 22, 2, 151-172
- Sels & Theunissen (2006) *Waarom vrouwen beter verdienen (maar mannen meer krijgen). Een kritisch essay over de sekseloonkloof*. Leuven: Acco.
- Smet, Pascal (2010). Beleidsbrief Gelijke Kansen 2010-2011.
- Van Aerschot, Marjan & Steegmans, Nico (2011). Nulmeting indicatoren Open Coördinatiemethode. Steunpunt Gelijkekansenbeleid.

### **WP G3: Work package 3 on gender: Opening the black box: an exploration of the functioning of gender-mixed corporate boards from female and male board members' perspectives**

Supervisor(s): Patrizia Zanoni (Universiteit Hasselt) & Petra Meier (Universiteit Antwerpen)

Time frame: January 2012 – May 2014 and September 2016 - December 2016

Personnel: Elke Valgaeren, PhD 0,5 fte (Universiteit Hasselt)

#### **Background and theoretical frame**

In the last years, the underrepresentation of women on corporate boards of listed companies has risen to the top of the political agenda (Terjesen, Sealy & Singh, 2009). The figures are telling. In 2008, only 6,9% of the directors of the firms on the Belgian Euronext Brussels were women (Valgaeren et al. 2008). In 2010, only 12.5% of the directors on the 100 largest British companies listed on the British stock exchange were women (Vinnicombe et al. 2010). This represented an increase by 100% compared to 1999, when they were only 6.2%. Yet the percentage remains low and progress has stagnated over the last years.

Given the slow progress in the increase of female board members, some European countries have taken legal measures to increase the percentage of women on corporate boards. Most famous is the pioneer Norwegian legislation which established, as early as 2003, a quota of at least 40% women on the company boards of certain types of companies (including those listed on the Oslo Stock Exchange). The law was introduced after a heated debate, but gained broad public support after its implementation (Storvik & Teigen, 2010). Early this year, Belgium passed a federal law imposing a quota of one third for publically listed companies. The larger listed companies have six years' time to comply with this regulation.

What was mainly an equal opportunity issue has recently been recast, in the wake of the global economic crisis, as a question of corporate governance. Scholars have advanced the idea that the lack of board member heterogeneity was an important reason for the failure of boards and top management teams to correctly evaluate risk and anticipating possible problems (Rost & Osterloh, 2010). More specifically concerning the impact of the gender composition on board outcomes, some have argued that women can be beneficial for board decision making because of their non-traditional professional experiences on the one hand and their different values on the other hand (Nielsen & Huse, 2010).

Despite the appeal of the business case for greater inclusion of women on boards (Adams & Flynn, 2005), the literature on the relation between the number of women and bottom line corporate performance measures such as financial performance has been inconclusive (Huse et al, 2009). This is attributed to the many factors affecting firm performance which make it particularly difficult to reconstruct specific causal effects (Dalton et al, 1998; Francoeur et al, 2008; Van der Walt et al, 2006). Moreover, there is a lack of studies investigating board processes in depth from a gender perspective. Some studies are largely descriptive, reporting the evolution in female representation on boards (Conyon & Mallin, 1997; Daily et al, 1999). Others investigate the experiences of female board members (Bilimoria & Huse, 1997; Huse & Solberg, 2006) or examine the specific characteristics of female board members compared to male ones (Bilimoria & Piderit, 1994; Hillman et al, 2002; Ruigrok et al, 2007).

As a result, how gender relations affect boardroom dynamics and board decisions of gender-mixed boards remains underresearched (Terjesen et al., 2009). Only a couple of quantitative studies have started examining the role of gender on board outcomes. Nielsen and Huse (2010) investigated the effects of women on the operational and strategic control of boards on Norwegian data. They found a positive association between the ratio of women directors and board strategic control. Board effectiveness was enhanced through increased board development activities and decreased conflict. They attributed these results to women's different leadership styles. Also examining Norwegian data, Torchia and colleagues (2011) found that three women directors represented a critical mass for women to positively impact firm innovation. Despite these important insights, the methods adopted in these studies do not allow to examine board processes as they occur and are experienced by individuals. Qualitative methods are reputed better suited to investigate organizational processes due to their complexity (Eisenhardt & Graebner, 2007).

This project adopts a mixed method design to two ends. Through qualitative methods, we will gain a more in-depth knowledge of the gender dynamics on boards of companies listed on the Brussels stock exchange. Through analyses of existing Belgian quantitative data, we will trace back the evolution of gender board composition over the last 10 years (2005-2015) and examine its correlation with available performance indicators.



## **Research question and possible hypotheses**

Research goal 1: Focusing on the functioning of mixed boards of directors from the perspective of female and male board directors themselves, we will answer the following research questions:

1. What kinds of specific knowledge and competences do female and male board members see as specific 'female', what as specific 'male'?
2. What are the professional and personal motivations of female and male board members to serve as board members?
3. How do female and male board members evaluate the functioning of the mixed board of which they are part?
4. How do female and male board members evaluate the quality of the decisions of the mixed board of which they are part?
5. Which types of external pressures are identified by female and male board members as key in the decision-making processes on boards of directors?
6. How do female and male board members experience the process of appointment of a new board director? Which role do they believe candidates' gender play?
7. How do female and male board members evaluate the legal imposition of gender quotas on boards?
8. Which conditions foster the functioning of gender-mixed boards?
9. Which accompanying policy measures are likely to enhance the functioning of gender-mixed boards resulting from the recent quota legislation?

Research goal 2: Focusing on firm performance, we will analyze the correlation between board composition in terms of gender and performance indicators over the period 2005-2015. Drawing from the existing scientific literature, we will interpret the results critically, given the limitations inherent to this type of analyses.

Although the database will likely not be able to fully assess the effects of the recently introduced legislation, it will provide a basis to start the monitoring of its implementation and possible effects in the longer term.

## **Research design and steps in the research process**

Research goal 1 (from 1/1/2012 to 31/05/2014): data collection of about 40 semi-structured interviews in 5 to 10 publically listed Belgian companies (located in Flanders/Brussels).

- Main data source: semi-structured interviews with multiple members of the boards:
  - chair
  - 2 internal male directors
  - 2 external male directors
  - all the female directors
- Complementary data source: secondary data on the participating companies: annual reports, CSR-reports, website
- seminar with policy makers and economic stakeholder based on the previous results to discuss possible policy measures that can accompany the implementation of the quota law.

Research goal 2 (from 1/9/2016 to 31/12/2016): update and completion of the 2008 report by Valgaeren and colleagues on the presence of women on boards of directors for the period 2005-2015; inclusion of performance indicators; and correlations between board gender composition and performance indicators.

## **Deliverables**

- Final report including policy recommendations
- At least one conference paper
- Presentation of research outcomes to practitioners in half-day seminar

- Valorization of the findings of the project for a broader public through the communication means of the Policy Research Centre (newsletter, website, etc.).
- Post-hoc: At least one scientific paper(s)

## References

- Bilimoria, D. & Huse, M. 1997. A qualitative comparison of the boardroom experiences of US and Norwegian women corporate directors. *International Review of Women and Leadership*, 3(2): 63–73.
- Bilimoria, D. & Piderit, S. K. 1994. Board committee membership: Effects of sex-based bias. *Academy of Management Journal*, 37: 1453–1477.
- Bilimoria, D. & Conyon, M. J. & Mallin, C. 1997. Women in the boardroom: Evidence from large UK companies. *Corporate Governance: An International Review*, 5: 112–117.
- Dalton, D. R., Daily, C. M., Ellstrand, A. E., & Johnson, J. L. (1998) Meta-analytic reviews of board composition, leadership structure, and financial performance. *Strategic Management Journal*, 19: 269–290.
- Daily, C. M., Certo, S. T., & Dalton, D. R. (1999) A decade of corporate women: Some progress in the boardroom, none in the executive suite. *Strategic Management Journal*, 20: 93–99.
- Eisenhardt, K. M., & Graebner, M. E. (2007) Theory building from cases: Opportunities and challenges. *Academy of Management Journal*, 50: 25-32.
- Francoeur, C., Labelle, R., & Sinclair-Desgagne, B. (2008) Gender diversity in corporate governance and top management. *Journal of Business Ethics*, 81: 83–95.
- Hillman, A. J., Cannella, A. A., & Harris, I. C. (2002) Women and racial minorities in boardroom: How do directors differ? *Journal of Management*, 28: 747–763.
- Huse, M. (2005), Accountability and creating accountability: A framework for exploring behavioural perspectives of corporate governance. *British Journal of Management*, 16, S65-S79.
- Huse, M., Nielsen, S. and Hagen, I. (2009), Women and employee-elected board members, and their contribution to board control tasks. *Journal of Business Ethics*, 89, 581-597.
- Huse, M. & Solberg, A. G. (2006) Gender related boardroom dynamics: How women make and can make contributions on corporate boards. *Women in Management Review*, 21(2): 113-130.
- Nielsen, S. and Huse, M. (2010), The contribution of women on boards of directors: going beyond the surface. *Corporate Governance: An International Review*, 18, 136-148.
- Nielsen, S. and Huse, M. (2010), Women directors' contribution to board decision-making and strategic involvement: the role of equality perception. *European Management Review*, 7, 16-29.
- Rost, K. and Osterloh, M. (2010), Opening the black box of upper echelons: drivers of poor information processing during the financial crisis. *Corporate Governance: An International Review*, 18, 212-233.
- Ruigrok, W., Peck, S., & Tacheva, S. (2007) Nationality and gender diversity on Swiss corporate boards. *Corporate Governance: An International Review*, 15: 546–557.
- Storvik, A. and Teigen, M. (2010), *Women on board. The Norwegian experience*. Berlin, Friedrich-Ebert-Stiftung, 14 pp.
- Terjesen, S., Sealy, R. and Singh, V. (2009), Women directors on corporate boards: a review and research agenda. *Corporate Governance: An International Review*, 17, 320-337.
- Torchia, M., Calabró, A. and Huse, M. (2011), Women directors on corporate boards: from tokenism to critical mass. *Journal of Business Ethics*, published online 25 february 2011
- Valgaeren, E., Hendrickx, K., De Biolley, I., Reymenants, G. and Van Hove H. (2008), *Vrouwen aan de top*. Brussel, Instituut voor de Gelijkheid van Vrouwen en Mannen.
- Van der Walt, N., Ingley, C., Shergill, G. S., & Townsend, A. (2006) Board configuration: Are diverse boards better boards? *Corporate Governance: An International Review*, 6: 129–147.

## **WP G4: Work package 4 on gender: Tackling intersectionality: studying the accumulation of disadvantages over the life course among young adults**

Supervisor(s): Petra Meier & Dimitri Mortelmans (Universiteit Antwerpen)

Time frame: July 2012 – June 2016

Personnel: 1 fte predoctoral, to be hired

### **Background and theoretical frame**

The concept of intersectionality has been developed to broaden the scope beyond the single social category of gender and to grasp discriminations and inequalities based on the intersection(s) of gender and race (Crenshaw 1991). Today intersectionality stands for discriminations and inequalities based on the intersection(s) of the former two and/or class, sexuality, age, etc. Intersectionality is 'an aspect of social organisation' that rejects 'the idea that the effects of interacting social structures can be adequately understood as a function of the autonomous effects of ... social categories' (Weldon 2008: 197). While all these social categories might have effects on themselves, they also have some intersectional effects, whereby these can reinforce or counterbalance discrimination and inequality. Intersectionality easily found its way into theoretical accounts (cf. Phoenix & Pattynama 2006), but it is much more difficult to empirically assess it let alone to translate it into policies meant to tackle issues of inequality (Davis 2008; Hankivsky & Cormier 2011; Nash 2008). In terms of research, intersectionality means looking at the intersections of often race and gender or race and sexuality and what this means for specific subgroups such as women of colour, migrant women, or LGBT with a specific racial or religious background (cf Shields 2008). In terms of policies, much attention is paid to conceptual and institutional aspects (cf Kantola & Nousiainen 2009; Manuel 2006).

This project wants to analyse how intersectionality in itself is a factor in the accumulation of disadvantages leading to an increase in inequality, allowing for the design of policies tackling these intersections. In this, the project contributes to the development of methodological approaches to study intersectionality and to translate them into concrete policies. More precisely the project will study the accumulation of disadvantages over the life course among young adults, analysing the impact of different intersections. The interest of this project therefore also consists in the focus on young adulthood, a blind spot in research which mostly focuses on children or on (poor) families.

The intergenerational transmission of patterns of social inequality have inspired generations of sociological research. Both the structuralist model of Sorokin (1959) and the individualistic model of Blau & Duncan (1967) are at the basis of an elaborate search for processes of social distinction and inequality. More recently, however, stratification researchers and poverty analysts point to the influence of the life course in processes of social inequality. They ask for a more dynamic approach in order to gain insight in the interplay between intergenerational processes of social inequality and life course events (Leisering & Leibfried, 1999). In fact, new research perspective draws on the so-called Matthew effect (Merton, 1968), extending it to processes of intergenerational patterns of cumulative advantage or disadvantage (Dannefer, 2003; Vandecasteele, 2011).

The accumulation perspective has focused mostly on dynamics of poverty (Vandecasteele, 2010), careers (Miech, Eaton, & Liang, 2003) or health (Ferraro & Shippee, 2009). In these studies either a general population perspective is used or a sample of 50+. In this project, we take the perspective of young adults (18-35). This age group has recently received a renewed attention from a demographic perspective (Liefbroer & Toulemon, 2010). Changes in family life have generated new transitory patterns towards adulthood, described by Billari and Liefbroer as *late*, *protracted* and *complex* (Billari & Liefbroer, 2007; Billari & Liefbroer, 2010). The complexity refers to the interplay between many social events (getting employed, leaving home, and starting a family) that lead to adulthood. This turbulent life course period not only shows a wide variety but we hypothesize it to be quite vulnerable to accumulation processes of inequality as well. Being a crucial period in the life of an individual, it is important to understand in which way several accumulative processes from the parental home, the educational system and the labour market favour or disfavour young adults in their transition to adulthood. It is here, too, that the concept of intersectionality comes in. We will look at the transition to adulthood, from the perspective of gender, ethnicity, class, disability and sexuality. The project will look at the ways in which these social categories intersect and thereby accumulate advantages or disadvantages over the life course and result in different outcomes on the education system, the labour market and the transition to independence (first home).

### **Research question and possible hypotheses**

The project questions to what extent and how social categories intersect and lead to accumulating advantages or disadvantages. Social categories include gender, ethnicity and class in a first instance, and disability and sexuality in a second instance. Advantages and disadvantages will be studied on

the level on the highest educational degree and the timing of graduation, the first job and the transition of leaving home, and, if possible, other factors such as state of health and income.

### **Research design and steps in the research process**

The project will follow a PhD-trajectory and consists of six phases:

1. Development of theoretical frame and of research design
2. Quantitative analysis of the educational trajectory
3. Quantitative analysis of the early labour market trajectory
4. Quantitative analysis of the transition to adulthood (leaving the parental home)
5. Qualitative analysis of the impact of social categories not available through quantitative analysis (disability, sexuality)
6. Analysis of the significance of the findings for the design of policies tackling issues of intersectionality

Throughout the project we follow Choo & Ferree (2010) in her distinction of three styles of understanding intersectionality: a group-centred, a process-centred and a system-centred one. While the first will inform the theoretical frame and research design, the second and third will be especially helpful in analysing the quantitative and qualitative data, and the reflection on public policy design. For the putting into operation of the concept of intersectionality will also rely on Weldon's (2008) conceptualisation of the different types of intersecting effects and her intersectionality-plus model. The quantitative analyses will be based on the Belgian dataset of the *Generations and Gender Survey* (GGS). The GGS is a panel survey of nationally representative samples of 18-79 year-old population throughout Europe. Belgium has now realized the first wave of at least three panel waves with a representative subsample of the Flemish population. Given the low number of respondents with a form of disability or from a sexual minority group (LGBT), a qualitative research phase will be added in which semi-structured in-depth interviews are conducted in order to supplement the quantitative analyses with information on the intersection of the different social categories at play.

### **Deliverables**

Two research notes for the Flemish government, one half way and one towards the end of the project, the first focusing on the empirical findings, the second on the analysis of the significance of the findings for the design of policies tackling issues of intersectionality.

Four scientific papers presented at (international) conferences and submitted for peer review in international journals.

Further outlets for the dissemination of the findings (presentation at specific conferences, press releases, etc) will be discussed with the Flemish government.

### **References**

- Billari, F. C., & Liefbroer, A. C. (2007). Should I stay or should I go? The impact of age norms on leaving home. *Demography*, *44*(1), 181-198.
- Billari, F. C., & Liefbroer, A. C. (2010). Towards a New Pattern of Transition to Adulthood? *Advances in Life Course Research*.
- Blau, P., & Duncan, O. D. (1967). *The American Occupational Structure*. New York: Wiley and Sons.
- Choo, H. Y., & Ferree, M. M. (2010). Practicing Intersectionality in Sociological Research: A Critical Analysis of Inclusions, Interactions, and Institutions in the Study of Inequalities. *Sociological Theory*, *28*(2), 129-149.
- Crenshaw, K. (1991). Mapping the margins: intersectionality, identity politics and violence against women of color. *Stanford Law Review* *6* (July), 1241-1299.
- Dannefer, D. (2003). Cumulative advantage/disadvantage and the life course: cross-fertilizing age and social science theory. *Journal of Gerontology*, *58B*, S327-S337.
- Davis, K. (2008). Intersectionality as buzzword. A sociology of science perspective on what makes a feminist theory successful. *Feminist Theory*, *9*(1): 67-85.
- Ferraro, K. F., & Shippee, T. P. (2009). Aging and Cumulative Inequality: How Does Inequality Get Under the Skin? *Gerontologist*, *49*(3), 333-343. doi: 10.1093/geront/gnp034
- Hankivsky, O., & Cormier, R. (2011). Intersectionality and Public Policy: Some Lessons from Existing Models. *Political Research Quarterly*, *64*(1), 217-229.
- Kantola, J., & Nousiainen, K. (2009). Special Issue on Institutionalizing Intersectionality in Europe. *International Feminist Journal of Politics*, *11*(4).

- Leisering, L., & Leibfried, S. (1999). *Time and Poverty in Western Welfare States. United Germany in Perspective*. New York: Cambridge University Press.
- Liefbroer, A. C., & Toulemon, L. (2010). Demographic perspectives on the transition to adulthood: an introduction. *Advances in Life Course Research*, 15(2-3), 53-58.
- Manuel, T. (2006). Envisioning the possibilities for a good life: Exploring the public policy implications of intersectionality theory. *Journal of Women, Politics & Policy*, 28(3-4), 173-203.
- Merton, R. K. (1968). The Matthew effect in science. *Science*, 159(6), 56-63.
- Miech, R. A., Eaton, W., & Liang, K. Y. (2003). Occupational stratification over the life course. *Work and Occupations*, 30(4), 440.
- Nash, J. C. (2008). Re-thinking Intersectionality. *Feminist Review*, 89, 1-15.
- Phoenix, A., & Pattynama, P. (2006). Special Issue on Intersectionality. *European Journal of Women's Studies*, 13(3).
- Shields, S. (2008). Special Issue on An Intersectionality Perspective on Gender. *Sex Roles*, 59(5-6).
- Sorokin, P. A. (1959). *Social and Cultural Mobility*. Glencoe, Illinois: The Free Press.
- Vandecasteele, L. (2010). Poverty trajectories after risky life course events in different European welfare regimes. *European Societies*, 12(2), 257-278. doi: 10.1080/14616690903056005
- Vandecasteele, L. (2011). Life Course Risks or Cumulative Disadvantage? The Structuring Effect of Social Stratification Determinants and Life Course Events on Poverty Transitions in Europe. *European Sociological Review*, 27(2), 246-263. doi: 10.1093/esr/jcq005
- Weldon, L. (2008). Intersectionality. In A. G. Mazur & G. Goertz (eds.). *Politics, Gender, and Concepts. Theory and Methodology*. New York: Cambridge University Press, 193-218.

## **WP L1: Work package 1 on LGBT: Zzzip3 – LGBs in Flanders**

Supervisor(s): Mieke Van Houtte & Alexis Dewaele (Universiteit Gent)

Time frame: July 2012 – June 2016

Personnel: 1 fte predoctoral, to be hired

### **Background and theoretical frame**

In Flanders we have an elaborate research tradition in studying sexual minorities. These studies are well known as the Zzzip studies. In this project we refer to the third large scale study on sexual minorities: Zzzip3.

Belonging to a stigmatized or devalued group in society goes along with specific mental health outcomes or (minority) stressors (van Heeringen & Vincke, 2000). Previous research in Flanders has identified several groups within the LGB population as vulnerable: LGB youth, bisexuals, elderly LGBs and low educated LGBs (Dewaele et al., 2008). Previous research shows that LGB youth, and lesbian and bisexual girls in particular, are most vulnerable from a mental health perspective (van Heeringen & Vincke, 2000). Compared to heterosexual youth, LGB youth often lack social support or are confronted with unsupportive social interactions (Dewaele, 2008). Bisexual individuals are confronted with a double stigma: they often find no support in LGB nor in mainstream communities. Bisexual youth score higher on internalized homonegativity, are less open about their sexual orientation, identify less with LGB communities, and score relatively high on deviant behaviour compared to gay and lesbian youth (Dewaele et al., 2008). Data on bisexual adults are scarce or even lacking. Senior LGBs have often experienced complex life trajectories with delayed sexual identity development (e.g. a late coming out) and difficult family relationships. Within sometimes ageist LGB communities, activities oriented towards this group are lacking (Godemont et al., 2004). Senior LGBs often lack supportive relationships and experience their environment as homophobic (Dewaele, 2008). Within an LGB population senior LGBs and low educated LGBs are hard to reach. The latter find less social support and more unsupportive interactions compared to higher educated LGBs. They have difficulties in finding a same-sex partner and their experiences with homonegativity have an important impact on their mental wellbeing (Dewaele, 2008). From a policy perspective, it is important that we keep monitoring these specific vulnerable groups in Zzzip3.

Having identified these vulnerable groups, it remains unclear how this might affect their socio-economical position. Although some research points out that LGBs might have a higher achieved educational status compared with heterosexuals (Rothblum et al., 2004), other research contradicts these results and even shows that LGBs are disadvantaged in their labour market position (Lenaers, 2006; Vincke et al., 2008). Research in Flanders shows that about one in ten LGBs report that they have ever missed a promotion, been fired, or denied a job because of their sexual orientation. One third of people working within the federal administration think it is difficult for LGBs to come out at work because a coming out might have negative results for career advancement (De Biolley et al., 2007). 22% of LGBs avoids coming out at work because they fear repercussions (Vincke et al., 2006). Being LGB determines specific career choices. About one third chooses a specific job, geographical location, sector or company to avoid having to work within a homonegative environment. As traditional homogeneous male environments are perceived as more homonegative, and because LGBs more often transgress heteronormative behavioural patterns, gay men are supposed to choose more 'feminine' work environments or sectors, whereas lesbian women are supposed to choose more 'masculine' work environments (Vincke et al., 2008). Visibility management strategies might play a role in the work experience of LGBs. Maintaining more closed strategies will protect LGBs from external stressors (e.g. discrimination) but exposes them to internal stressors (e.g. feelings of anxiety). Crisis competence or stress related growth (Cox et al., 2011) and stigma compensation (i.e. trying to attain a higher social status in order to protect oneself for discrimination and prejudice) (Dewaele & Michielsens, 2003) could influence the decision process leading to certain career choices. These choices might influence the labour market position of LGBs.

As attitudes improve and acceptance of sexual minorities increases (Dewaele, 2008), the need for separate leisure LGB communities and facilities (e.g. bars and magazines for LGBs,...) as safe havens should diminish. On the other hand this tolerance might create a fertile climate for the development of these communities and facilities. Related to this evolution is the idea of how integration is related to the health and quality of life of LGBs in society. The participation of LGBs within socio-cultural communities is related to these questions of integration. The identification of sexual minority individuals with mainstream society and/or with an LGB community leads to different acculturation strategies (i.e. separation, integration, assimilation and marginalization), which are a predictor of mental well-being (Cox et al., 2009). Social identities (i.e. the identification with a specific social

category) and the relative importance of one identity to another determines behavioural patterns (Dewaele, 2008). Hence, different acculturation strategies might relate to different behavioural patterns in terms of participation at specific socio-cultural activities and within socio-cultural associations.

### **Research question and possible hypotheses**

1. What is the current mental health status of LGBs in Flanders? What is the current mental health status of vulnerable groups within the LGB population (LGB youth, bisexuals, elderly LGBs and LGBs with a low educational level)?
2. What determines a potential (dis)advantaged labour market or educational position in LGBs?
  - a. What is the obtained educational level and labour market position of LGBs in comparison with heterosexuals, taking into account their parents' educational level and socioeconomic status?
  - b. How do stigma consciousness and gender roles influence choices in education and type of work (environment) and how does this evolve throughout the life course?
  - c. How does the perception of an LGB friendly work/school environment and experiences of (minority) stress at work/school influence work/school satisfaction and well being?
  - d. How do visibility management strategies influence well being at work/school?
3. What determines the participation of LGBs at socio-cultural activities and associations?
  - a. Does stigma consciousness and perceived homonegativity influence participation in mainstream and LGB specific socio-cultural activities and associations? How does this evolve throughout the life course?
  - b. How does participation in mainstream and LGB specific socio-cultural activities and associations relate to acculturation (integration, assimilation, separation and marginalization)?

### **Research design and steps in the research process**

Regarding research questions 2 and 3 firstly use will be made of the existing data: 'Zzzip1' (Vincke & Stevens, 1999), Zzzip2 (Vincke et al., 2006) and Zzzip@youth (Dewaele et al., 2008). Necessary additional information lacking in these datasets will be gathered in Zzzip3, as well as the data to answer research question 1.

Vincke and Stevens (1999) identify LGBs as a (partly) hidden population. Because of unknown population characteristics (such as sex, age, etc.), it is impossible for researchers to draw a representative sample of LGBs. In Zzzip3, instead of striving for an ad-random cross-sectional sample we aim at increasing the diversity within the sample by using a variety of recruitment channels and recruitment methods. Previous research learned that older LGBs, bisexuals, and LGBs with low levels of education, in particular, are difficult to reach for research aims. Additionally, using LGB associations to recruit potential respondents may lead to a possibly large selection bias (Vincke & van Heeringen, 2004). Our sample strategy is therefore oriented towards avoiding a large selection bias and a lack of representation of specific groups.

In Zzzip3, we will use Computer Assisted Self Interviewing (CASI) to gather our data. The questionnaire will be made available on the Internet. This is a relatively cheap and fast way to gather data (Best & Krueger, 2004). For our target group in particular, it offers a highly accessible and anonymous way to pose delicate questions and gather information about private matters. Koch and Emrey (2001) found that a sample of gay men and lesbians recruited through the Internet comported well with a national sample of gay men and lesbians. These results indicate that, despite its limitations, the Internet can be a valuable medium for reaching populations that are difficult to identify using standard survey research techniques. Additionally, using the Internet may ensure participation of LGBs who are still (partly) in the closet. However, we will also distribute additional paper questionnaires to specific groups who are less active on the Internet (e.g. women and older LGBs).

We will use the following recruitment channels: specific locations like LGB discotheques, LGB parties, and LGB events. Advertisements will be published in the written press; LGB-specific and non-LGB-

specific associations and organizations will be invited to spread the invitation; electronic mailings will be sent and the Internet will be used (posting banners on LGB-specific Websites). Finally, a snowball method will be used to recruit respondents through acquaintances, friends, family members, and so forth. A promotional team will be hired to disperse 10,000 posters, promoting the URL to our survey site, throughout all Flemish provinces, in large and small towns and villages.

LGB research in Flanders has most often referred to secondary data to make the comparison with a heterosexual group possible. The most reliable comparison between LGBs and heterosexuals would arise from population-based sampling. However, in Flanders this is virtually impossible because the number of LGBs in this kind of sample would be too low to make a reliable comparison. In this project we will explore possibilities to make useful comparisons with secondary data and with data of our own. New methodologies – for example make use of siblings as a reliable comparison group (Rothblum et al., 2004) – will be evaluated.

### **Deliverables**

Research progress will be communicated two times a year in research briefs.

The researcher will organize a yearly steering group/LGB expert group to disseminate research progress.

By the end of the project a code book, research report and data base will be made available containing a full methodological description and all descriptive statistics.

By the end of the project the research results will be presented at a colloquium.

The research results will be broadly disseminated by the use of news flashes (short and focused press releases).

The research data will result in at least three articles in peer-reviewed journals.

### **References**

- Aerts, S., Van Houtte, M., Dewaele, A., Cox, N. & Vincke, J. (2012). Sense of belonging in secondary schools: A survey of LGB and heterosexual students in Flanders. *Journal of Homosexuality*, (accepted).
- Best, S. J., & Krueger, B. S. (2004). *Internet data collection*. Thousand Oaks, CA: Sage Publications.
- Cox, Nele, Dewaele, Alexis, Van Houtte, Mieke & Vincke, John (2011). Stress-related growth, coming out, and internalized homonegativity in lesbian, gay, and bisexual youth. An examination of stress-related growth within the minority stress model. *Journal of Homosexuality*, 58(1): 117-137.
- Cox, Nele, Vanden Berghe, Wim, Dewaele, Alexis & Vincke, John (2009). Acculturation strategies and mental health in gay, lesbian and bisexual youth. *Journal of Youth and Adolescence*, 39(10): 1199-1210.
- De Biolley, Inès, Aslan, Melda, Dewaele, Alexis & Bonnet, Marie-Jo (2007). *Recherche exploratoire sur les représentations de l'homosexualité dans la fonction publique*. Louvain: Cap sciences Humaines, Asbl Associée à l'Université Catholique de Louvain.
- Dewaele, Alexis & Michielsens, Magda (2003). *Structurele en culturele belemmeringen en succesfactoren in het leven van holebi's: een verkenning*. Steunpunt Gelijkekansenbeleid (UA – LUC), Antwerpen: Reprografie Universiteit Antwerpen.
- Dewaele, Alexis (2008). *De sociale netwerken van holebi's. Over vriendschap en andere bloedbanden* [The social networks of lesbian, gay and bisexual men and woman: about friendship and other blood-ties]. Unpublished doctoral dissertation, Universiteit of Antwerp, Antwerpen, België.
- Dewaele, Alexis, Cox, Nele, Vanden Berghe, Wim & Vincke, John (2011). Families of Choice? Exploring the Supportive Networks of Lesbians, Gay Men and Bisexuals. *Journal of Applied Social Psychology*, 41(2): 338-357.
- Dewaele, Alexis, Van Houtte, Mieke, Cox, Nele, Vincke, John (2008). *De schoolloopbaan van holebi-en heterojongeren* [The school trajectory of lesbian, gay, bisexual and heterosexual youth]. Steunpunt Gelijkekansenbeleid (UA – UHasselt), Antwerpen:Drukkerij Peten.
- Godemont, Jozefien, Dewaele, Alexis & Breda, Jef (2004). *Geen roos zonder doornen: Oudere holebi's, hun sociale omgeving en specifieke behoeften*. Antwerpen: Steunpunt Gelijkekansenbeleid, UA-LUC.
- Koch, S. N., & Emrey, J. A. (2001). The Internet and opinion measurement: Surveying marginalized populations. *Social Science Quarterly*, 82, 131.
- Rothblum, E.N., Balsam, K.F. & Mickey, R.M. (2004). Brothers and sisters of lesbians gay men, and bisexuals as a demographic comparison group: an innovative research methodology to examine social change. *Journal of Applied Behavioral Science* 40: 283-301.



- Van Heeringen, Kees & Vincke, John (2000). Suicidal acts and ideation in homosexual and bisexual young people: a study of prevalence and risk factors, *Social Psychiatry and Psychiatric Epidemiology*, 35(11): 494-499.
- Vanden Berghe, Wim, Dewaele, Alexis, Cox, Nele & Vincke, John (2010). Minority specific determinants of mental well-being among lesbian, gay and bisexual youth. *Journal of Applied Social Psychology*, 40(1): 153-166.
- Vincke, John & Stevens, Peter (1999). *Een beleidsgerichte algemene survey van Vlaamse homoseksuele mannen en vrouwen. Basisrapport*. Brussel/Gent: Ministerie van de Vlaamse Gemeenschap - Gelijke Kansen/ Universiteit Gent - Vakgroep Sociologie.
- Vincke, John & van Heeringen, Kees (2004). Summer holiday camps for gay and lesbian young adults: an evaluation of their impact on social support and mental well-being, *Journal of Homosexuality*, 47(2):33-46.
- Vincke, John, Dewaele, Alexis, Vanden Berghe, Wim & Cox, Nele (2006). *Zzzip – een statistisch onderzoek met oog op het verzamelen van basismateriaal over de doelgroep holebi's [Zzzip – a statistical research project aimed at the collection of fundamental LGB statistics]*. In opdracht van Ministerie van de Vlaamse Gemeenschap – Gelijke Kansen Vlaanderen. Universiteit Gent – Steunpunt Gelijkekansenbeleid (UA – U Hasselt).
- Vincke, John, Dewaele, Alexis, Vanden Berghe, Wim & Cox, Nele (2008). *Discriminatie van holebi's op de werkvloer: over inkomensverschillen, sectorsegregatie en het 'roze' plafond*. Universiteit Gent i.o.v. het Centrum voor Gelijkheid van Kansen en voor Racismebestrijding.

## **WP L2: Work package 2 on LGBT: Discrimination of and violence against LGB's in Flanders and Brussels**

Supervisor(s): Alexis Dewaele (Universiteit Gent) & Petra Meier (Universiteit Antwerpen)

Time frame: January 2012 - December 2013

Personnel: Dagmar Versmissen, PhD 0.5 fte (Universiteit Antwerpen)

### **Background and theoretical frame**

Discrimination and violence are not only common in our society and everyday life. Some individuals have an enlarged risk to become victimised due to one or more of their personal features or the social category they belong to. Amongst others, lesbian, gay and bisexual citizens (LGB's) are more likely to be discriminated. Notwithstanding the fact that LGB's have gained access to the same legal rights in Belgium as heterosexual individuals have over the course of the last 25 years (Borghs, 2008), in everyday life they are discriminated more frequently. This discrimination varies from being called names to being refused to rent an apartment or not being invited for a job interview. The Flemish government underlines in her coalition agreement of July 15<sup>th</sup> 2009 the will to actively respond to specific needs and interests of lesbians, gays, bisexuals and trans persons (LGBT's). And the Flemish minister of equal opportunities declares in his policy paper 2009-2014 that LGB's are still confronted with discrimination and that actual discrimination should be eliminated in a structural way.

LGB's also get victimised, in particular those living or spending time in an urban environment. Belgium, together with 12 other European countries, explicitly criminalises both discrimination on grounds of sexual orientation, as well as the acts themselves (European Union Agency for Fundamental Rights, 2011). Nevertheless, the occurrence of hate crime against LGB's has caused a great deal of controversy in the media recently and questions arose, such as 'Who are these offenders and what are their motives?' and 'How do they justify their acts?'

Recent quantitative research in Flanders (Versmissen, 2011), the Zzzip<sup>2</sup> study, studied both subtle and explicit discriminating and/or violent experiences faced by LGB's within the last six months. This study shows that 35.3% of the Flemish LGB's had experienced verbal discrimination at least once during those last six months, whilst physical aggression or severe threat was encountered by 18.5% of them. 12.6% of the LGB's declare that at least one of their experiences of discrimination or aggression was, according to them, without doubt due to their same-sex sexual orientation.

The Zzzip<sup>2</sup> study has also summarily investigated the profile of perpetrators of discrimination and violence. This was done by investigating the victims about some core features of their offenders. This investigation of – subjective – reports shows that overall the offenders are young men. Most of them are Caucasian, but ethnic minority groups are overrepresented in the sample.

These latter findings are in line with the results from the Dutch study 'Als ze maar van me afblijven' conducted by Buijs, Hekma and Duyvendak in 2009. Their conclusions are based on qualitative and quantitative data, and show that the young offenders are often characterised as socially marginalized, unemployed, non-fluent in Dutch, raised in poor families and a macho culture.

It has been documented that all experiences of discrimination have an influence on a person's overall well-being (Mays et al. 2011) and, therefore, on his or her quality of life. The results of Zzzip<sup>2</sup> show that LGB's are more likely to experience subclinical as well as clinical depression compared to heterosexual individuals. Each individual copes in a personal way with these issues and the consequences of being discriminated and victimized vary. The possibility that the higher prevalence of depression in LGB's is, at least partly, due to the discrimination experience should still be further investigated.

### **Research question and possible hypotheses**

This research project focuses more closely on the complex issue of discrimination and violence against LGB's in Flanders and Brussels. It explores the manifestation of discrimination and violence against LGB's, its influence on the overall well-being of the victims, the offenders' rationale underlying the acts of discrimination and violence, prevention and sanctioning.

1) Who are the victims of this same-sex orientation based discrimination and what are the effects on their everyday life?

- To what extent do LGB's experience discrimination and/or violence, to what extent is it based on their same-sex sexual orientation, and what patterns can be detected?
- How do discrimination and/or violence manifest themselves in everyday life? In which context does it take place?

- Are acts of discrimination and/or violence reported by the victims and where (police, Centre for Equal Opportunities and Opposition to Racism)?
- What is the influence of discrimination and/or violence on the overall well-being of LGB's?

2) Who are the offenders of same-sex orientation based discrimination and what causes their behaviour?

- What are the motives of offenders of discrimination of and/or violence against LGB's (fear, gender-nonconformity, peer pressure, etc)?
- How is the discrimination shown (psychical, psychological)? Which sorts of discrimination and violence are used?

3) How do victims and offenders experience prevention campaigns with respect to discrimination and/or violence and sanctioning of such acts?

### **Research design and steps in the research process**

The project explores further and completes the quantitative results from the Zzzip<sup>2</sup> study conducted in the former Policy Research Centre and gathers some qualitative data with regard to discrimination and violence against LGB's. The project is composed out of four consecutive phases.

In a first phase, a review of relevant international literature will be conducted. This will result in a literature study allowing for the model underlying the research and the construction of a topic list for the focus groups/interviews conducted in phase three.

In a second phase, the data of the Zzzip<sup>2</sup> study will be further explored. These findings allow for first insights and a further fine tuning of the model underlying the research and the construction of the topic list for focus groups/interviews. The Zzzip<sup>2</sup> dataset more precisely makes it possible to explore the association between the experience of discrimination and mental well-being. The findings gathered from an analysis of these quantitative data will then be completed by the qualitative data gathered in the current research through the testimonies of victims of discrimination.

In a third phase, focus groups, or, if they show not to be workable, individual interviews, will be conducted with respectively victims and offenders of discrimination and/or aggression. Respondents will be searched for by a call launched through organizations for LGBT's and organizations working with possible offenders. Snowball sampling will also be used to contact participants. This study aims to include 40 LGB's who were victim of discrimination and aggression and 30 offenders of discrimination and/or aggression against LGB's. All participants must be sixteen years or older. Offenders will be included through contacts with specific institutions. Attention is paid to a diversity of respondents amongst the offenders, including individuals who are not defined as 'the usual suspects', e.g. older men and young women, to investigate a variety of acts that can be labelled as ranging from heteronormative to homophobic. Focus groups or interviews with victims will focus on the manifestation and reporting of discrimination and/or violence, and complete data on the other research questions. They will also focus on the experience with prevention campaigns. Given the absence of data on offenders in the Zzzip<sup>2</sup> dataset, all information on this group will need to be gathered through literature and the focus groups or interviews.

In a fourth phase, the data will be analysed, discussed with the policy actors and other stakeholders in the field and turned into deliverables.

### **Deliverables**

- A report for policy actors and other stakeholders focusing on issues of relevance to them.
- A workshop for practitioners in which the main findings of the project and their policy implications are discussed.
- One academic paper presented at a major scientific conference and presented for publication in an international peer reviewed journal.

### **References**

- Borghs, Paul (2008). Van achterblijver tot koploper. Halebirechten in België onder paars(-groen) (1999-2007), *Tijdschrift voor de Geschiedenis van Sociale Bewegingen*, (3): 49-74
- Buijs, L., Hekma, G., Duyvendaik, J.W. (2009), *Als ze maar van me afblijven*, Amsterdam University Press.
- Homophobia, transphobia and discrimination on grounds of sexual orientation and gender identity (2010). *European Union agency for fundamental rights*,

Policy Paper on Equal Opportunities 2009-2014, Flemish Government,  
<http://www.vlaanderen.be/beleidsnota's>.

Versmissen D., Dewaele A., Meier P., Van Houtte M. (2011), Zzzip<sup>2</sup> study voor het Steunpunt  
Gelijkekansenbeleid

Vickie M. Mays, PhD, MSPH and Susan D. Cochran, PhD, MS (2001), Mental Health Correlates of  
Perceived Discrimination Among Lesbian, Gay, and Bisexual Adults in the United States, *American  
Journal of Public Health* 91 (11): 1869-1876.

### **WP L3: Work package 3 on LGBT: Violence on the basis of transgenderism**

Supervisor(s): Petra Meier (Universiteit Antwerpen) & Guy T'Sjoen (Universiteit Gent)

Time frame: January 2012 - December 2013

Personnel: Joz Motmans, PhD 0.5fte (Universiteit Antwerpen)

#### **Background and theoretical frame**

In the policy note 2009-2010 of the Flemish Minister for Equal Opportunities policy, the Minister states that he wants to stimulate the communication on the rights of everyone concerning discrimination. The transgender population has a strong need for awareness raising: research amongst transgender respondents indicates that more than half of them were unaware of existing equality bodies and discrimination laws and decrees that they can refer too when discrimination or violence occurs (Motmans, 2009). On the other hand, we lack data on transphobic violence, since there is no specific registration code for transphobic violence as is the case with homophobic violence or racism. Literature states that hate crime in general is under-reported by victims and witnesses (Perry 2001; Stonewall 2008) for many reasons, including lack of faith that the crime would be dealt with appropriately by the criminal justice system or lack of trust that the police would take the allegations seriously. Turner, Whittle & Combs (2009: 2) found in their European wide study that the vast majority of trans persons from all countries were not confident that they would be treated appropriately by members of the police service as their preferred/acquired gender. Within the lesbian, gay, bisexual or transgender population (LGBT) the issue of non-reporting is compounded by the fact that many may not be 'out' as trans or gay and there is a fear that reporting may lead to their identities being disclosed by criminal justice proceedings (Turner et al, 2009: 9).

The lack of official data is countered with much research showing a frequent incidence of violence against trans persons. American research reports around 43-48% of respondents have been victims of assault, including sexual assault and rape (Wilchins, Lombardi, Priesing & Malouf 1997). More recently, Grant, Mottet & Tanis (2011: 5) found that 53% of US trans respondents reported being verbally harassed or disrespected in a place of public accommodation, including hotels, restaurants, buses, airports and government agencies. Figures for European countries are even worse: in Scotland, Morton (2008) found that 62% of respondents had experienced transphobic harassments, whereas in the UK, Whittle, Turner and Al-Alami (2007) found that 73% had experienced some form of harassment in public spaces, and that 10% had experienced violent behaviour. Turner et al. (2009) found similar figures throughout Europe, whereby comments were the most common type across all countries followed by verbal abuse. Violence also occurs in private settings such as family, partnerships: Morton (2008) reports that 25% of respondents had moved out of their home (often ending up homeless) due to the transphobic reactions of their families, flat-mates or neighbours; and 46% stated that they had previously experienced transphobic abuse in domestic relationships. Sometimes the violence against trans persons is reported in media: the TvT research project (2011) revealed that between January 2008 and March 2011, at least 37 trans persons were killed in Europe.<sup>22</sup>

This body of search seems to suggest that public violence is more common than private (domestic) violence, but when violence happens in private settings, it more often takes the form of physical and sexual nature. In general, transphobic attacks stem from an irrational fear of those who do not conform to cultural gender norms (Turner et al., 2009: 5; Hill and Willough, 2005: 91). This is backed by research which suggests that it is *perceived* gender transgression that may be at the root of both transphobic and homophobic hate crime (Wilchins et al. 1997; Mason, 1996; Namaste, 1996; Witten & Eyster, 1999). Therefore those who do not appear to transgress gender norms may be less likely to experience hate crime (Turner et al, 2009: 8). Whittle et al. (2007) found that trans women may be more likely to experience harassment than trans men. This might be linked to the often higher 'passability' of trans men. Ryan and Rivers (2003) suggested that young trans persons are particularly vulnerable to victimisation and harassment compared to adults. Grant et al. (2011: 3) found that 22% of respondents who interacted with police reported harassment by police, with much higher rates reported by people of colour.

#### **Research question and possible hypotheses**

---

<sup>22</sup> European countries were: Albania (1), Germany (2), Italy (13), Portugal (1), Spain (3), Serbia (1), Turkey (13), and UK (3). TvT research project (2011) "Trans Murder Monitoring results: February 2011 update," "Transrespect versus Transphobia Worldwide" (TvT) project website: <http://www.transrespect-transphobia.org/en/tvt-project/tmm-results/tmm-march-2011.htm>.

This research projects wants to enhance our knowledge on the violence experiences of trans persons in order to make recommendations for the improvement of the registration, monitoring and handling of complaints. To capture the issue, we differentiate two research questions:

- A. Which experiences do trans persons face with violence and discrimination, and how do report them and cope with them?
- B. Which structures and institutions deal with complaints, or monitor these types of violence and which recommendations and good practices can we identify?

### **Research design and steps in the research process**

*Phase 1: A quantitative inventory of experiences with violence on the basis of transgenderism:*

Using a web survey oriented toward the transgender community and trans individuals, we gather data on the experiences of trans persons with violence and discrimination. We choose to method of web base data collection for two reasons: because of the invisibility of trans persons and because of the sensitive topic. First, trans persons are an invisible target population, and therefore often difficult to track down. An anonymous web based survey makes it possible for every gender variant person to participate, and avoids possible unwanted contact with researchers or trans organisations. Second, web based data collection seems to be an effective format to ask respondents about sensitive and difficult to discuss topics, and studies have shown that the quality of web survey are comparable with paper-pencil surveys (Rhodes, Bowie & Hergenrather, 2003; Lewis, Watson & White, 2009). Respondents will be recruited through trans organisations and networks, advertisements in the written press; caregivers who often deal with trans clients, organisations dealing with trans prostitutes and using the snowball method. We will spread printed surveys to reach out for those trans persons who are not involved in the trans community.

We focus on topics such as:

- What kinds of violence occur?
  - Verbal: derogatory or offensive remarks, verbal assaults, name calling, hate speech, cyber bullying, ...
  - Physical: physical assaults, ostracism, ...
  - Sexual: sexual assault and abuse, ...
- In which context (area of conflict) do these incidents occur? Are there specific context related triggers that we can identify?
  - private settings (partner/domestic)
  - workplace or school
  - public spaces (streets)
- What kind of profile do the aggressors of violence have? (gender/ethnicity/age)
- What kind of profile do the victims of violence have? (gender/age/passability)
- What kinds of coping mechanisms do trans persons apply?
  - Which avoidance strategies?
  - Agency? Impact of knowledge of protection measures & willingness to report
  - Effects on mental wellbeing?
- How and to what extent do trans persons report violence?

If permission is granted we will analyse the experiences with violence as reported by Flemish respondents in the European study by Turner et al. (2009). This will allow us to make a comparison with other countries within the European Union.

*Phase 2: An inventory of existing organisations and/or institutions who deal with complaints, or who monitor these types of violence, and an inventory of (foreign) good practices*

Using a qualitative approach, we first will conduct interviews with key stakeholders within institutions such as the CGKR, IGVM, local complaints offices, and police to investigate how they currently deal with transphobic violence, which experiences they have that might be helpful, and which needs they report within the Flemish/Belgian context.

Second we collect information from at least one other country where experience with registration and monitoring hate crimes exist, in order to detect good practices. For instance, in the UK, transphobic hate crime has been recognised as one of the '5 strands' of hate crime and, as such, it has been recorded separately by all UK police forces since April 2008 and British Crime survey questionnaire will now include transphobic hate crime (Turner et al, 2009: 10).

### Deliverables

- Data on the experiences with violence based on transgenderism
- Two research notes, one on the occurrence of violence, one on the reporting and the institutions related to it, the latter including recommendations and good practices for registration, monitoring and handling of complaints
- At least one conference paper and a scientific article
- Eventually more practitioner oriented dissemination of findings

### References

- Grant, J. M., Mottet, L. A., & Tanis, J. (2011). *Injustice at Every Turn: A Report of the National Transgender Discrimination Survey*. National Gay and Lesbian Task Force and the National Center for Transgender Equality.
- Hill, D. & Willoughby, B. (2005). The development and validation of the genderism and transphobia scale. *Sex Roles* 53(7-8): 531-544.
- Lewis I, Watson B, White KM. (2009). Internet versus paper-and-pencil survey methods in psychological experiments: Equivalence testing of participant responses to health-related messages. *Australian Journal of Psychology*. 61(2): 107-16.
- Mason, G. (1996). *Are You a Boy or a Girl? (Hetero)sexism and Verbal Hostility*. International Victimology 8th International Symposium, Australian Institute of Victimology.
- Morton, J. (2008). *Transgender experiences in Scotland: research summary*. Edinburgh: Scottish Transgender Alliance.
- Motmans, J. (2009). *Leven als transgender in België. De sociale en juridische situatie van transgender personen in kaart gebracht*. Brussel: Instituut voor de gelijkheid van vrouwen en mannen.
- Namaste, K. (1996). Genderbashing: sexuality, gender and the regulation of public space. *Environment and Planning D: Society and Space* 14: 221-240.
- Perry, B. (2001). *In the Name of Hate: Understanding Hate Crimes*. New York: Routledge.
- Rhodes SD, Bowie DA, Hergenrather KC. (2003). Collecting behavioural data using the world wide web: considerations for researchers. *Journal of Epidemiology & Community Health* 57: 68-73.
- Stonewall (2008). *Homophobic hate crime: The Gay British Crime Survey 2008*. Stonewall.
- Turner, L., Whittle, S., & Combs, R. (2009). *Transphobic Hate Crime in the European Union*. London: ILGA-Europe and Press for Change.
- Whittle, S., Turner, L., & Al-Alami, M. (2007). *Engendered penalties: transgender and transsexual people's experiences of inequality and discrimination*. West Yorkshire: The equalities review.
- Wilchins, R. A., Lombardi, E., Priesing, D., & Malouf, D. (1997). *GenderPAC First National Survey of Transgender Violence*. New York: GenderPac.
- Witten, T. M. & Eyler, A.E. (1999). Hate crimes against the transgendered: An invisible problem. *Peace Review* 11(3): 461-468.

#### **WP L4: Work package 4 on LGBT: The effect of LGBT parents on their children and the social position of the family**

Supervisor(s): Dimitri Mortelmans (Universiteit Antwerpen) & Guy T'Sjoen (Universiteit Gent)

Time frame: January 2014 - December 2014

Personnel: Joz Motmans, PhD 0.5fte & Dagmar Versmissen, PhD 0.5fte (Universiteit Antwerpen)

#### **Background and theoretical frame**

The Flemish government states in her coalition of July 15<sup>th</sup> 2009 to actively respond to specific needs and wants of lesbians, gays, bisexuals and trans persons (LGBT's). Furthermore the government aims to challenge stereotypic ideas with respect to LGBT's.

This research proposal focuses on children born in a heterosexual relationship with a biological female being the child's biological mother and a biological male being the child's biological father, but now living in transgender or homosexual families. Previous research has shown that 10% of the Flemish gay or bisexual men and 28% of the Flemish lesbian or bisexual women raises children (Versmissen, 2011). 60% of these children who are raised by one or more homosexual parents were conceived within the context of a heterosexual relationship (Versmissen, 2011). With respect to transsexual individuals, research has shown that 31% have children of their own, and a total number of 65 children have a parent who underwent gender reassignment surgery (Motmans, 2011).

Furthermore, it is known that a large amount of transgender (40%) (Motmans, 2010) and gay individuals stay in their original gender role and/or relationship because they are afraid that their coming out would result in the end of the relationship and furthermore, the assignment of the children to the other parent. This effect is increased by the lack of research information concerning the effects of being raised by a transsexual or homosexual parent. However, it is absolutely not shown that being raised by a transsexual or homosexual parent could damage a child and it is certainly doubtful that ending contact with the transsexual or homosexual parent is the better option.

Studies regarding the upbringing of a child by two mothers or fathers that question the effect on the child's wellbeing seem to agree that there's no difference with the wellbeing of children raised in heterosexual families, which is referred to as the "no difference consensus" (Stacey & Biblarz, 2001), although discussion exist (see Cameron, 2009; Schumm, 2010). Studies on the influence of the upbringing in homosexual families on the gender identity development of the child (Golombok, Spencer & Rutter, 1983; MacCallum & Golombok, 2004), on the gender role (Green, Mandel, Hotvedt, Gray & Smith, 1986; Brewaeyns, Ponjaert, van Hall & Golombok, 1997; Fulcher, Sutfin & Patterson, 2008), or the influence on their sexual orientation (Golombok, 2000; Tasker & Golombok, 1997) are scarce.

Only very few studies, mostly executed in the US or the UK, investigated the effects of the transsexual status of one of the parents on the sexual orientation of the child (Green, 1978), and on the overall wellbeing of the child (Green, 1998; Freedman, 2002; White & Ettner, 2004, 2007). These few studies reject common assumptions with regard to the upbringing of a child by a transsexual and conclude that the wellbeing of these children does not show any problems in the children's life. A few examples of these assumptions are i) that the child will be bullied and excluded by peers and from the social activities in clubs and neighbourhood, ii) that the child will miss a male or female role model, and, iii) that it will be confused about its own gender identity and/or sexual orientation. Sales (1995) reports how interventions with these children can be successful when problems occur. Nevertheless, in divorce cases, the transgender parent might lose child custody and support proceedings due to a lack of knowledge and research on the effect on the wellbeing of having a transsexual parent (Kitamura, 2005; Carter, 2006).

The current study proposal approaches transsexuality and/or a change towards same-sex orientation as a risk transition in a person's life course with an unknown influence on the wellbeing of present children. Coming out as transgender or as LGB can result in major change in various life domains such as social adaptations and in particular changes in family life. The present study investigates the influence of the gender transition and/or the influence of a change in sexual orientation of one of the parents on the child in secondary school (between eleven and eighteen years of age). Putting the child in the central position in the study requires to include not only family members, but also other significant others, friends, classmates and teachers which gives to opportunity to investigate the child's functioning in different surroundings.

#### **Research question and possible hypotheses**

What is the effect of having a transsexual or homosexual parent on the gender identity, the sexual orientation and the overall wellbeing of the child?



Possible topics that will be explored:

- How does the child feel about his/her own gender identity? Is the child happy with being a boy or a girl? Does the child demonstrate significant cross-gender behaviour? Does the child feel pressure from parents or peer to conform to gender norms for boys or girls?
- How does having a homosexual parent influence the child's own sexual orientation?
- If the child has same sex or same gender parents, does the child miss a male or female role model? Does the child have a role model outside the core family?
- How open is the child towards peers and mature individuals in his/her environment about the transsexual/homosexual status of (one of) his/her parents? If the child is open, does he/she experience any negative effects, and if so, where and by whom?
- Does the child have certain needs for information, educational material or support?

### **Research design and steps in the research process**

Method: This explorative research uses a quantitative and a multi-actor qualitative approach. We plan in depth-interviews with the children, their parents (biological and step parents), friends of the child and other significant others. Where possible, one or more class room conversation will take place. The multi-actor methodology will enable us to give an extensive insight in the surroundings of the child.

Respondent selection: We aim to include 10 transgender families and 10 homosexual families. A family is defined as two parents with at least one child that spends at least half of his/her time together with the homosexual or transsexual parent. Inclusion criteria are: i) the children must be born in a heterosexual relationship with a biological female being the child's biological mother and biological male being the child's biological father, and ii) the child is between eleven and eighteen years old. (NB: in case not enough families can be found, we aim to broaden the scope to those children no longer living with the trans or gay parent.)

Research phases:

- I. Review of the international literature on the influence of having a LGBT parent on the gender identity, sexual orientation and overall wellbeing of the child. We use the concept of gender identity as is developed f.i. by Egan & Perry (2001) who describe gender identity is composed of five major components:
  1. membership knowledge (knowledge of membership in a gender category)
  2. gender typicality (the degree to which one feels one is a typical member of one's gender category)
  3. gender contentedness (the degree to which one is happy with one's gender assignment)
  4. felt pressure for gender conformity (the degree to which one feels pressure from parents, peers, and self for conformity to gender stereotypes)
  5. intergroup bias (the extent to which one believes one's own sex is superior to the other).

We will base the topic list for the in-depth interviews and classroom conversation on the literature findings.

- II. Data gathering: the respondent selection – according to the criteria mentioned above – will start with a call for participants through LGBT organizations and networks, and the use of internet. In depth-interviews and classroom conversations will take place.
- III. Data analysis and report: finally the data will be analysed and valorised.

### **Deliverables**

- A research report with: literature review, methodology, main findings.
- Scientific and more popular or policy practice oriented publications.

### **References**

Brewaey's A., Ponjaert I., van Hall E. V. & Golombok S. (1997). Donor insemination: child development and family functioning in lesbian mother families. *Human Reproduction*, 12, 1349–1359.  
Cameron P. (2009). Gay fathers' effects on children: a review. *Psychological Reports* 104(2): 649-59.

- Carter Kari J. (2006). The Best Interest Test and Child Custody: Why Transgender Should Not Be a Factor in Custody Determinations (note). *Health Matrix* 16(1): 209-236.
- Egan S. & Perry D. (2001). Gender identity: a multidimensional analysis with implications for psychosocial adjustment. *Developmental Psychology* 37(4): 451-463.
- Freedman D., Tasker F. & Domenico di Ceglie D. (2002). Children and Adolescents with Transsexual Parents Referred to a Specialist Gender Identity Development Service: A Brief Report of Key Developmental Features. *Clinical Child Psychology & Psychiatry*, July 2002 (7): 423-432.
- Fulcher M., Sutfin E. L. & Patterson C. (2008). Individual differences in gender development: associations with parental sexual orientation, attitudes, and division of labor. *Sex Roles*, 58, 330–341.
- Golombok S. (2000). *Parenting. What really counts*. London: Routledge.
- Golombok S., Spencer A., & Rutter M. (1983). Children in lesbian families and single parent households: psychosexual and psychiatric appraisal. *Journal of Child Psychology and Psychiatry* 24: 551–572.
- Green R. (1978). Sexual identity of thirty-seven children raised by homosexual or transsexual parents. *American Journal of Psychiatry* (135): 692-697.
- Green R. (1998). Transsexuals' Children. *The International Journal of Transgenderism* 2(4): 4. <http://www.symposion.com/ijt/ijtc0601.htm>
- Green R., Mandel J., Hotvedt M., Gray J. & Smith L. (1986). Lesbian mothers and their children: a comparison with solo parent heterosexual mothers and their children. *Archives of Sexual Behavior* 15: 167–184.
- Kitamura Marika E. (2005). Once a Woman, Always a Man? What Happens to the Children of Transsexual Marriages and Divorces? The Effects of a Transsexual Marriage on Child Custody and Support Proceedings. *Whittier Journal of Child & Family Advocacy* 5(1): 227-240.
- MacCallum F. & Golombok S. (2004). Children raised in fatherless families from infancy: a follow-up of children and single heterosexual mothers at early adolescence. *Journal of Child Psychology and Psychiatry* 45: 1407–1419.
- Motmans J. (2010). *Being transgender in Belgium. Mapping the social and legal situation of transgender people*. Brussels: Institute for the equality of women and men.
- Motmans J., Meier P. & T'Sjoen G. (2011). *Het effect van een genderroltransitie op de levenskwaliteit van transgender personen*. Antwerpen: Steunpunt Gelijkekansenbeleid (Universiteit Antwerpen – Universiteit Hasselt) (forthcoming).
- Sales J. (1995). Children of a transsexual father: a successful intervention. *European Child and Adolescent Psychiatry* 4: 136-139.
- Schumm WR. (2010). Children of homosexuals more apt to be homosexuals? A reply to Morrison and to Cameron based on an examination of multiple sources of data. *Journal of Biosocial Science* 42(6): 721-42.
- Stacey J. & Biblarz T. J. (2001). (How) Does the sexual orientation of parents matter? *American Sociological Review* 66: 159–183.
- Tasker F. L. & Golombok S. (1997). *Growing up in a lesbian family. Effects on child development*. New York: Guilford.
- Versmissen D., Dewaele A., Meier P., Van Houtte M. (2011). *Zzip² study*. (forthcoming).
- White T. & Ettner R. (2004). Disclosure, Risks and Protective Factors for Children Whose Parents Are Undergoing a Gender Transition. *Journal of Gay & Lesbian Psychotherapy* 8(1/2), 129-145.
- White T. & Ettner R. (2007). Adaptation and adjustment in children of transsexual parents. *European Child & Adolescent Psychiatry* 16(4): 215–221.

## **WP L5: Work package 5 on LGBT: Research project into the employment position and participation of trans people**

Supervisor(s): Patrizia Zanoni (Universiteit Hasselt) & Guy T'Sjoen (Universiteit Gent)

Time frame: January 2015 - December 2016

Personnel: Joz Motmans, PhD 0.5 fte (Universiteit Antwerpen)

### **Background and theoretical frame**

Having paid work is crucial for participation in contemporary societies. Policy makers at different levels invest a great deal of effort to enhance the activity rate of citizens, with specific attention for citizens that, as a group, have a disadvantaged position on the labour market. The policy note 2009-2010 of the Flemish Minister for Equal Opportunities identifies as one of its strategic goals to enhance the well-being of transgender individuals. In his most recent policy letter (2010-2011), he indicated employment as one of the three areas of priority to do so. The (limited) national and international scientific research on transgender individuals on the labour market concurs that they suffer a disadvantage in accessing paid labour and that, when employed; they often experience a number of negative effects of their transgender identity in the workplace.

This study intends to contribute to the development of a knowledge base on the life-world, specific needs and well-being of transgender people in work and employment, as formulated by operational goal 8.2 in the policy note 2009-2014 of the Flemish Minister for Equal Opportunities. Such knowledge base is needed to develop policy effectively countering mechanisms of exclusion and deprivation. Specifically, the study builds on existing survey data by conducting additional analysis and by collecting information on transgender people's experiences in the workplace through qualitative methods, in order to better capture their own experience in its complexity. The study further adopts an intersectional approach, attempting to identify the relation between individuals' gender and social class and their work experiences.

Several studies indicate the high unemployment figures for transgenders compared to average population figures (Whittle, Turner and Al-Alami, 2007; Whittle, Turner and Combs, 2008; Motmans 2009; Motmans, Meier, T'Sjoen, 2011). A Dutch follow-up study from Kuiper (1991) shows that unemployment is not directly linked to the medical phase of transitioning which might include periods of being unable to work due to heavy surgical interventions. Motmans et al. (2011) indicate that 22% of trans respondents stopped or changed occupations when they went into transition to avoid potential problems (34.4%), or because there were actual problems at work due to transitioning (22%), or to have time off to be able to transition in peace (14%). Motmans (2009) reported that 42% of trans respondents are currently not living in their preferred gender role did so because they were afraid of losing their jobs.

Research has also shown various negative facets of the workplace experiences of transgender individuals. Many transgender employees choose to keep their transgender background to themselves. Lehtonen and Mustola (2004) report that 77% of transgender employees did not inform their employers. In Belgium, Motmans (2009) found that 25.3% were fully open at work, 20.6% partially open and 54.1% kept it fully hidden. Openness was greatest (32%) with their immediate superior, which may have to do with a 'forced' coming-out. Where people were open, negative reactions came mainly from colleagues. Besides being judged or bullied for crossing gender norms, conflicts might rise when sanitary facilities, dress rooms, toilettes and so on are part of the work floor. Often, guidelines or policy on transgender is lacking. Motmans (2009) found that in Belgium in only 37.7% of the respondents' workplaces an equal opportunity or diversity policies existed, and in only 9.5% of those cases this policy explicitly dealt with trans issues. This suggests that transgender is very often a 'forgotten' category for an equal opportunities policy.

The differences between trans men and women are significant when it comes to applying for jobs and in workplace experiences, but remarkably also when it comes down to earnings. Schilt and Wiswall (2008) found that while transgender people have the same human capital after their transitions, compensation for that capital often changes significantly. Average earnings for female-to-male transgender workers increased slightly following their gender transitions, while average earnings for male-to-female transgender workers fell by nearly 1/3. The authors state that this finding is consistent with their qualitative evidence gathered with in-depth interviews with transgenders, that for many male-to-female workers, becoming a woman often brings a loss of authority, increased harassment, and even termination, but that for many female-to-male workers, becoming a man often brings an increase in respect and authority. Also Motmans et al. (2011) found that trans people in Flanders have lower incomes, a higher material deprivation index and are in a financial vulnerable position compared with the average Flemish citizen, and that this affects especially trans women and low educated trans

people. These gender and class differences are of uttermost importance for understanding the diversity within the trans community.

### **Research question and possible hypotheses**

Existing quantitative research suggests that transgender people are often the victim of harassment due to their gender expression, experience difficulties in applying for jobs and have problems as the result of (a forced) coming-out to superiors, colleagues, clients or pupils.

The study has two goals:

1. First, the study will investigate the effect of gender, class, age, education level, position in transition (comparison of pre/non/post ops), and 'passability' (being able to pass able to 'pass' in the role of the desired sex) on: employment figures, amount of workplace changes; contract types and work regimes, sectors of employment, size of employment (number of colleges); employment position: leadership, external function; degree of openness towards colleagues and reactions; workplace experiences. This will be done by conducting additional analyses on available survey data (cf. Motmans 2009).
2. Second, this study wants to explore more in-depth, through a qualitative methodology, the workplace experiences of transgender people, with special attention for gender and class differences. Specifically, we will address the following research questions:
  - a) What role does their transgender identity play in key moments of their careers (recruitment, evaluations, termination, etc.)?
  - b) How do they evaluate the quality of their relations with their immediate superiors and co-workers?
  - c) Which roles do the 'passability' and coming out play in their workplace experiences?
  - d) How do transgender individuals strategically use their transsexual identity to create opportunities for themselves in the workplace?
  - e) What strategies do they use to cope with negative experiences in the workplace?
  - f) Which organizational and other institutional actors play a role in shaping the workplace experiences of transgender people (superiors, HR department, mentors, trade union representatives, ombudsman, company doctor, transgender organizations, etc.)?
  - g) How do they evaluate the suitability of available organizational policies and procedures to protect their rights in the workplace?
  - h) More broadly:
    - i) What new insights can workplace experiences from transgender employees offer us for understanding the role gender dynamics play in shaping workplace experiences and outcomes?

Intersectional perspective: For each of these questions, we will attempt to identify differences in the experiences of individuals in high- and low-rank jobs (as proxies of social class) and of different genders, paying specific attention to individuals with 'blurred' social gender, who do not nearly fit into male or female gender boxes.

### **Research design and steps in the research process**

The study combines qualitative and quantitative research methods.

1. To achieve research goal 1, additional comparative analyses of existing survey data (Motmans, 2009).
2. To achieve research goal 2, in depth-interviews with:
  - trans individuals (pre-op, non-op and post-ops),
  - representatives of institutional actors identified by the transgender respondents as relevant (i.e. trade unions, ombudsman, doctor, VDAB, diversity consultants, etc.).

The inclusion of the latter group of respondents will allow to include a variety of perspectives on the position of transgender individuals in the workplace which is needed to develop effective policy.

## Deliverables

- Final report including policy recommendations
- At least one conference paper
- At least one scientific paper(s)
- Presentation of research outcomes to practitioners in half-day seminar
- Presentation of research outcomes to academics
- Valorisation of the findings of the project for a broader public through the communication means of the Steunpunt Gelijkekansenbeleid (newsletter, website, etc.).
- Presentation of research outcomes via e-zine and website PRCEO

## References

- Kuiper, A. J. (1991). *Transseksualiteit: evaluatie van de geslachtsaanpassende behandeling*. Utrecht: Elinkwijk.
- Lehtonen, J., & Mustola, K. (2004). "*Straight people don't tell, do they...?*" *Negotiating the boundaries of sexuality and gender at work*. Helsinki: Ministry of Labor.
- Motmans, J. (2009). *Leven als transgender in België. De sociale en juridische situatie van transgender personen in kaart gebracht*. Brussel: Instituut voor de gelijkheid van vrouwen en mannen.
- Motmans J., Meier P. & T'Sjoen G. (2011). *Het effect van een genderroltransitie op de levenskwaliteit van transgender personen*. Antwerpen: Steunpunt Gelijkekansenbeleid (Universiteit Antwerpen – Universiteit Hasselt) (forthcoming).
- Schilt, K., & Wiswall, M. (2008). Before and after: Gender transitions, human capital, and workplace experiences. *B E Journal of Economic Analysis & Policy*, 8(1): 1-26.
- Whittle, S., Turner, L., Combs, R., & Rhodes, S. (2008). *Transgender Eurostudy: legal survey and focus on the transgender experience of health care*. Brussels: ILGA Europe.
- Whittle, S., Turner, L., & Al-Alami, M. (2007). *Engendered penalties: transgender and transsexual people's experiences of inequality and discrimination*. West Yorkshire: The equalities review.

## **WP L6: Work package 6 on LGBT: Examining the enlarged suicide risk in LGB's on the basis of Zzzip data**

Supervisor(s): Alexis Dewaele (Universiteit Gent) & Petra Meier (Universiteit Antwerpen)

Time frame: January 2015 - December 2016

Personnel: Dagmar Versmissen, PhD 0.5 fte (Universiteit Antwerpen)

### **Background and theoretical frame**

Suicide is one of the major causes of death worldwide, in particular in Northern America and Europe. Each year over 1 million individuals die due to suicidal acts. The Flemish suicide incidence rate is high. In 2008, 1027 inhabitants of the Flemish region committed suicide (Flemish agency for Care and Health, 2008). Therefore, the Flemish region scores 1,5 times higher than the European average for both men and women (WHO/EURO multicentre study of suicidal behaviour, 2008). These figures do not take suicide attempts into account, that are estimated to be 20 times higher (World Health Organization, 2008), nor other self-harming behaviour. Suicide rates have increased enormously over the last 50 years. The current figures are about 60% higher than those of half a century ago (World Health Organization, 2008).

The Flemish government states in her policy paper 2009-2014 that, in Flanders, the incidence rate is 37% higher for men and 74% higher for women in comparison with the EU average. Prevention is therefore considered to be important. The government is also aware that lesbian, gay and bisexual individuals (LGB's) are at higher risk than heterosexuals are to commit suicide, and declares continuing and improving prevention with regard to suicide. In order to be able to optimize prevention strategies, risk factors should be investigated more in detail.

Previous research has demonstrated that various risk factors can contribute to suicidal behaviour. A selection of these vulnerability factors includes: social disadvantages, lower educational level, unemployment, exposure to stressful major life events and living alone (Scoliers, 2006). Also the presence of psychopathology, e.g. depression, anxiety disorder, but also drug abuse increases the risk to consider or commit suicide (American Association of Suicidology, 2008).

Lesbian, gay and bisexual individuals are at higher risk to commit suicide. Two times more gay boys commit suicide in comparison with heterosexual young men. Lesbians are at an even higher risk. Their incidence rate is five times higher than this of heterosexual girls (Van Heeringen & Vincke, 2000; Brown, 2006; D'Augeli, 2005). Besides the normative risk factors that were listed above, LGB's struggle with extra, LGB specific vulnerabilities (Russell, 2003). Some of these specific risk factors for LGB's are: coming-out at young age, lack of satisfaction with regard to relationships with other LGB's, gender nonconformity, stigma consciousness and perceived homonegativity. It is important to get a clear picture of both normative as well as LGB specific risk factors for suicidal ideation. Furthermore, since it is shown that most acts of suicide are a result of more than one cause, the interaction between two or more normative factors, two or more LGB specific factors or a combination of normative and LGB specific factors needs to be investigated.

Former research also shows that within the stigmatized group of LGB's, LGB youth, and lesbian and bisexual girls in particular, are most vulnerable for suicidal ideation (van Heeringen & Vincke, 2000; Schoonacker et al., 2009). Next, also LGB's from an ethnic minority group could be identified as more vulnerable in comparison with the overall LGB population. Research should therefore pay special attention to these subgroups at the intersection of different social categories.

### **Research question and possible hypotheses**

This research project will focus on the enlarged suicide risk and higher levels of suicidal ideation among LGB's in Flanders. The study will examine more closely the complex, multi-causal process that precedes suicidal ideation and actual suicide. To this end, this research project will further explore data that were gathered in previous Zzzip studies (Zzzip1 was conducted by the University of Ghent in 2006, Zzzip2 by the previous Policy Research Centre in 2011) and extend this information with newly gathered data within the Zzzip3. Although this research project focuses on LGB's, also normative risk factors will be investigated, besides LGB specific risk factors. The project more precisely addresses the following questions:

- Do the Zzzip studies confirm the enlarged risk for suicide among Flemish LGB's?
- Are the normative risk factors for suicide (social disadvantages, lower educational level, unemployment, exposure to stressful major life events, living alone, drug abuse and psychopathology) also observable in LGB's?
- Is gender nonconformity an LGB specific risk factor for suicide and suicidal ideation?

- Is stigma consciousness an LGB specific risk factor for suicide and suicidal ideation?
- Is perceived homonegativity an LGB specific risk factor for suicide and suicidal ideation?
- Are there other LGB specific determinants that enlarge suicide risk?
- Are there specific interactions between two or more normative and/or LGB specific risk factors that result in an enlarged risk compared to the overall LGB vulnerability?
- Can we identify subgroups with a higher vulnerability compared to the overall LGB risk status?

### **Research design and steps in the research process**

Please see WP L1 for details given the fact that this project will use data collected in the third Zzzip study conducted by WP L1.

### **Deliverables**

- One academic paper presented at a major scientific conference and presented for publication in an international peer reviewed journal.
- A workshop for practitioners in which the main findings of the project and its implications for policy actors are discussed.
- A research note summarising the major literature, the important lines of the methodology, and the main findings of interest to policy makers and other stakeholders.

### **References**

- American Association of Suicidology (2008). *Suicide in the U.S.A. Based on Current Statistics*.
- Brown, R.P. & Melchiono, M.W. (2006). Health concerns of sexual minority adolescent girls. *Current Opinion in Pediatrics*, 18(4): 359-364.
- D'Augelli, A. R., Grossman, A. H., Salter, N. P., Vasey, J. J., Starks, M. T. & Sinclair, K. O. (2005). Predicting the suicide attempts of lesbian, gay, and bisexual youth. *Suicide and Life-Threatening Behavior*, (35): 646-660.
- Flemish agency for Care and Health (2008) <http://www.zorg-en-gezondheid.be>
- Russell, S.T. (2003) Sexual minority youth and suicide risk. *American Behavioral Scientist* (46): 1241
- Schoonacker, M., Dumon, E., Louckx, F. (2009) *Welebi: Onderzoek naar het mentaal en sociaal welbevinden van lesbische en biseksuele meisjes*.
- Scoliers, G., Van Rijsselberghe, L., Portzkry, G., Van Heeringen, C. (2006). De epidemiologie van zelfmoordpogingen in Vlaanderen: jaarverslag 2005.
- Van Heeringen, C. & Vincke, J. (2000). Suicidal acts and ideation in homosexual and bisexual young people: a study of prevalence and risk factors. *Social Psychiatry and Psychiatric Epidemiology*, 35(11): 494-499.
- World Health Organization (2008), *Multicentre Study of Suicidal Behaviour*
- World Health Organization (2008), *Suicide prevention (SUPRE)*, [http://www.who.int/mental\\_health/prevention/suicide](http://www.who.int/mental_health/prevention/suicide).

## **WP T1: Transversal work package 1: Intersectionality: Possibilities for Equality Policy**

Supervisor(s): Karen Celis & Alison Woodward (Vrije Universiteit Brussel)

Time frame: June 2014 - December 2016

Personnel: ---

### **Background and theoretical frame**

Intersectionality as an approach has its roots in critical race theory and legal studies and has recently had an increasing impact in academic gender studies. 'Diversity' as a policy concept finds its roots in applied economics and the world of business and human resource management, and thus has relatively easily made the transition as a concept to public administration and policy. 'Intersectionality' however raises substantial challenges.

This is particularly so as it is tied to new developments in discrimination law and the restructuring of public administration to answer the demands of changing legal frameworks. Article 13 EC of the Treaty of Amsterdam (1996), the EU directives 2000/43 and 2000/78, the EU Charter of Fundamental Rights (2000) and the European Convention on Human Rights led to legal reform in many member states aimed at recognizing multiple and even interacting grounds of discrimination and inequalities.

Potentially this new approach also spills over to equality policies in general, to the state institutions for equality policies and to the links with civil society groups representing the interests of various equality strands. However, the issues and target groups related to equality policies are all tied to specific research traditions and policy communities, and frequently address policy makers based on their single identities. The challenge of intersectionality is not only about getting the different target groups to talk to each other, but further to consider the implications of cross hatched identities.

The reorganization of equality policies and architectures in the wake of the Treaty of Amsterdam and Lisbon is still under construction. There is a need for scholars and policy makers to see how the issues raised by 'intersectionality' can be addressed from the various standpoints of the groups addressed by the Policy Research Centre. To what extent are intersectionally inspired approaches different than those raised by 'diversity' or 'multiple discriminations'? What are the implications of moves toward a horizontal directive in the EU for the organization of equality policies? How can practitioners in the various strands integrate insights from intersectionality and from each other into their policy practice? Although there is growing research into 'intersectional' issues in society and policy, the dialogue between policy practitioners and academic developments is still in a fledgling stage. That policy makers are concerned about ways to address cross-cutting identities is evidenced by the well attended 2009 conference for regional policy makers in Barcelona (Franken et al. 2010).

The proposed project is a continuation of the transversal initiatives of the Policy Research Centre. Earlier research focused on moving towards an 'integrated policy including plural strands' and the potential for institutionalising an intersectional approach in equality policies. At that point the term 'intersectionality' was seldom found in policy documents and the concept 'diversity' was at the heart of the investigation. The research involved documenting best practices of mergers of themes of gender and ethnicity abroad and a state-of-the-art description of practices and understandings in Flanders. A Critical Frame Analysis of policy documents of the ministers in charge of equal opportunities and of integration/diversity policy explored the extent of congruency at the conceptual level between gender equality and ethnic minority policies.<sup>23</sup>

This analysis showed major discrepancies. Diversity means different things to both. Whereas in equality policies the diversity concept includes a plurality of social groups as well as, to a certain degree, an intersectional approach (although not necessarily naming it as such), integration and diversity policy used 'diversity' to refer to ethnic minorities (and the interaction with society).

Intersectionality thus principally referred to sub-sets of the category women within the field of equal opportunities, while in the field of integration and diversity policy the relevance of gender in ethnic minority issues is not recognized. Focus groups confirmed the results of the policy document analysis. Policy makers and civil society actors all agreed that underlining intersectionality could lead to significant synergy. However discussion and analysis also revealed a number of challenges as groups feared their issue would be marginalised or that they would lose accumulated knowledge developed in specific policy areas.

International research has identified the variety of ways that national authorities have or have not responded to the challenges raised by the concept of intersectionality and the diversity of grounds presently protected by equality law. Much of this research focused on the analysis of policy documents

---

<sup>23</sup> Motmans and Cortier (2009). This research was carried out under the supervision of Karen Celis, Petra Meier and Alison Woodward by the current Policy Research Centre on Equal Opportunities .



or on institutional changes (Krizsan et al. forthcoming; Walby and Verloo forthcoming), or has been explicitly directed at analysing the legal frameworks of non discrimination (Schiek and Lawson 2011). However at the cutting edge of policy practice, dialogues between theoreticians, empirical researchers dealing with specific strands and those responsible for constructing policy machineries and applying measures have been rather few. The above mentioned Barcelona seminar organized in the Advanced Thematic Network on Gender (ATHENA 3) and the follow up network GREAT4Policies (Gender Research, Education and Training for Policies) in the professional association for gender studies AtGender are examples of such initiatives of bringing the equality policy triangle actors together.

### **Research question and possible hypotheses**

The purpose of this project is to evaluate the potential of an intersectional perspective for Flemish equality policies in the Post-Lisbon era. Much as 'diversity' was widely used, and differently interpreted a few years ago, the concept of intersectionality has made its way into advanced policy circles with varying implications. This project aims to explore the current theoretical thinking on 'intersectionality, the usages of the concept by the various equality groups, and the implications for policy practice in each sector as well as the potential for more integrated approaches. Additionally, it wants to explore the potential and challenges of an intersectional perspective on and in equality policy through a critical engagement within the Policy Research Centre.

Bringing external intersectionality experts and practitioners into dialogue with the Policy Research Centre's researchers engaged in policy relevant research and with civil servants engaged in policy making can not only stimulate synergy but also develop the self-reflexivity of the Policy Research Centre's work.

The papers produced in this process can lay the basis for evaluating intersectional approaches and their applicability in equality policies for different groups. These working papers will document intersectional identities that require specific policy attention, the topics that are currently important in an intersectional perspective, and the innovations in policy strategies and tools.

Specific questions that will be included in the analysis are:

- What are the implications of different roots of intersectionality in law, race, gender and sexuality studies for policy on the diverse groups. What is the relation to a non discrimination legal frame on the one hand and potential for equal opportunity positive duties on the other? Can intersectionality usefully travel beyond law and social theory?
- How is intersectionality perceived and applied in theory and policy practice around disability, gender, sexuality and age inequalities? Is it the same or different? Why? How is the term used by the different groups and why? Where are the most important interactions and cross-sections? Is intersectionality more relevant for some groups than others?
- What practices and policies have been developed in Europe that integrate an intersectional perspective and to what extent are they relevant for the differing target groups and policy practitioners?
- When there are intersections of policy relevance how can researchers and policy makers overcome the territoriality and boundaries constraining policy communities from developing innovative solutions in dealing with them?

### **Research design and steps in the research process**

To address these questions the project proposes the organization of two all day workshops to bring the equality policy communities (academics, including researchers from the Policy Research Centre, policy actors and civil society of the different strands together to reflect on the implications of intersectionality theory for their fields, and evaluate the potential for the approach in the Flemish policy field.

The first workshop will focus on the potential of theory(ies) of intersectionality: Commissioned experts will bring position papers on the state of the art in the theory of intersectionality in critical legal studies, gender studies and social sciences. Researchers from the Policy Research Centre will present papers about the implications of intersectionality in their area of research, and for their stakeholders. Among the topics that will be expressly addressed are comparisons between 'diversity', 'intersectionality' and 'multiple discrimination' approaches and their diffusion, and the different accents placed in the different disciplines and strands. This workshop will be in the third year of the multiannual programme.

The second workshop will be in the final year of the multiannual programme and will evaluate more specifically the implications of intersectionality for policy and public administration practice. Empirical reflections on the experiences with one stop shopping antidiscrimination centres and positive duty

approaches, and the comparison of research results from the different groups in an intersectional frame, as well as confrontation and dialogue with policy makers will be central in this workshop. The supervisors of this work package will take care of establishing a linkage between the first and the second workshop for which researchers of the Policy Research Centre are also expected to contribute. Based on the more theoretical contributions of the first workshop, specific questions will be formulated that will lead to an intersectional perspective on the research that has been conducted. These will finally be translated into recommendations for a future equality policy agenda that includes an intersectional perspective.

### **Deliverables**

The output of the workshop and commissioned papers provide suitable material for a special issue of a scientific journal, while the completed cycle will provide the content for a book. Papers presented at the workshops may also be disseminated in internal web communication systems and/or as working papers that can feed in to the integrative work of the Policy Research Centre.

### **References**

- Franken, Martha, Woodward, Alison, Cabó, Anna, and Barbara M. Bagilhole (eds.). 2010. *Teaching Intersectionality. Putting Gender at the Centre*. [www.athena3.org](http://www.athena3.org).
- Krizsán, Andrea, Skjeie, Hege, and Judith Squires (eds.). forthcoming. *Institutionalising Intersectionality? Comparative European Analyses*. Basingstoke: Palgrave Macmillan.
- Schiek, Dagmar, and Anna Lawson (eds.). 2011. *European Union Non-Discrimination Law and Intersectionality: Investigating the Triangle of Racial, Gender and Disability Discrimination*. Aldershot: Ashgate.
- Walby, Sylvia, and Mieke Verloo (eds.). forthcoming. Intersectionality in the Equality Architecture: Special Issue. *Social Politics*.

## **WP T2: Transversal work package 2: Conference Equal is not enough III**

Supervisor(s): Petra Meier & Dimitri Mortelmans (Universiteit Antwerpen) & Patrizia Zanoni (Universiteit Hasselt)

Time frame: January 2014 - December 2016

Personnel: scientific coordinator

### **Background and theoretical frame**

In the past the Policy Research Centre on Equal Opportunities has successfully organised two “Equal is not enough” conferences towards the end of each five year programme, in respectively 2006 and 2010. While the first Equal is not enough conference in 2006 was still of a more regional nature, with many Belgian and Dutch participants, its 2010 successor definitely had a European scope. The second Equal is not enough conference welcomed over 170 participants from 31 different countries. Within two days 85 papers were presented in four sections approaching differences and inequalities from the perspectives of the law, public policies, organisations and the life course, in accordance with major topics and issues of the Policy Research Centre five year plan. The conference created a forum to advance the understanding of the causes, consequences and underlying dynamics of inequalities, as well as of contemporary policies meant to tackle them, looking into inequalities grounded in identities including gender, ethnicity, sexual preference, disability, class and age as well as their intersection. Also, three key lectures were given by internationally outstanding scholars, meant to tie different issues into a broader frame. While similar research is also presented at other academic conferences, the Equal is not enough conference focus allows for bringing together academic work from an equality policy perspective, crosscutting not only topics but especially disciplines.

The current proposal aims to carry on this tradition of organising a major conference on equality issues. Through this unique focus we create a platform to bring together scholars and practitioners from different disciplines and fields working on equality issues and the policies related to them in order to stimulate innovations in understanding the causes, consequences and underlying dynamics of inequalities, as well as in the approaches to contemporary policies meant to tackle them.

### **Conference focus and topic**

While the exact conference topic will be developed during the first years of the new Policy Research Centre and under the auspices of a programme committee, the conference will cover among others:

- the structural aspects of new and persisting forms of inequality as they occur in everyday life for different groups of citizens
- different social groups and mechanisms of inequality in relation to disabilities, gender, LGBT, etc.
- theory and practice of intersectionality and its relation with other concepts guiding equality policies.
- equality policies, their structures, actors, tools, dynamics and institutions in the broad sense of the term.
- the relation and tensions between law and practice.
- comparative approaches.

While being an academically organised conference at the outset, the conference aims at bringing together practitioners and scholars in order to foster the exchange of information and the mutual learning experience. To that end the Policy Research Centre will seek the input and participation of policy practice oriented actors both in Flanders and in Europe (cf. EIGE, the European Institute for Gender Equality).

### **Organisational design and steps in the organisation of the conference**

The conference is planned in the second half of 2015 and its organisation contains three broad phases.

#### *Phase 1: General preparation and announcement of the conference*

The preparation of the conference will start with setting up a programme committee. This programme committee will consist of promoters from the partner universities and other experts in the field, and will be supported by the conference coordinator. The programme committee will decide on the precise focus of the conference, decide on section chairs, write a call for papers, invite one or more key note

speakers and decide the precise format of the entire conference. The call for papers will be widely distributed in the networks of the Policy Research Centre and its affiliated promoters. The content coordinator is responsible for the logistic and communication management (re-actualising the network database of the Policy Research Centre that has been built up in the past, preparation of the website, publication of the call for papers, organising the conference location, conference logistics, catering, side events, hotels, registration, etc.) and briefs on a regular basis the programme committee.

*Phase 2: Preparation of the programme and actual conference*

The programme committee and section chairs will select the abstracts and set up the detailed programme of the conference. The website of the conference will be further developed by the conference coordinator.

The content coordinator manages the further organisation of the conference. Given the outstanding experience with the organisation of former conferences, tasks, procedures, etc related to the organisation of such an event are well known to the Policy Research Centre.

*Phase 3: Valorisation of the conference*

After the conference, the programme committee will select the best papers for publication. Authors will be notified and given sufficient time to rewrite their paper according to the discussions and new insights that followed the conference. The content coordinator is responsible for all communication with authors, publisher, and the general public concerning the proceedings.

**Deliverables**

- A high quality European conference on equality issues with outstanding visibility
- An extensive exchange between academics and practitioners with possibilities to develop further collaboration
- A publication based on contributions to the conference

**Addendum Multi Annual Programme: Work packages**

## **WP A1: Work package 1 on discrimination law: (In)equality in (in)equality. Expansions, Diversity and Tensions in Discrimination Law**

**Multi Annual Programme (MAP) p. 11-13**

### **Changes and adjustments MAP**

The timing of the WP will change to January 2012 through December 2015.

We additionally reckon with *ad hoc* advice or short term research amounting to 25 to 30% of the available research time.

### **Research planning 2012**

For work package A1, the activities in 2012 will firstly consist in finding and hiring the PhD researcher that will be carrying out most of the work within this work package.

Subsequently, the project will start in 2012 with a thorough literature analysis on the issues of 'hierarchies of equality' and on the relationship between antidiscrimination legislation and other legal instruments, which will result in an article in Dutch in a Belgian law journal, that forms part of the deliverables.

In the course of the year, we also foresee that the PhD proposal (for the doctorate that will bring together the research results of this work package) will be submitted to the doctoral commission of the K.U.Leuven.

### **Nederlandstalige synthese**

#### ***(On)gelijkheid in (on)gelijkheid. Uitbreiding, diversiteit en spanningen in het discriminatierecht***

Discriminatierecht is een dynamische rechtstak. Die dynamiek komt tot uiting in aantal samenhangende ontwikkelingen, waaronder een gestage toename in het aantal beschermde gronden en een parallele uitbreiding doorheen de tijd van het toepassingsgebied van de wetgeving.

Daarbij was het traditioneel zo dat sommige gronden, ras/ethniciteit en geslacht in het bijzonder, sterker beschermd werden dan sommige andere, en dat weer andere criteria helemaal niet voor wettelijke bescherming in aanmerking kwamen. Dit wordt aangeduid als de zogenaamde 'hiërarchie der gelijkheid' of 'gelijkheidshiërarchie'.

Deze situatie staat is onder druk komen te staan ten gevolge van de beschreven ontwikkeling, waarin een uniform beschermingsniveau en een uitbreiding tot meer en meer gronden als 'natuurlijk' voorkomt.

In dit werkpakket willen we die ontwikkelingen aan een kritische analyse onderwerpen, alsook stilstaan bij de spanningen die zij opleveren met andere wetgeving, die juist onderscheid organiseert en specifieke rechten toekent.

## **WP A2: Work package 2 on discrimination law: Religious Discrimination in Private Relations**

### **Multi Annual Programme (MAP) p. 14-16**

#### **Changes and adjustments MAP**

The time frame of the WP will be reduced to four years.

We additionally reckon with *ad hoc* advice or short term research amounting to 25 to 30% of the available research time.

The deliverables in WP A2 will be replaced by

- At least one Dutch article aimed at providing guidelines for judges on the one hand, and recommending legislative options to the federal and Flemish legislators on the other hand;
- Ad hoc advice/short term research in the field of religious discrimination law.

#### **Research planning 2012**

For work package A2, the project will start in 2012 with analysing the available literature; both on religious discrimination in private relations as well as on general antidiscrimination theory concerning what types of goals and justifications can be considered legitimate for private actors in particular.

This is foreseen to result, within the year, in an article in Dutch on these issues, and that will constitute the basis for a more extensive analysis – in the subsequent years – aimed at providing guidelines for judges on the one hand, and recommending legislative options to the federal and Flemish legislators on the other hand.

#### **Nederlandstalige synthese**

##### ***Religieuze discriminatie in private relaties***

Godsdienstvrijheid is een hoeksteen van de democratische rechtsstaat. Het corollarium van die vrijheid is het recht om niet door de staat gediscrimineerd te worden op basis van godsdienst of overtuiging. Sinds enkele jaren is, onder invloed van de Europese Kaderrichtlijn uit 2000, dat discriminatieverbod uitgebreid tot burgers onderling. Deze zogenaamde horizontalisering roept tal van vragen en problemen op, die centraal staan in werkpakket 2 inzake discriminatierecht.

In verticale verhoudingen wordt een verschil in behandeling op grond van religie typisch als gerechtvaardigd beschouwd als er een 'objectieve en redelijke rechtvaardiging' voor voorhanden is. Dit vereist het bestaan van een legitiem doel en evenredigheid tussen middelen en doel. Deze rechtvaardigingstoets is bijzonder algemeen van aard en biedt derhalve een grote appreciatiemarge of zelfs onduidelijkheid.

Dit is vooral het geval in private relaties: in verticale relaties is er immers inmiddels een grote hoeveelheid rechtsleer en vooral ook rechtspraak die verduidelijkt wat kan gelden als een legitiem doel en hoe de rechtvaardigingstoets ingevuld dient te worden. Voor toepassing van het discriminatieverbod in horizontale relaties – zowel in het algemeen, als wat betreft religieuze discriminatie in het bijzonder – bestaat veel minder duidelijkheid ter zake. Rechtspraak ontbreekt (of gaat alle kanten) op en ook de rechtsleer ter zake is beperkt.

Binnen dit werkpakket willen we dan ook ten eerste proberen om – op grond van een systematische analyse en aansluiting zoekend bij landen met een langere ervaring ter zake – richtlijnen te ontwikkelen voor oordelende instanties in deze materie (gelijkheidsorganen, rechters, etc.). Daarbij zal ook worden gezien of, en zo ja op welke gebieden, het hierbij nuttig zou zijn als de Vlaamse of Belgische wetgever 'verfijnd' zou optreden in deze materie, teneinde meer duidelijkheid te creëren. Meer specifiek is de centrale onderzoeksvraag van dit werkpakket welke rechtvaardigingen (zowel op het niveau van legitieme doelen en in relaties tot proportionaliteit en noodzakelijkheid) en uitzonderingen kunnen of moeten gelden voor private actoren in relatie tot ongelijke behandeling op grond van godsdienst/overtuiging.

## **WP A3: Work package 3 on discrimination law: Realising Equality. Enforcement Mechanisms and Methods in Discrimination Law**

### **Multi Annual Programme (MAP) p. 17-19**

#### **Changes and adjustments MAP**

The time frame of the WP will be reduced to four years.

We additionally reckon with *ad hoc* advice or short term research amounting to 25 to 30% of the available research time.

#### **Research planning 2012**

For work package A3, the activities in 2012 will consist firstly in the follow-up of a current project by Stefan Sottiaux and Jogchum Vrielink on the institutional aspects of discrimination law and human rights law on the Flemish level (project: 'van CGKR naar mensenrechteninstituut').

To this end they will firstly extend their legal and literature analysis on both equality bodies and National human rights institutions, as well as the relationships between them, and the way in which these institutions can optimally contribute to equal opportunities and non-discrimination policies in specific and the promotion of human rights more generally.

Together with the work that was previously done, this will result – probably in the course of 2013 – in the publication of a book on these issue; to this end, publishers will already be contacted in 2012 and the first preparations for the workshop, which also constitutes part of the deliverables, will also be undertaken in that year.

#### **Nederlandstalige synthese**

##### ***Gelijkheid verwezenlijken. Handhavingsmechanismen en –methoden in het discriminatierecht***

België en Vlaanderen behoren tot de Europese landen waarin het (traditionele) discriminatierecht zeer goed ontwikkeld is. De bescherming tegen discriminatie in zowel horizontale als verticale relaties is hier in veel opzichten – bijvoorbeeld zowel qua toepassingsgebied als beschermde kenmerken – hoger dan in vrijwel alle andere Europese landen.

In de praktijk blijkt de impact en werking ervan echter beperkt. Dit lijkt te maken te hebben met een verwaarlozing van effectieve handhavingsmechanismen en –methoden. In het algemeen geldt dat deze door wetgevers niet zelden beschouwd worden als “somewhat inferior to substantive rights”.<sup>24</sup> Aangezien het discriminatierecht, in de afwezigheid van een effectieve handhaving, echter riskeert gereduceerd te worden tot loutere symboolwetgeving, willen we in werkpakket 3 inzake discriminatierecht nagaan wat ter zake de meeste effectieve handhavingsmechanismen en –methoden zijn.

Het project zal zich daarbij concentreren op twee (gerelateerde) handhavingsissues. Het eerste betreft welke concrete wijze(n) van conflictresolutie tot de beste resultaten leiden voor het realiseren van de materiële rechten uit het discriminatierecht. Het tweede issue heeft betrekking op de wijze waarop de voorgaande optie(s) het best institutioneel geïmplementeerd kunnen worden.

---

<sup>24</sup> M. Ambrus, *Enforcement Mechanism of the Racial Equality Directive and Minority Protection*, Utrecht, EIP, 2010, 4.



## **WP D1: Work package 1 on disabilities: Inclusion and participation of persons with disabilities**

### **Multi Annual Programme (MAP) p. 20-27**

#### **Changes and adjustments MAP**

The timing of the WP will change to January 2012 through December 2015.

Addendum for page 20-21: action A.

In an attempt to evaluate the inclusion and participation of citizens with disabilities in the Flemish speaking part of Belgium we will organize the follow up of the first steps, of the broadside process (as organized by the Flemish administration) where disability gets mainstreamed in all policy domains (through OCM cycle):

- We will organize the follow up of chore indicators as developed and the first measurement process as organized by the Flemish administration in beginning 2012
- We will monitor the possible progress on these chore indicators for different policy domains as a step to refine the set of indicators
- We will organize the next measurement moment in 2014
- We will use the analysis of former steps and measurement moments to offer support to the organization of the next steps in the OCM-cycle (2015-2019)

We additionally reckon with *ad hoc* advice or short term research amounting to 25 to 30% of the available research time.

#### **Research planning 2012**

1. For the above mentioned addendum one day a week will be reserved through the period 2012-end 2015
2. 100 persons with disabilities will be interviewed, and the interviews will be analyzed (three days a week in 2012)
3. One day a week will be linked to the action research process concerning the political involvement of persons with intellectual disability

#### **Nederlandstalige synthese**

##### **Inclusie en participatie van personen met een functiebeperking**

Personen met een functiebeperking vormen de grootste minderheidsgroep ter wereld: 15% (World Report on Disability, 2011) Ondanks de omvang van de groep blijken ze onzichtbaar op de meeste beleidsdomeinen en voor wat betreft participatie in de maatschappij.

Dit project wil – samen met de betrokkenen – ondersteuning bieden bij het mainstreamen van 'handicap' in de verschillende beleidsdomeinen, bij de correcte representatie van personen met een beperking in de media en bij de politieke participatie van mensen met verstandelijke beperking.

**WP D2: Work package 2 on disabilities: Employment opportunities of disabled individuals in Flanders: The role of organizations and key institutional actors**

**Multi Annual Programme (MAP) p. 28-31**

**Changes and adjustments MAP**

The timing of the WP will change to January 2012 through December 2015.

We additionally reckon with *ad hoc* advice or short term research amounting to 25 to 30% of the available research time.

**Research planning 2012**

Phase 1: March – December

Literature review and first contact of companies for the multiple-case study.

**Nederlandstalige synthese**

***Tewerkstellingskansen van werknemers met een handicap in Vlaanderen: De rol van werkorganisaties en institutionele actoren***

Het project verricht explorerend onderzoek rond de ervaringen van werknemers met een handicap in Vlaamse bedrijven. Op basis van een kwalitatieve meervoudige gevalstudie in drie organisaties,

4. bestuderen we de ervaringen van werknemers met een handicap binnen de werkorganisatie en in interactie met externe, ondersteunde derde partijen;
5. gaan we na welke organisatiepraktijken en -processen deze ervaringen alsook de loopbaankansen van deze werknemers beïnvloeden
6. brengen we de interacties tussen de tewerkstellende organisatie en externe, ondersteunde derde partijen en hoe deze interactie de loopbaankansen en ervaringen beïnvloed van werknemers met een handicap.

## **WP D3: Work package 3 on disabilities: To what extent do Flemish policies promote the inclusion of persons with disabilities?**

**Multi Annual Programme (MAP) p. 32-34**

### **Changes and adjustments MAP**

We additionally reckon with *ad hoc* advice or short term research amounting to 25 to 30% of the available research time.

### **Research planning 2012**

In 2012 mainly desk research will be conducted. To start with, all possible situations affecting persons with a handicap that fall within the scope of Flemish constitutional competencies are catalogued in detail. It is important to indicate, to the extent that it is possible, the overlap with federal competencies. This list has to be very detailed, since the possible future legal consequences need to be summarily described. This list should focus on problematic situations and on best practices in Flemish policy, legislation and administrative practices.

### **Nederlandstalige synthese**

#### ***In welke mate bevordert het Vlaamse beleid de inclusie van personen met een beperking?***

Dit werkpakket bestudeert hoe het Vlaamse beleid zich verhoudt tot het VN-verdrag inzake de Rechten van Personen met een Handicap (2006). Het bestudeert Vlaams beleid op de mate waarin het de inclusie van personen met een beperking bevordert of tegenwerkt, en meer bepaald de juridische aspecten ervan, waarbij het VN-verdrag de toetssteen vormt. Het legt zo de blinde vlekken voor personen met een beperking bloot in Vlaanderen, en reikt daarmee elementen aan voor de toekomstige beleidsagenda.

De volgende vragen staan centraal in het onderzoek:

- Welke situaties die personen met een beperking aanbelangen vallen onder de Vlaamse bevoegdheden?
- In welke mate is hier sprake van overlap met federale bevoegdheden dienaangaande?
- Welke onderdelen van het VN-verdrag inzake de Rechten van Personen met een Handicap vallen onder de Vlaamse bevoegdheden?
- Wat is het effect van de juridische aspecten van dit beleid op de positieve van personen met een beperking?
- Welke onderdelen van het VN-verdrag inzake de Rechten van Personen met een Handicap vormen een Vlaamse bevoegdheid maar een blinde vlek in het Vlaamse beleid?
- Hoe verhoudt zich het voorgaande tot het Vlaamse Gelijke Kansendecreet: wat wordt afgedekt, wat niet en wat zou afgedekt moeten zijn?

**WP D4: Work package 4 on disabilities: The model(s) underlying Flemish policies for persons with disabilities: what about equality and intersectionality?**

**Multi Annual Programme (MAP) p. 35-37**

**Changes and adjustments MAP**

The time frame of the WP will be reduced to one year.

The second set of research questions will be dropped. The WP will be limited to one case study. The deliverables will be limited to one research note and a conference paper. The specific content of the research note will be discussed with the Flemish government at the start of the WP.

We additionally reckon with *ad hoc* advice or short term research amounting to 25 to 30% of the available research time.

**Nederlandstalige synthese**

***De modellen achter het Vlaamse beleid voor personen met beperkingen en hun verhouding tot gelijkheid en intersectionaliteit***

Dit project bestudeert de normatieve principes of modellen die aan de basis van het Vlaamse beleid voor personen met een beperking liggen en hun gevolgen voor de volledige inclusie en participatie van personen met een beperking. Specifieke aandacht gaat daarbij uit naar de mate waarin dit model of deze modellen botsen met diegene waarop het Vlaamse gelijke kansenbeleid gebaseerd is. Daartoe wordt een case van het Vlaamse beleid voor personen met een beperking bestudeerd en in verband gebracht met het Vlaamse gelijke kansenbeleid. De case selectie wordt bepaald door de bevindingen van WP D1, D2 en D3 op het moment van het aanvatten van WP D4.

**WP D5: Work package 5 on disabilities: Monitoring OMC: Indicators and statistics for the objectives that resulted from the Open Method of Coordination and for the evaluation of the implementation of the United Nations Convention on the Rights of Persons with Disabilities**

**Multi Annual Programme (MAP) p. 38-40**

**Changes and adjustments MAP**

After discussion with the Flemish government the WP is abolished as an independent WP. Elements of it will be integrated into WP D1.

**WP G1: Work package 1 on gender: Monitoring OMC: Indicators and statistics for the objectives that resulted from the Open Method of Coordination**

**Multi Annual Programme (MAP) p. 41-43**

**Changes and adjustments MAP**

The activities planned for 2016 will be removed from the project. These activities are related to research question 2d: What is the baseline situation with regard to the policy-specific objectives and core indicators on gender developed during the OMC-cycle 2014-2019? This corresponds with step 4 and 5 of the research design. Step 4 will only be partially executed: there will only be one update of the list of core indicators developed in 2010 instead of the originally planned two updates (only an update in 2014). Step 5 – the measurement of the policy specific indicators - will not be executed.

In the deliverables, the baseline measurement of policy specific indicators for OCM, cycle 2 must be omitted.

The percentage of Elke Valgaeren will be reduced from 0.5 fte to 0.4 fte.

We additionally reckon with *ad hoc* advice or short term research amounting to 25 to 30% of the available research time.

**Nederlandstalige synthese**

***OCM monitor (thema gender): indicatoren en statistieken ter opvolging van de genderdoelstellingen opgemaakt aan de hand van de open coördinatiemethode.***

De Vlaamse overheid hanteert de open coördinatiemethode om het gelijkemansperspectief horizontaal te integreren in alle Vlaamse beleidsdomeinen. De OCM is een cyclisch proces. De eerste cyclus voor het opmaken van strategische en operationele doelstellingen op het vlak van gender zal eind 2014 afgerond zijn. In het kader van deze eerste cyclus ontwikkelde het Steunpunt Gelijkekansenbeleid in 2010-2011 reeds een nulmeting die moet toelaten om de realisatie van de doelstellingen te monitoren. Tijdens het huidige project zal deze nulmeting bij het afronden van de OCM-cyclus geüpdate worden (2014). Bij het begin van de volgende OCM-cyclus zal het Steunpunt advies verlenen over de strategische en operationele doelstellingen op het vlak van gender en zal ze de bijbehorende indicatorenset ontwikkelen (2015).

## **WP G2: Work package 2 on gender: Gender-driven choices in technical and vocational secondary education in Flanders**

**Multi Annual Programme (MAP) p. 44-47**

### **Changes and adjustments MAP**

We additionally reckon with *ad hoc* advice or short term research amounting to 25 to 30% of the available research time.

### **Research planning 2012**

Phase 1: January - May

Literature review

Phase 2: June- December

- Inventory of schools and schoolpopulations
- Sample composition of schools relating to 3 subgroups:
  - Group 1 (the most segregated training options): we select construction (male) and beautician (female) in technical schools and mechanics (male) and hair dressing (female) in vocational schools.
  - Group 2 (strongly segregated training options): we select bio-technology and environmental studies (male) and social and technical sciences (female) in technical schools and restaurant/kitchen training (male) and care and nutrition (female) in vocational schools.
  - Group 3 (gender neutral training options options): we select trade in technical schools and office administration in vocational schools.
- Contacting schools in order to ask their cooperation
- Development questionnaire

### **Nederlandstalige synthese**

#### ***Gegenderde studiekeuzes in het technisch en beroepssecundair onderwijs in Vlaanderen***

In de meeste EU-landen, waaronder België, weerspiegelt de leerlingensamenstelling in het secundair (en hoger) onderwijs de traditionele rolpatronen. Er is nog steeds een grote kloof tussen jongens en meisjes in de keuze van studiegebieden en –onderwerpen. Meisjes maken vooral studiekeuzes die leiden naar 'vrouwelijke' beroepen, jongens kiezen voor opleidingen die leiden naar 'mannelijke' beroepen. Deze seksesegregatie is bijzonder uitgesproken in beroeps-en technische programma's en scholen.

Seksesegregatie in het onderwijs is in twee opzichten zeer problematisch. Allereerst, op individueel niveau, beperkt segregatie de studie-en carrièremogelijkheden van jonge mensen tot die die sociaal aanvaardbaar geacht worden voor hun geslacht/gender. Ten tweede, belemmert deze segregatie de optimale allocatie van menselijk potentieel en talent op het niveau van de arbeidsmarkt.

Onze onderzoeksvraag is: wat is de rol van de (geïnternaliseerde) genderbeelden en -stereotypen inzake studierichtingen en beroepen, in het proces van studiekeuze van leerlingen? We zullen de besluitvorming inzake studiekeuzes retrospectief onderzoeken. We zullen hiervoor de schoolbevolking van het 1e jaar van de 2e graad van een steekproef van technische en beroepssecundaire scholen bevragen via een schriftelijke vragenlijst.

## **WP G3: Work package 3 on gender: Opening the black box: an exploration of the functioning of gender-mixed corporate boards from female and male board members' perspectives**

**Multi Annual Programme (MAP) p. p. 48-50**

### **Changes and adjustments MAP**

The activities planned for 2016 will be removed from the project. These activities were related to research goal 2: "Focusing on firm performance, we will analyze the correlation between board composition in terms of gender and performance indicators over the period 2005-2015. Drawing from the existing scientific literature, we will interpret the results critically, given the limitations inherent to this type of analyses." Only research goal 1 that focuses on the functioning of mixed boards of directors from the perspective of female and male board directors themselves will be developed during the project. As a result, the project will no longer use a multi-method design. We will only use qualitative methods, namely interviews with male and female board members and analysis of secondary data (year reports, brochures...). We will not analyse the existing Belgian quantitative data on gender board composition over the last 10 years (2005-2015) and we will not examine its correlation with available performance indicators.

The percentage of Elke Valgaeren will be reduced from 0.5 fte to 0.4 fte.

We additionally reckon with *ad hoc* advice or short term research amounting to 25 to 30% of the available research time.

### **Research planning 2012**

Jan – Aug	Literature review
Sept – Dec	Contacts with publicly listed Belgian companies (goal: 5 to 10 companies that are prepared to cooperate); Contacts with individual board members of the selected companies Development of the interview guide

### **Nederlandstalige synthese**

#### ***Opening the black box. Een verkenning van het functioneren van raden van bestuur vanuit het perspectief van de mannelijke en vrouwelijke bestuurders.***

Vrouwen zijn sterk ondervertegenwoordigd in de raden van bestuur van beursgenoteerde bedrijven. In 2008 telden we slechts 6,9% vrouwen onder de bestuurders van bedrijven op Euronext Brussels. Deze ondervertegenwoordiging staat vandaag hoog op de politieke agenda van verschillende Europese landen: in België werd bijvoorbeeld in 2011 een quotaregeling van kracht. Het pleidooi voor meer vrouwelijke aanwezigheid in de raden van bestuur wordt zowel gevoerd vanuit een gelijkheidskansenperspectief als vanuit een economisch perspectief. Daarbij heeft men het over mogelijk positieve effecten van genderdiversiteit op het functioneren van de raad van bestuur. Wetenschappelijk onderzoek over het functioneren van raden van bestuur is echter schaars. Dit project wil hieraan tegemoet komen via interviews met mannelijke en vrouwelijke bestuursleden van bedrijven genoteerd op Euronext Brussels.



**WP G4: Work package 4 on gender: Tackling intersectionality: studying the accumulation of disadvantages over the life course among young adults**

**Multi Annual Programme (MAP) p. 52-54**

**Changes and adjustments MAP**

The timing of the WP will change to January 2012 through December 2015.

We additionally reckon with *ad hoc* advice or short term research amounting to 25 to 30% of the available research time.

**Research planning 2012**

Jan – Aug	Literature review
Sept – Oct	Preparation of GGS-data
Nov– Dec	Analyses on educational outcomes

**Nederlandstalige synthese**

***WP G4: Gender Project 4: De invloed van intersectionaliteit: de studie van accumulatie van sociale achterstand in de levensloop bij jongvolwassenen***

Dit project wil nagaan hoe intersectionaliteit zelf een factor is in de accumulatie van achterstand die leidt tot een toename in ongelijkheid. Op die manier word het mogelijk beleid te voeren tegen deze intersecties en hun accumulerende effecten teweegbrengt. Op die manier draagt het doctoraatsproject bij tot de ontwikkeling van methodologische benaderingen om intersectionaliteit te bestuderen en hen in concreet beleid te vertalen. Meer concreet zal het project de accumulatie van achterstand bestuderen in de levensloop van jongvolwassenen. De focus ligt op deze levensfase omdat hier heel veel beslissende transities worden gemaakt waar het effect van intersecties bekeken kan worden.

De sociale categorieën die bestudeerd worden, zijn gender, ethniciteit en klasse. In tweede orde komen ook handicap en seksualiteit aan bod. Sociale achterstand wordt gemeten aan de hand van het hoogste opleidingsniveau en de datum van afstuderen, de eerste job en de transitie uit huis. Indien mogelijk wordt ook gekeken naar gezondheidstoestand en inkomen. De kwantitatieve analyses maken gebruik van de Belgische dataset van de *Generations and Gender Survey* (GGS), een panelstudie van een representatieve steekproef van 18-jarigen. Gegeven het lage aantal respondenten met een handicap en uit een seksuele minderheidsgroep (LGBT) zal ook een kwalitatieve fase uitgevoerd worden waarin semi-gestructureerde interviews uitgevoerd worden ter aanvulling van de kwantitatieve analyses.

## **WP L1: Work package 1 on LGBT: Zzzip3 – LGBs in Flanders**

**Multi Annual Programme (MAP) p. 55-58**

### **Changes and adjustments MAP**

The timing of the WP will change to January 2012 through December 2015.

As requested by the Flemish government the WP will not conduct a third wave of the Zzzip questionnaire. Instead, and as requested by the Flemish government, a WP will be developed that focuses on violence against LGB's in Flanders. The precise content of the WP will be further developed in the first months of 2012, in accordance with the development of WP L2. The work package keeps the focus on producing a PhD.

We additionally reckon with *ad hoc* advice or short term research amounting to 25 to 30% of the available research time.

### **Research planning 2012**

In 2012 we will start with a review of the international literature concerning violence against minorities, in casu LGB's. In the first months of 2012 we will specify the research design in consultation with the commissioner of the research. Preliminary analyses regarding the prevalence of violence against LGB's will be conducted based on existing datasets such as Zzzip@Youth and Zzzip<sup>2</sup>. Topiclists will be prepared for in-depth interviews with victims and for focus groups with LGB's. In autumn 2012 respondents for interviews and focus groups can be contacted, and first interviews can be conducted. The deliverables for 2012 will be an overview of the literature, a developed research design, and the results of the preliminary analyses of existing data.

### **Nederlandstalige synthese**

#### ***Zzzip3 – Holebis in Vlaanderen***

WP L1 heeft op vraag van de overheid niet meer een vervolg van het Zzzip onderzoek tot onderwerp. In plaats daarvan komt een onderzoek naar geweld op holebi's, waarbij de klemtoon ligt op de ontleding van de ervaring van en confrontatie met geweld die schuil gaat achter de gekende statistieken. Een concrete uitwerking van het onderzoek zal plaatsvinden in de eerste maanden van 2012. Om inzicht te krijgen in wat leeft bij holebi's met betrekking tot geweld wordt gedacht aan interviews met slachtoffers, en focusgroepen met willekeurige groepen van holebi's. Omdat de registratie van geweld tegen holebi's mank loopt, lijkt een kwantitatieve bevraging noodzakelijk. In deze bevraging dienen alle vormen van geweld aan bod te komen. Ook 'milde' vormen, zoals nageroepen worden, worden door holebi's als een bedreiging ervaren. Bovendien kunnen deze milde vormen een opstap zijn naar zwaardere vormen van geweld. Een kwantitatieve bevraging moet inzicht bieden in de prevalentie van verschillende vormen van geweld tegen holebi's en de omstandigheden waarin het gebeurt. Er kan tevens gepeild worden naar onveiligheidsgevoelens bij holebi's als gevolg ervan. Het kwalitatieve onderzoek zal topics aanreiken die in de kwantitatieve bevraging aan bod moeten komen. In de mate van het mogelijke gaat dit onderzoek ook aandacht hebben voor de profielen en motivatie van daders van geweld op holebi's.

**WP L2: Work package 2 on LGBT: Discrimination of and violence against LGB's in Flanders and Brussels**

**Multi Annual Programme (MAP) p. 59-61**

**Changes and adjustments MAP**

The timing of the WP will change to January 2013 through August 2014.  
It will move from a postdoctoral to a predoctoral level but turn into a 1.0 fte.

On request by the Flemish government the WP will omit the focus on discrimination and will solely pay attention to issues of violence, with special attention for qualitative research. The WP will be redesigned in the course of 2012 in accordance with WP L1 so as to make research topic and data match. The feasibility of a focus on perpetrators will be examined when redesigning the WP.

We additionally reckon with *ad hoc* advice or short term research amounting to 25 to 30% of the available research time.

**Research planning 2012**

A development of the research proposal, in accordance with WP L1 and with the Flemish government.

**Nederlandstalige synthese**

De projectinhoud is nader te bepalen in 2012.

## WP L3: Work package 3 on LGBT: Violence on the basis of transgenderism

### Multi Annual Programme (MAP) p. 62-65

#### Changes and adjustments MAP

The time frame of the WP will be reduced to one and a half years.

The initially planned research question B and the according phase two of the project will be dropped. The analysis of the Flemish data gathered by Turner et al. (2009) will not take place. There will be no practitioner oriented dissemination of findings. As requested by the Flemish government the focus will be solely on violence and not on discrimination.

We additionally reckon with *ad hoc* advice or short term research amounting to 25 to 30% of the available research time.

#### Research planning 2012

January – February	Literature review Development survey design First meeting project committee : approval of questionnaire and timing
March – April	Finalizing survey design Testing online survey + print survey Preparation of promotion phase
May	Launch of survey – promotion phase
June – July	Analysis of profile first respondents Extra promotion for underrepresented groups
August	Closing of the survey Start data-analysis
September – October	Data-analysis
November-December	Second meeting of project committee: presentation of first results Conference paper

#### Nederlandstalige synthese

##### *Geweld op transgenders*

Internationaal onderzoek geeft aan dat een groot aantal transgender personen te maken krijgt met geweldervaringen (fysiek geweld, verkrachtingen, verbaal geweld). Onderzoek naar geweld op transgenders is in België onbestaande, en mogelijke aangiften worden niet als transfoob geweld geregistreerd bij gebrek aan een specifiek registratiecode. Dit onderzoek focust op geweldervaringen van transgender personen, met het doel dit fenomeen voor het eerst in kaart te brengen, en aanbevelingen te kunnen formuleren voor het verbeteren van registratie, monitoren en afhandelen van klachten. De vragenlijst focust op onderwerpen als het type van geweld (verbaal, fysisch, seksueel), de context waarbinnen het geweld plaatsvond (privaat, werk/school, publieke plaatsen), profiel van de dader, profiel van het slachtoffer, soort coping mechanismen (vermijdingsgedrag, aangiften,..) enzovoort. We gebruiken een online survey om de onzichtbare doelgroep te bereiken en tevens om het gevoelige onderwerp zo goed mogelijk te meten. We voorzien tevens gedrukte enquêtes om te verspreiden om die trans personen die geen toegang tot het internet hebben te bereiken. Respondenten worden geworven met behulp van transgender organisaties en (online) netwerken, en behandelaars, maar tevens via het brede publiek en sociale media.

**WP L4: Work package 4 on LGBT: The effect of a trans parent on the gender identity, sexual orientation and general wellbeing of the child**

**Multi Annual Programme (MAP) p. 66-69**

**Changes and adjustments MAP**

Change in Personnel: 0.75 FTE instead of 1 FTE

The initial scope of including LGBT parents is limited to trans parents only, as requested by the Flemish government. The method is restricted to in-depth interviews with at least 10 trans families. Children born into trans families are not included, due to the fact that these children are all very young of age, and a different research method is needed.

We additionally reckon with *ad hoc* advice or short term research amounting to 25 to 30% of the available research time.

**Nederlandstalige synthese**

***Het effect van een transgender ouder op de genderidentiteit, seksuele orientatie en en algemeen welzijn van het kind***

Dit onderzoek focust op kinderen of jongeren (11-18 jaar) die een vader of moeder hebben die een transitie doormaken van vrouw naar man of man naar vrouw. Onderzoek naar het effect van een trans ouder op kinderen is erg schaars, al zijn er heel wat assumpties over de invloed ervan op de gender- en seksuele ontwikkeling van het kind zelf, en op zijn/haar algemeen welzijn. Met dit exploratieve onderzoek willen we de invloed van de transitie van één van de ouders op deze aspecten onderzoeken d.m.v. diepte-interviews met het kind, de ouder(s), de omgeving en vrienden. Deze multi-actor methode laat toe om een goed inzicht te verkrijgen in de leefwereld van het kind. We trachten minstens 10 kinderen met een trans ouder te bereiken.

## **WP L5: Work package 5 on LGBT: Research project into the employment position and participation of trans people**

### **Multi Annual Programme (MAP) p. 70-72**

#### **Changes and adjustments MAP**

The time frame of the WP will be reduced to one and a half year.

The initially planned first goal and the according first research step of the study (additionally analysis of available survey data) will be dropped; as requested by the Flemish government the focus will be solely on a qualitative approach.

We additionally reckon with *ad hoc* advice or short term research amounting to 25 to 30% of the available research time.

#### **Nederlandstalige synthese**

##### ***Onderzoeksproject naar de werksituatie van trans personen***

Internationaal kwantitatief onderzoek suggereert dat transgender personen vaak het slachtoffer zijn van pesten op het werk, moeilijkheden hebben om een job of te behouden, en problemen ervaren met diensthoofden, collega's, klanten of leerlingen door een (geforceerde) coming out. Deze studie wil de vergaarde kwantitatieve kennis van de situatie van transgender personen op de werkvloer verder verdiepen door een kwalitatieve methodologie om de ervaringen van trans personen in al zijn complexiteit beter te vatten. We hanteren hierbij een intersectionele aanpak om de relatie te duiden tussen de individuele genderbeleving, sociale klasse en ervaringen op het werk.

We voorzien diepte-interviews met enerzijds trans individuen (pre-op, non-op en post-ops), en anderzijds vertegenwoordigers van institutionele actoren die door de transgender personen worden aanzien als relevant (we denken hierbij aan vakbonden, ombudspersonen, artsen, VDAB, diversiteitsconsulenten, enzovoort). De inclusie van deze laatste groep van respondenten laat toe om verschillende perspectieven omtrent de positie van trans individuen aan bod te laten komen, wat noodzakelijk is om een effectief beleid te kunnen ontwikkelen.

**WP L6: Work package 6 on LGBT: Examining the enlarged suicide risk in LGB's on the basis of Zzzip data**

**Multi Annual Programme (MAP) p. 73-74**

**Changes and adjustments MAP**

As requested by the Flemish government the WP will be dropped.

## **WP T1: Transversal work package 1: Intersectionality: Possibilities for Equality Policy**

### **Multi Annual Programme (MAP) p. 75-77**

#### **Changes and adjustments MAP**

The time frame of the WP will be reduced to four years with interventions still on a punctual basis.

First workshop takes place in 2013 instead of 2014.

#### **Nederlandstalige synthese**

##### ***Intersectionaliteit: Mogelijkheden voor Gelijkekansenbeleid***

Het doel van dit project is een evaluatie van het potentieel van een intersectioneel perspectief voor het Vlaamse Gelijkekansenbeleid. Het behelst een verkenning van het theoretisch concept, de manieren waarop het door verscheiden gelijkekansenactoren wordt gebruikt en de implicaties voor de toekomstige beleidspraktijk. Het project wil dit realiseren door experts inzake intersectionaliteit in gesprek te brengen met de onderzoekers en beleidsactoren van het Steunpunt Gelijkekansenbeleid om zodoende een reflectie op gang te brengen over wat intersectionaliteit kan betekenen voor de betrokken sector van het gelijkekansenbeleid, en voor de toekomst van dat beleid in het algemeen.



## WP T2: Transversal work package 2: Conference Equal is not enough III

### Multi Annual Programme (MAP) p. 78-79

#### Changes and adjustments MAP

The time frame of the WP will be reduced to four years.

The conference will take place at the end of 2014 or the early beginning of 2015 the latest.

#### Research planning 2012

The organisation contains three broad phases.

- Phase 1: General preparation and announcement of the conference (2012-2013)
- Phase 2: Preparation of the programme and actual conference (2013-2014)
- Phase 3: Valorisation of the conference (2015)

In 2012, the first phase will start by making an inventory of the needs and wishes of the different research units of the PRCEO. Given the new constellation of the PRCEO, time will be needed to incorporate different perspectives and expectations towards the conference content and scope. The preparation of the conference will start with setting up a programme committee. This programme committee will consist of promoters from the partner universities and other experts in the field, and will be supported by the conference coordinator. The programme committee will decide on the precise focus of the conference, decide on section chairs, and invite one or more key note speakers. The content coordinator will start with the logistic and communication management (re-actualising the network database of the Policy Research Centre that has been built up in the past, preparation of the website, organising of the conference location), and briefs on a regular basis the programme committee.

Months	Tasks
January – April	Bilateral meetings with different promoters and research units of the PRCEO: inventory of wishes, needs and possibilities (networks, themes)
May	First meeting of the programme committee: presentation of inventory, brainstorm on possible conference topic
June-August	Re-actualising the network database + adding of new PRCEO research fields and topics Draft note on conference scope and content
September	Second meeting of the programme committee: <ul style="list-style-type: none"><li>• presentation and decision on conference scope, content</li><li>• decision on timing</li><li>• inventory of possible key note speakers</li></ul>
October-December	Invitation of key note speakers Inventory of possible logistics Re-actualisation of conference website

#### Nederlandstalige synthese

##### *Conferentie Equal is not enough III*

In navolging van de succesrijke conferenties Equal is not Enough I (in 2006) en Equal is not Enough II (in 2010), plant het Steunpunt Gelijkekansenbeleid opnieuw een Europese wetenschappelijke conferentie omtrent gelijke kansen in 2014. Deze conferentie is een aanvulling op de thematische seminars, omdat het internationaal academisch werk met een gelijkemansperspectief samenbrengt en hierbij thema's en disciplines doorkruist. Met deze unieke focus creëren we een platform waarop we onderzoekers en actoren uit verschillende disciplines en werkvelden samenbrengen, en innovaties stimuleren in het begrijpen van de oorzaken, consequenties en onderliggende dynamieken van

ongelijkheid, alsook in de benaderingen in het hedendaagse beleid om deze ongelijkheid weg te werken.

## **Aanvullende rubrieken**

### **Opvolging van transversale maatschappelijke thema's**

Er is een aparte rubriek WP voorzien met een transversale focus. Meer bepaald WP T1 plant bijeenkomsten van de verschillende onderzoekers van het Steunpunt met het oog op transversale uitdieping.

Verder is er een intensieve samenwerking gepland tussen de WP, zowel binnen een thema (antidiscriminatie, handicap, gender, holebi's en trans) als tussen de thema's via regelmatige bijeenkomsten van de onderzoekers onder leiding van de themacoördinator als ook de wetenschappelijke coördinator.

Tenslotte besteden de meeste onderzoeken specifiek aandacht aan intersectionaliteit en is er op het niveau van de opvolging van deze WP via de stuurgroepen mogelijkheid tot het verder verdiepen van een transversale aanpak.

### **Kennisbeheer**

De overdracht aan de opdrachtgever van de kennis geproduceerd in het kader van het onderzoek verricht in het Steunpunt evenals de valorisatie ervan voor beleidsdoeleinden zijn opgenomen in het meerjarenplan en dit per WP. Ze worden per WP verder bepaald in samenspraak met de opdrachtgever eens het WP van start gaat. Deze afspraken bevatten ook de vorm die de geproduceerde kennis aanneemt (rapport, expertenseminarie, etc) als de taal waarin ze beschikbaar gesteld wordt.

In het kader van elk WP worden met de opdrachtgever afspraken gemaakt omtrent het gebruik van de kennis geproduceerd in het kader van het onderzoek verricht in het Steunpunt voor wetenschappelijke doeleinden tijdens de erkenningstermijn. Wetenschappelijke publicaties tijdens de erkenningstermijn worden ter goedkeuring voorgelegd aan de opdrachtgever voorafgaand aan publicatie zoals voorzien in de beheersovereenkomst. De geplande wetenschappelijke publicaties zijn opgenomen in het meerjarenplan en dit per WP. Na afloop van een WP beschikken de onderzoekers van het Steunpunt over de vrijheid om de gegevens van het onderzoek te publiceren voor wetenschappelijke doeleinden, met vermelding van het financieringskader van het onderzoek zoals voorzien in de beheersovereenkomst. De taal en de vorm van de publicatie voor wetenschappelijke doeleinden van kennis geproduceerd tijdens het Steunpunt wordt bepaald door de promotoren van de desbetreffende WP.

De tijdens de werkzaamheden van het Steunpunt vergaarde data met middelen voorzien voor het Steunpunt worden beschikbaar gesteld voor verdere onderzoeksdoeleinden.

Zie ook Multi Annual Programme (MAP) p. 7-9  
Zie ook beheersovereenkomst

### **Samenwerking met andere Steunpunten voor Beleidsrelevant Onderzoek**

De operationele coördinator van het Steunpunt volgt de werking van de andere Steunpunten voor Beleidsrelevant Onderzoek op en wijst op de mogelijkheden tot samenwerking in het kader van specifieke WP. Deze wordt vervolgens verder opgenomen door de promotoren van de desbetreffende WP.

Gantt chart

	2012		2013		2014		2015	
	jan-juni	juli-dec	jan-juni	juli-dec	jan-juni	juli-dec	jan-juni	juli-dec
<b>Anti-discriminatierecht</b>								
A1								
A2								
A3								
<b>Handicap</b>								
D1								
D2								
D3								
D4								
<b>Gender</b>								
G1						v.a. 01-06-2014		
G2					tot 31-05-2014			
G3					tot 31-05-2014			
G4								
<b>LGBT</b>								
L1								
L2							tot aug 2015	
L3								
L4								
L5								

# Management

*Overgenomen uit Deel 5: Organisatieplan p. 1-6 van de offerte*

## **1 Algemeen management van het Steunpunt GKB**

Het Steunpunt Gelijkekansenbeleid (hierna Steunpunt GKB) is een feitelijke vereniging die als afzonderlijke entiteit wordt ingericht en zo ook naar buiten zal treden. Deze autonomie blijkt uit de organisatie van het Steunpunt. We brengen deze in beeld via een organigram van de managementstructuur (p. 8) waarna we de samenstelling en werking van de organen verder toelichten.

## **2 Organisatiestructuur en Coördinatiemechanismen**

Het consortium opteert voor een gedecentraliseerde structuur van het onderzoek in vijf thematische onderzoekslijnen (anti-discriminatie-recht, handicap, gender, LGTB en transversaal onderzoek) met sterke coördinatiemechanismen.

### ***Decentrale structuur***

Er wordt geopteerd voor een decentrale structuur van het Steunpunt GKB. De keuze om de Steunpuntonderzoekers te huisvesten in de onderzoeksgroep van de (hoofd)promotor beoogt de begeleiding te faciliteren en daardoor de kwaliteit van de onderzoekoutput te waarborgen. De deelnemende onderzoeksgroepen in de vijf partnerinstellingen zijn de optimale omgeving om kwaliteitsvol onderzoek uit te voeren in de vijf onderzoekslijnen.

De gedecentraliseerde structuur van de uitvoering van het onderzoek in het kader van het Steunpunt GKB zal gebalanceerd worden door integratie op het vlak van het management door middel van twee organen: het Dagelijks Bestuur en het Management Team. Op het vlak van de onderzoeksactiviteiten voorzien we drie coördinatiemechanismen: copromotorschappen, stafvergaderingen binnen elke onderzoekslijn en algemene stafvergaderingen.

### ***Integratie op het vlak van het management***

1. Het Dagelijks Bestuur (Academic Board), waarin alle ZAP-leden die als promotoren optreden, de wetenschappelijke coördinator, de operationele coördinator en één vertegenwoordiger van de junior staf zetelen. Voorgezeten door de hoofdpromotor, bepaalt dit orgaan het algemeen beleid van het Steunpunt (i.e. goedkeuring van de rapportering over de uitvoering van het meerjarenplan, financiële budgetten en rapporten, communicatiestrategie, enz).
2. Het Management Team zorgt voor de dagdagelijkse, algemene coördinatie van de Steunpuntactiviteiten. In dit team zetelen de hoofdpromotor, twee ZAP leden, de wetenschappelijke coördinator en de operationele coördinator.
3. De centrale staf die alle processen van het Steunpunt GKB op centraal niveau ondersteunt (overzicht activiteiten, monitoring activiteiten, interne en externe communicatie, enz.).

### ***Coördinatie van de onderzoeksactiviteiten via vier coördinatiemechanismen***

1. Uitgebreid gebruik van copromotorschappen over de grenzen van de partneruniversiteiten heen. Copromotorschappen van werkpakketten worden systematisch gebruikt om maximaal gebruik te maken van de expertise van de verschillende promotoren en onderzoeksgroepen in de uitvoering van de onderzoeksprojecten alsook ter bevordering van de kennisuitwisseling.
2. Coördinatoren voor elke onderzoekslijn. Deze senior onderzoekers (post-doc) zullen activiteiten organiseren die synergieën en kennisuitwisseling tussen de verschillende onderzoeksprojecten binnen één onderzoekslijn stimuleren.
3. Onderzoekslijnspecifieke stafbijeenkomsten. Twee keer per jaar organiseert de coördinator van elke onderzoekslijn een bijeenkomst van de onderzoekers actief in zijn/haar onderzoekslijn. De onderzoekers bespreken de stand van zaken van hun werkpakketten alsook gemeenschappelijke theoretische en methodologische aspecten ervan.

4. Algemene stafbijeenkomsten. Algemene stafbijeenkomsten zullen twee keer per jaar worden gehouden (alternerend met onderzoekslijnspecifieke stafvergaderingen) voor alle onderzoekers, coördinatoren van de onderzoekslijnen en de wetenschappelijke coördinator. Deze laatste zal de bijeenkomsten organiseren in samenwerking met de coördinatoren van de onderzoekslijnen en zal de bijeenkomsten voorzitten. Het doel van deze bijeenkomsten is om het uitwisselen van theoretische en methodologische ideeën en praktijken tussen de onderzoekers te bevorderen. Tijdens deze bijeenkomsten zullen ook thema's kunnen worden voorgesteld die de onderzoekers op de bijeenkomsten van het Dagelijks Bestuur willen laten agenderen. De wetenschappelijke coördinator zal de nodige achtergrondinformatie verschaffen tijdens de bijeenkomsten van het Dagelijks Bestuur.

### **3 Het Dagelijks Bestuur**

Voorgezeten door de hoofdpromotor van het Steunpunt GKB (prof. dr. Petra Meier), stippelt het Dagelijks Bestuur het algemeen beleid van het SGKB uit. Het Dagelijks Bestuur zal vier keer per jaar samenkomen en bestaat uit alle ZAP-leden betrokken bij het Steunpunt, de wetenschappelijke coördinator, de operationele coördinator en één doctorandus, ter vertegenwoordiging van het junior personeel. Zoals ervaren tijdens het huidige SGKB, zorgt de vertegenwoordiging van het junior personeel in het Dagelijks Bestuur voor een grotere betrokkenheid van de onderzoekers in het algemeen beleid van het Steunpunt. Het consortium wil daarom dit beleid continueren.

Het Dagelijks Bestuur heeft de volgende taken:

- het ontwikkelen van een institutionele langetermijnstrategie,
- het garanderen van de structurele betrokkenheid van de betrokkene onderzoeksgroepen bij het institutioneel concipiëren van het Steunpunt GKB,
- het goedkeuren van de jaarplannen en -verslagen,
- het goedkeuren van financiële rapporten (jaarbudgetten en jaarrapporten),
- de opvolging van de implementatie van de jaarplannen,
- het uitstippelen van het beleid rond kwaliteitscontrole,
- uitstippelen algemene communicatiestrategie,
- het stimuleren van de interactie tussen de onderzoekers en onderzoeksgroepen, over de partnerinstellingen heen,
- het stimuleren van synergieën tussen de onderzoekers en onderzoeksgroepen ter bevordering van de kwaliteit van het gevoerde wetenschappelijk onderzoek,
- het uitbouwen van structurele interactie met andere Steunpunten voor Beleidsrelevant Onderzoek, waarvan de opdrachten inhoudelijke raakpunten vertonen met deze van het Steunpunt GKB.

### **4 Het Management team**

Gegeven de omvang van het Steunpunt GKB en van het Dagelijks Bestuur, voorzien we een Management Team dat verantwoordelijk is voor het dagelijks management. Het Management Team zal op maandelijks basis bijeenkomen, afhankelijk van de agenda. Het Management Team bestaat uit prof. dr. Petra Meier (voorzitter), prof. dr. Dimitri Mortelmans, prof. dr. Patrizia Zaroni, de wetenschappelijke coördinator en de operationele coördinator.

Het Management Team heeft de volgende taken:

- dagelijks management,
- financiële controle,
- uitvoeren van de communicatiestrategie,
- voorbereiding van de bijeenkomsten van het Dagelijks Bestuur,
- controle over het personeelmanagement bij de partnerinstellingen,
- toezicht op de tijdige oplevering van de deliverables van de werkpakketten,
- aansturen van de coördinatie van de jaarplannen en -verslagen.

## **5 De centrale staf**

De centrale staf bestaat uit een operationele coördinator (0,5 FTE), een wetenschappelijke coördinator (0,25 FTE), en een communicatiemedewerker (0,3 FTE). De centrale staf is verantwoordelijk voor de uitvoering van de managementactiviteiten op centraal niveau van het Steunpunt GKB. De ondersteuning van de onderzoeksactiviteiten gebeurt echter door het personeel van de ondersteunende diensten van de partnerinstellingen.

### ***De operationele coördinator***

De functie van operationele coördinator van het Steunpunt GKB wordt ingevuld als een managementfunctie met inbegrip van het toezicht op de leverbaarheden van de onderzoeksactiviteiten zoals voorzien in het meerjarenplan en de jaarplannen.

De voornaamste verantwoordelijkheden van de operationele coördinator zijn de volgende:

- toezicht houden op de uitvoering van het goedgekeurde meerjarenplan in het algemeen;
- het integreren van de financiële verslagen en begrotingen van de partnerinstellingen;
- de coördinatie van de communicatie met de opdrachtgever;
- het faciliteren van het overleg tussen het Steunpunt en de overheid;
- de coördinatie van de externe communicatie in het algemeen en de onderzoeksresultaten in het bijzonder, inclusief het aansturen van de communicatiemedewerker;
- de coördinatie van de algemene interne communicatie;
- toezicht op het human resource management gevoerd aan de partneruniversiteiten;
- het faciliteren van informatie-uitwisseling tussen het Steunpunt Gelijke Kansenbeleid en de andere Steunpunten voor Beleidsrelevant Onderzoek.

### ***De wetenschappelijke coördinator***

De functie van wetenschappelijke coördinator van het Steunpunt GKB wordt ingevuld als een ondersteunende wetenschappelijke functie.

De voornaamste verantwoordelijkheden van de wetenschappelijke coördinator zijn de volgende:

- coördinatie van de jaarplannen;
- coördinatie van de rapportering volgens het goedgekeurde jaarplan;
- organiseren van de stafbijeenkomsten in samenwerking met de coördinatoren van de onderzoekslijnen aan de partneruniversiteiten;
- organiseren van gemeenschappelijke wetenschappelijke activiteiten onder andere in samenwerking met externe experts;
- coördinatie van de organisatie van de internationale conferentie Equal is not Enough III
- coördinatie van de evaluatieverslagen.

### ***Communicatiemedewerker***

Gezien de keuze voor een decentrale structuur speelt de deeltijdse communicatiemedewerker een bijzonder belangrijke rol om de herkenbaarheid van het Steunpunt GKB naar buiten toe te waarborgen. Ook al zullen alle medewerkers betrokken worden bij de communicatie van het Steunpunt, deze medewerk(st)er zal ervoor zorgen dat de wetenschapscommunicatie vanuit het Steunpunt naar de verschillende stakeholders gepast, coherent en consistent is.

De voornaamste verantwoordelijkheden van de communicatiemedewerker zijn:

- advies geven ivm het algemeen communicatiebeleid van het Steunpunt GKB;
- het opmaken en verzorgen van de huisstijl van het Steunpunt GKB (rapporten, persberichten, uitnodigingen, enz.);
- het opmaken en updaten van de website van het Steunpunt GKB;
- het faciliteren van het gebruik van nieuwe media;



- het editen van de teksten bestemd voor externe communicatie;
- het onderhouden van contacten met de pers.

## **6 Human Resource Management**

Alle personeelsmanagementactiviteiten zullen gebeuren conform de beheerovereenkomst alsook de normen en procedures van de partnerinstelling waar de medewerker tewerkgesteld wordt. Het Steunpunt zal voor de rekrutering van medewerkers transparante en gediversifieerde selectievoorwaarden hanteren, die op voorhand zullen worden bekendgemaakt. Kandidaten zullen bij het selectieproces op de kwaliteit en kwantiteit van hun verdiensten worden beoordeeld. Het Steunpunt GKB verbindt zich ook tot het voeren van een niet-discriminerend personeelsbeleid conform de Belgische anti-discriminatiewetgeving.

Om het functioneren van de medewerkers optimaal te garanderen zal elke nieuwe medewerker:

- en inleiding krijgen rond de doelen en de organisatie van het Steunpunt GKB,
- de specifieke doelstellingen van zijn/haar opdracht met zijn/haar promotoren bespreken, inclusief een stappenplan met tussentijdse doelen en deadlines,
- op regelmatige basis feedback krijgen op zijn/haar werk door zijn/haar promotoren,
- een jaarlijkse functionerings- en evaluatiegesprek krijgen met de promotoren van het onderzoek.

Deze taken zijn de eindverantwoordelijkheid van de promotor(en).

Het Steunpunt GKB engageert zich om een onderzoeksomgeving te scheppen waarin zowel junior als senior onderzoekers hun kennis en vaardigheden voortdurend kunnen ontwikkelen. Het Steunpunt GKB beoogt all-round onderzoekers te vormen die breed inschakelbaar zijn in het domein van gelijke kansen. Met andere woorden, rekening houdend met de tijdelijke aard van de aanstellingen in het Steunpunt GKB, ambiëren we kennis en competenties te ontwikkelen die de tewerkstelling van de onderzoekers ten goede zal komen in een verdere loopbaan binnen of buiten het Steunpunt. De professionele ontplooiing van de onderzoekers zal niet enkel worden ondersteund door de begeleiding van de promotoren maar ook door een algemeen beleid dat het volgende omvat:

- Het stimuleren van leerprocessen door regelmatige contacten tussen onderzoekers (i.e. stafbijeenkomsten);
- Het stimuleren en financieren van deelname aan (inter)nationale wetenschappelijke congressen en seminars;
- De organisatie van (inter)nationale seminars en één conferentie;
- Het betrekken van junior personeel in het beleid van het Steunpunt GKB;
- Het bevorderen van contacten met andere actoren in het domein van gelijke kansen in Vlaanderen (institutionele actoren, het middenveld, enz.);
- Het ontwikkelen van brede communicatievaardigheden.

## **7 Financieel beheer**

De bevoegde financiële dienst van elke partneruniversiteit zal garant staan voor de aparte boekhouding van de Steunpuntfinanciering. Elke partnerinstelling is er voor verantwoordelijk dat de boekhouding gebeurt conform de algemene beheerovereenkomst. De overdracht van onuitgegeven fondsen naar het volgende jaarbudget zal het toegestane percentage van de jaarlijkse betoelaging niet overschrijden.

De financiële dienst of departement van elke instelling zal een contact persoon aanduiden die naar het Management Team van de Steunpunt GKB zal rapporteren. De operationele coördinator verzamelt de financiële rapporten van de verschillende partnerinstellingen en brengt ze samen in het financieel verslag van het Steunpunt GKB. Het financieel verslag wordt ter goedkeuring voorgelegd aan het Dagelijks Bestuur.

## **8 Logistiek beheer**

Steunpuntonderzoekers zullen gehuisvest worden in de partnerinstellingen. Deze verbinden zich om geschikte lokalen ter beschikking stellen en ervoor te zorgen dat het Steunpunt GKB zichtbaar wordt gemaakt. Voor de organisatie van bijeenkomsten, congressen of andere disseminatieactiviteiten van het Steunpunt GKB kan kosteloos beroep gedaan worden op de vergaderzalen, leslokalen en aula's van de partneruniversiteiten.

De werking van het Steunpunt GKB wordt ondersteund door alle algemene diensten van de partnerinstellingen (bv. financiële diensten, IT-diensten, bibliotheek, enz.),

### **Logistieke en materiële inbreng**

*Overgenomen uit Deel 6: Overzicht van de logistieke en materiële inbreng p. 1-9 van de offerte*

#### **1 Huisvesting**

- **Universiteit Antwerpen**

De academische overheid garandeert de huisvesting van het Steunpunt:

- bij de Faculteit Rechten, Venusstraat 23, 2000 Antwerpen voor de onderzoeker onder supervisie van prof. dr. Daniël Cuypers en prof. dr. Petra Meier

- bij de Faculteit Politieke en Sociale Wetenschappen in de Lange Nieuwstraat 55, 2000 Antwerpen voor de (andere) onderzoekers onder supervisie van prof. dr. Petra Meier en prof. dr. Dimitri Mortelmans.

Aan de inbedding van het Steunpunt binnen de Universiteit Antwerpen zal de nodige zichtbaarheid gegeven worden.

- **Universiteit Hasselt**

De academische overheid garandeert de huisvesting van het Steunpunt binnen het instituut SEIN – Identity, Diversity & Inequality Research gelegen op de campus van de Universiteit Hasselt, Agoralaan – Gebouw D, 3590 Diepenbeek.

Aan de inbedding van het Steunpunt binnen de UHasselt zal de nodige zichtbaarheid gegeven worden.

- **Universiteit Gent**

De academische overheid garandeert de huisvesting van het Steunpunt:

- in de lokalen van de Vakgroep Sociologie, Korte Meer 3-5, 9000 Gent voor de onderzoek(st)er onder supervisie van Mieke Van Houtte en Alexis Dewaele

- in de lokalen van de Vakgroep Orthopedagogiek Begijnhoflaan 464, 9000 Gent voor de onderzoek(st)er onder supervisie van Geert Van Hove

De inbedding van het Steunpunt wordt zichtbaar gemaakt aan de gebouwen.

- **Katholieke Universiteit Leuven**

De academische overheid garandeert de huisvesting van het Steunpunt binnen de rechtsfaculteit van de Katholieke Universiteit Leuven. Het gaat meer bepaald om de Afdeling Publiekrecht binnen die faculteit, gelokaliseerd aan de Tiensestraat 41, 3000 Leuven in het gebouw dat aangeduid wordt als de Nieuwe Valk (3de verdieping).

De inbedding van het Steunpunt zal zichtbaar worden gemaakt via signalisatie binnen het gebouw.

- **Vrije Universiteit Brussel**

De academische overheid garandeert de huisvesting van het Steunpunt in het RHEA-lokaal (onderzoekscentrum voor Gender & Diversiteit) dat zich bevindt in gebouw B van de VUB-campus, Pleinlaan 2, 1050 Etterbeek, meer bepaald op de verdieping van de faculteit Recht en Criminologie.

De inbedding van het steunpunt in het RHEA-lokaal zal zichtbaar worden gemaakt door het aanbrengen van signalisatie aan de ingang van het lokaal. Ook virtueel wordt het steunpunt gehuisvest. Het zal worden kenbaar gemaakt op de RHEA-website en krijgt aldaar een eigen rubriek.

#### **2 Algemene diensten en faciliteiten**

- **Universiteit Antwerpen**

Het Steunpunt kan een beroep doen op de algemene diensten en faciliteiten van de Universiteit Antwerpen, zowel ten aanzien van het personeel als ten aanzien van de uitvoering van het wetenschappelijk onderzoek en de disseminatieactiviteiten:

*ICT-ondersteuning*

Het departement ICT levert ondersteuning op logistiek, technisch en inhoudelijk vlak. Dit gebeurt vanuit de doelstelling om de werking van het Steunpunt zoveel mogelijk te faciliteren en ervoor te zorgen dat de onderzoekers zich in ideale omstandigheden kunnen wijden aan hun kerntaken.

Inzake de logistieke en technische ondersteuning krijgen onderzoekers van het Steunpunt volgende faciliteiten aangeboden:

- Mogelijkheid tot voordelige aankopen van PC's en randapparatuur via het raamcontract van de Universiteit Antwerpen met de leverancier;
- Performante toegang tot het internet en het interne netwerk vanuit de campus (ook draadloos) en toegang tot het intranet vanuit externe locaties;
- E-mailfaciliteiten met toegang vanuit elke locatie (web-gebaseerd);
- Breed gamma aan software voor administratief en academisch gebruik, aangeboden via campuslicenties;
- Centrale helpdesk voor oplossen van computer-technische problemen;
- Toegang tot geavanceerde applicaties om de projecten zowel administratief als financieel op te volgen;
- Actieve ondersteuning van de Nieuwe Media Dienst op het vlak van het aanmaken, beheren en ontsluiten van multimedia (geluid, beeld, video, streaming ...) en op het vlak van vormgeving van publicaties.

Specifieke academische software kan worden voorzien door de centrale ICT-diensten. Die zorgen dan voor de licentie en het beheer, initiëren de noodzakelijke opleidingen en zorgen voor de documentatie en de inhoudelijke academische ondersteuning.

Ten slotte biedt het departement ICT ook maatwerk en ondersteuning van webgebaseerde tools voor online samenwerking en verspreiding van informatie via het internet:

- Afgeschermd web-omgeving waar onderzoekers kunnen communiceren (synchroon en asynchroon), informatie en werkdocumenten kunnen delen, een kalender en agenda bijhouden, ...
- Assistentie bij opbouw website van het Steunpunt voor de disseminatie van de resultaten, met decentrale invoer via een content management systeem, achterliggende database voor het dynamisch publiceren van rapporten en resultaten, mogelijkheid tot het inbouwen van beveiliging, ...

*Universiteitsbibliotheek*

Het Steunpunt en zijn onderzoekers kunnen gebruik maken van de diensten en faciliteiten van de Antwerpse Universiteitsbibliotheek. Die bundelt vier bibliotheken – één per campus. In november 2007 werd de nieuwe bibliotheek op de Stadscampus voor de humane en sociale wetenschappen in de nabijheid van de Steunpuntvestiging in gebruik genomen. De nieuwe bibliotheek humane en sociale wetenschappen heeft een oppervlakte van 17.000<sup>2</sup>, en een openkast-opstelling van meer dan 500.000 volumes.

De universiteitsbibliotheek is een hybride bibliotheek met zowel klassieke papieren als elektronische informatie. De elektronische informatie is beschikbaar via de servers van de bibliotheek of via externe servers op basis van licentieovereenkomsten. De elektronische informatie, circa 12.000 elektronische tijdschriften, ruim 100 databanken, elektronische boeken, gedigitaliseerde boeken uit de eigen historische collectie zijn 7 dagen per week en 24u per dag beschikbaar. Thuis en overal ter wereld hebben de geregistreerde gebruikers van de Universiteit Antwerpen toegang tot de digitale collecties via VPN.

De elektronische bibliotheek in de humane, sociale en economische wetenschappen groeit snel. De UA heeft elektronische toegang tot vrijwel alle tijdschriften van de grote uitgevers als Elsevier, Springer, Blackwell en Wiley. Electronisch beschikbare tijdschriften in o.m. economie (1.755 titels), politieke en sociale wetenschappen (1.295 titels), recht (396 titels). Daarnaast is de UA-bibliotheek ook betrokken bij de internationale Open Access publicaties o.a. door haar lidmaatschap van PubMed. Er is een digitale repository server, waar de UA-publicaties worden opgeslagen. Het betreft

bijvoorbeeld artikelen en monografieën en doctoraatsthesisen (vanaf 2011) van het personeel van de UA.

De bibliotheek biedt onder meer volgende dienstverlening aan de onderzoekers:

- SDI: Systematische opvolging van onderzoek rond bepaalde topics;
- De bibliotheek creëert de databank Academische Bibliografie, welke een overzicht biedt van de wetenschappelijke publicaties van de onderzoekers van de UA. De Academische bibliografie is online te raadplegen;
- Analyse en evaluatie van wetenschappelijke productie van individuele AP-leden, van onderzoeksgroepen, departementen, faculteiten of van onderzoek in het algemeen;
- Opleiding wetenschappelijke informatie zoeken en vinden voor onderzoekers + individuele opleiding van onderzoekers in gebruik van complexe databanken;
- VPN toegang: raadpleging van vrijwel alle databanken en elektronische tijdschriften ook buiten de UA-campusen voor UA-leden;
- Maandelijks aanwinstenlijsten met de nieuwe publicaties via de website van de bibliotheek;
- Export van referenties naar bibliografische software (vb. EndNote of Zotero) is mogelijk vanuit de catalogus en heel wat databanken;
- Via interbibliothecair leenverkeer (IBL) kunnen boeken/artikelen van andere bibliotheken aangevraagd worden. IBL is niet gratis;
- Men beschikt over een UA-account waarmee men kan inloggen op computers in het open studielandschap van de leeszalen en in de computerklassen en groepsruimten;
- Snel draadloos net werk;
- Internettoegang;
- Toegang tot bepaalde academische software en office toepassingen;
- Persoonlijke opslagschijf
- Na activering heeft men toegang tot het UA-netwerk met de eigen laptop.

#### *Locaties en organisatie van bijeenkomsten*

Voor de organisatie van bijeenkomsten, congressen of andere disseminatieactiviteiten van het Steunpunt kan kosteloos beroep gedaan worden op de vergaderzalen, leslokalen en aula's van de Universiteit Antwerpen. Het Departement Communicatie en de Dienst Nieuwe Media bieden ondersteuning bij de grafische vormgeving van publicaties, uitnodigingen en disseminatiemateriaal. Verder kan men voor hulp bij het organiseren van congressen en expertmeetings terecht bij de congrescoördinator verbonden aan het departement sociale culturele en studentgerichte diensten. Deze geeft praktische ondersteuning bij het hosten van congressen en legt ook de contacten met de cateringdienst.

#### *Wetenschapscommunicatie*

De wetenschapscommunicator van de Universiteit Antwerpen is beschikbaar voor het Steunpunt, en adviseert en ondersteunt bij de communicatie van wetenschappelijke informatie en onderzoeksresultaten naar het publiek. Dit kan gaan van het uitdenken van communicatie-acties, afbakenen van doelgroepen, de keuze van communicatiekanalen tot het (her)schrijven van teksten.

#### *Doctoraatsopleiding*

Medewerkers van het Steunpunt die in het kader van het onderzoek binnen het Steunpunt een doctoraat maken, genieten de doctoraatsopleiding van de Universiteit Antwerpen. Deze opleiding beoogt de kennis en vaardigheden van de onderzoeker binnen en buiten zijn of haar discipline en onderzoeksdomein te verdiepen en te verbreden. Ook het stimuleren van de mondelinge en schriftelijke (interdisciplinaire) communicatie tussen onderzoekers onderling en tussen onderzoekers en de maatschappij is een aandachtspunt. De invulling van de doctoraatsopleiding is flexibel en wordt gestuurd door de vraag van de doctorandus en door het deels verplichte aanbod vanuit de faculteiten en vanuit de universiteit. De universiteit biedt in dit kader opleidingskredieten aan haar doctorandi aan.

#### *Nieuwe Media Dienst*

Medewerkers van het Steunpunt kunnen bij de Nieuwe Media Dienst (NMD) van de Universiteit Antwerpen terecht voor de productie van nieuwe media en het gebruik van de audiovisuele infrastructuur in de leslokalen. Er is een afdeling van de Nieuwe Media Dienst (NMD) op elke campus.

De NMD maakt deel uit van het Departement ICT. De NMD kan ook in staan voor grafische producten zoals: drukwerk, affiches, folders en uitnodigingen voor congressen, grafisch werk voor wetenschappelijke publicaties. De NMD ondersteunt tevens bij het gebruik van videoconferenties.

#### *Departement Onderzoek*

Het administratieve Departement Onderzoek geeft ondersteuning aan het Steunpunt o.m. bij de uitwerking en de onderhandeling van mogelijke onderzoeksovereenkomsten.

#### *Departementen Financiën en Personeel*

Het Departement Financiën voert het beheer van de financiering in samenspraak met de persoon die decentraal, binnen het Steunpunt de financiële opvolging waarneemt. Binnen het Departement Financiën wordt een persoon aangeduid voor opvolging van het dossier Steunpuntfinanciering. Het Departement Personeel biedt ondersteuning bij het aantrekken en aanwerven van het personeel.

### • **Universiteit Hasselt**

Het Steunpunt kan een beroep doen op de algemene diensten en faciliteiten van de Universiteit Hasselt, zowel ten aanzien van het personeel als ten aanzien van de uitvoering van het wetenschappelijk onderzoek en de disseminatieactiviteiten. Voor de organisatie van bijeenkomsten, congressen of andere disseminatieactiviteiten van het Steunpunt kan kosteloos beroep gedaan worden op de vergaderzaken, leslokalen en aula's van de universiteit. Verder staat de Universiteit Hasselt in voor de nodige logistieke ondersteuning van de huisvesting van het Steunpunt binnen het instituut SEIN (ICT-ondersteuning; telefoon, onderhoud).

#### *Dienst Financiën*

De Dienst Financiën biedt ondersteuning inzake het financieel beheer van het Steunpunt en staat tevens in voor de financiële verantwoording van de Steunpuntactiviteiten.

#### *Personeelsdienst*

De Personeelsdienst geeft administratieve ondersteuning bij het aantrekken van het Steunpuntpersoneel en staat in voor de aanwerving en HR-omkadering van het Steunpuntpersoneel.

#### *Dienst Onderzoekscoördinatie*

De Dienst Onderzoekscoördinatie adviseert het Steunpunt met betrekking tot de administratieve en technische aspecten van het onderzoek. Deze dienst organiseert in overleg met de betrokken faculteiten en de Personeelsdienst opleidingen op maat van de predoctorale en postdoctorale onderzoekers van het Steunpunt. Deze opleidingen zijn in overeenstemming met het HR Strategy Plan voor Onderzoekers, goedgekeurd door de Europese Commissie.

#### *Dienst Communicatie*

Het Steunpunt kan beroep doen op de Dienst Communicatie voor de communicatie van wetenschappelijke informatie en onderzoeksresultaten naar pers en publiek, en voor de grafische vormgeving van publicaties, uitnodigingen en disseminatiemateriaal.

#### *Centrale Informatica-diensten (CID)*

De CID ondersteunen de IT-infrastructuur en kunnen geconsulteerd worden bij vragen over o.m. netwerken en externe communicatie, PC-systeembeheer, internet en intranet applicaties (waaronder webmail), Informatiesystemen in de administratie en Informatie en communicatie technologie in het onderwijs. CID heeft ook een helpdesk-functie.

Specifieke academische software kan worden voorzien door de centrale ICT-diensten

#### *Universiteitsbibliotheek*

De bibliotheek bevat de collecties (boeken, tijdschriften, AV-materiaal, CD-roms) van de Universiteit Hasselt. De universiteitsbibliotheek (<http://www.uhasselt.be/bibliotheek>) biedt ook volgende dienstverlening aan de onderzoekers van het Steunpunt aan:

Catalogi:

- catalogus UHasselt en Anet met diensten Documentbestelling en Persoonlijke leeninformatie (met versie voor Apple);
- catalogi academische bibliotheken;

E-bronnen:

- AtoZ-list;
- TOC premier;

Bibliografische databanken en full-text collecties:

- Web of Knowledge (Web of Science, Current Contents Connect, Journal Citation Reports, INSPEC);

- Econlit, EBSCOhost (Academic Search Elite, Business Source Premier, ERIC, MLA), INVERT, LISTA, MathDI, MathSciNet, Medline/PubMed, Sociological Abstracts, Wilson Art Index, Zentralblatt MATH
- Lecture Notes in Computer Science

Zoekmachines voor wetenschappelijke informatie:

- Citeseer, Google Scholar, OAIster, Scirus.

- **Universiteit Gent**

Een professionele academische organisatie heeft performante centrale diensten, als onderzoeksangelegenheden, financiële dienst, personeelsdienst, communicatiedienst en logistieke diensten.

Deze algemene diensten zullen zich inzetten om de financiële administratie, implementatie en ondersteuning en communicatie van het Steunpunt te regelen conform de geldende regels. De personeelsdienst zal de personeelsdossiers van de leden van het Steunpunt beheren. De logistieke diensten zullen voorzien in locaties conform de aanvraag. Ze zullen tevens op een flexibele manier inspelen op de noden van het Steunpunt zoals past voor een professioneel werkende organisatie. Alle bibliotheekfaciliteiten van de universiteit staan ter beschikking van de medewerkers van het Steunpunt.

Het aanwezige internet en intranet kan gebruikt worden door het Steunpunt en er wordt voorzien in informaticaondersteuning en het Steunpunt kan gebruik maken van de softwarelicenties van de universiteiten.

- **Katholieke Universiteit Leuven**

De financiële en personeelsdiensten van de universiteit (en faculteit) voeren het beheer van de financiering in samenspraak met de persoon die decentraal, binnen het Steunpunt de financiële opvolging waarneemt. Het Steunpunt zal ook beroep kunnen doen op de algemene diensten en faciliteiten van de universiteit, zowel ten aanzien van het personeel als ten aanzien van de uitvoering van het wetenschappelijk onderzoek en de disseminatieactiviteiten.

*Bibliotheken*

Het Steunpunt zal in Leuven een beroep kunnen doen op de bijzonder uitgebreide collectie(s) van de Leuvense en associatiebibliotheken. De K.U.Leuven beschikt over uitstekende bibliotheekvoorzieningen die verspreid zijn over de hele universiteit en samen de Universiteitsbibliotheek vormen. Het Steunpunt zal een beroep kunnen doen op de vele Universiteitsbibliotheekdiensten (UBDs), die een optimale toegang tot de meest actuele academische geschriften garandeert.

Voor de onderzoekers van het onderdeel discriminatierecht van het Steunpunt, zal de bibliotheek Rechtsgeleerdheid (Rbib) veelal het belangrijkste zijn. De huisvesting van het Steunpunt (cf. supra) zal ook in het aangrenzende gebouw gesitueerd zijn, om (fysieke) toegang te optimaliseren. De Rbib bezit ongeveer 65.000 boeken, 900 gedrukte tijdschriften en 350 losbladige publicaties. De belangrijkste Belgische juridische databanken zijn er beschikbaar, net als een selectie internationale en buitenlandse e-bronnen. Via deze databanken heeft men toegang tot meer dan 1000 juridische tijdschriften op het internet. Van de meeste van deze digitale bronnen zullen de medewerkers ook thuis gebruik kunnen maken, via de zogenaamde stouterproxy, die toegang tot de databanken op afstand mogelijk maakt.

*ICTS*

De Leuvense ICTS (Informatie en Communicatie: Technologie en Systemen) staat in voor state of the art infrastructuur, informatievoorziening en informatica technologie management. Zij bieden centrale ICT-ondersteuning aan voor alle K.U.Leuven-medewerkers.

*Dienst Informatica van de Faculteit Rechtsgeleerdheid*

Decentraal biedt de Dienst Informatica van de Faculteit Rechtsgeleerdheid ondersteuning op logistiek, technisch en inhoudelijk vlak. Dit gebeurt vanuit de doelstelling om de werking van het Steunpunt zoveel mogelijk te faciliteren en ervoor te zorgen dat de onderzoekers zich in ideale omstandigheden kunnen wijden aan hun kerntaken.

Tot de dienstverlening van de Dienst Informatica behoort onder andere:

- De helpdesk. In het kader van de uitgebreide informatica dienstverlening biedt de Dienst Informatica aan alle personeelsleden van de faculteit een helpdesk aan. Vragen die meer specialisatie of expertisevragen worden doorgegeven naar de tweedelijns binnen de centrale ICTS-diensten, AVNet (Audiovisuele en Nieuwe Educatieve Technologieën), enz.

- Dienstverlening, administratie en onderhoud van het PC-park. Met de bedoeling de werkposten (PC's en notebooks) binnen de faculteit optimaal te beheren, houdt de Dienst Informatica een inventaris van het PC-park bij, doet de Dienst suggesties aan de verantwoordelijken van Instituten, Afdelingen en Centra wat betreft de staat en werkbaarheid van de werkposten op de respectievelijke Instituten, Afdelingen en Centra, en begeleidt de Dienst Informatica eindgebruikers en verantwoordelijken bij het uitkiezen, configureren en bestellen van ICT-toestellen;
- Ondersteuning bij het opzetten en onderhouden van Websites. De Dienst Informatica fungeert als adviesorgaan en overkoepelende webmaster voor de facultaire website en de diverse onderliggende websites. Ze ziet toe op de toepassing van de K.U.Leuven huisstijl en creëert de technische ruimte en mogelijkheden voor het opzetten van gerelateerde websites voor Instituten, Afdelingen en Centra;
- Aanbod van Facultaire Netwerk (LAW Domain). De Dienst Informatica biedt aan zijn eindgebruikers het gebruik van diverse netwerkfaciliteiten aan. Deze faciliteiten staan ter beschikking van de eindgebruiker bij gratie van diens login op het "lokale netwerk" (het LAW domein). In de eerste plaats krijgt de medewerker ruimte ter beschikking op de dataservers van de faculteit, om daar documenten weg te schrijven. Het voordeel daarvan is dat belangrijke documenten niet op de computer worden bewaard, maar wel op een server, die beheerd wordt door de Dienst, en waarvan dagelijks een back-up wordt gemaakt.

#### *Logistieke diensten*

Voor de organisatie van bijeenkomsten, congressen of andere disseminatieactiviteiten van het Steunpunt kan kosteloos beroep gedaan worden op de vergaderzalen, leslokalen en aula's van de K.U.Leuven.

#### *Dienst Communicatie*

biedt hulp bij het maken van publicaties (zowel op papier (brieven, nota's, brochures, folders, affiches, uitnodigingen, ...) als digitaal (webpagina's, elektronische uitnodigingen en PowerPoint)). Indien fotomateriaal of een fotograaf nodig is (bijv. bij congressen) dan kan deze ook besteld worden bij deze dienst. Ook biedt deze dienst ondersteuning bij het leggen en onderhouden van contacten met de pers, bij de communicatie over onderzoek.

#### *Doctoraatsopleiding*

Medewerkers van het Steunpunt die in het kader van het onderzoek binnen het Steunpunt een doctoraat maken, genieten de doctoraatsopleiding van de faculteit rechtsgeleerdheid van de K.U.Leuven.

Deze opleiding heeft als doel:

- de doctorandus te vormen als wetenschappelijk onderzoeker,
- zijn/haar kennis te verruimen en te verdiepen, vooral binnen het door hem/haar gekozen onderzoeksdomein,
- en hem/haar uiteenlopende competenties te bezorgen die de kwaliteit en de efficiëntie van het doctoraat bevorderen en/of bevorderlijk zijn voor de professionele loopbaan na het doctoraat, binnen of buiten de K.U.Leuven.

#### *Dienst Onderzoekscoördinatie en Leuven Research and development*

De Dienst Onderzoekscoördinatie (DOC) verricht een geheel van adviserende en ondersteunende taken inzake beleid en functioneren van het wetenschappelijk onderzoek in zijn nationale en internationale dimensies, met het geheel van taken inzake inventarisatie, administratie, voorlichting en bijstand die met het onderzoek aan de universiteit gepaard gaan ten behoeve van de onderzoekers in de eerste plaats, de academische overheid en het associatiebestuur in het algemeen, de coördinator onderzoeksbeleid en van de voorzitter van de Onderzoeksraad. De doelstellingen van de dienst omvatten onder meer de optimalisering van het onderzoekspotentieel van de K.U.Leuven in alle departementen en faculteiten en de maximale valorisatie van dit wetenschappelijk onderzoek ten bate van bevolking en maatschappij, economie en industrie.

Leuven Research and development (LRD) is de dienst voor kennis- en technologietransfer van de Associatie K.U.Leuven. LRD ondersteunt onderzoekers in hun interactie met de bedrijfswereld en de valorisatie van hun onderzoeksresultaten. Tot hun dienstverlening behoort onder andere:

- helpen bij het systematisch opvolgen van overeenkomsten voor onderzoekssamenwerking en dienstverlening;
- beschermen en commercialiseren van intellectuele eigendom;

- onderhandelen van licentieovereenkomsten met de bedrijfswereld;
- oprichten van nieuwe, onderzoeksgeoriënteerde en innovatieve bedrijven of spin-offs;
- ondersteunen van kennisgedreven regionale economische ontwikkeling.

#### *Professionaliseringsinitiatieven en cursussen*

Naast toegang tot en assistentie van de bovengenoemde diensten, zullen de personeelsleden van het Steunpunt, als personeelsleden van de K.U.Leuven, toegang hebben tot allerlei professionaliseringsinitiatieven en (vaak gratis) aangeboden cursussen die hun diverse (technische, taalkundige, mediatieke, etc.) vaardigheden zullen verbeteren en/of optimaliseren.

- **Vrije Universiteit Brussel**

#### *ICT-ondersteuning*

De personeelsleden van het Steunpunt kunnen rekenen op de nodige ICT-infrastructuur ter ondersteuning van hun werkzaamheden. Inzake de logistieke en technische ondersteuning kan er gebruik gemaakt worden van alle basisfaciliteiten zoals bvb.: centrale helpdesk voor het oplossen van computer-technische problemen; performante toegang tot het internet en het interne netwerk vanuit de campus (ook draadloos) en toegang tot het intranet vanuit externe locaties; e-mailfaciliteiten met toegang vanuit elke locatie (webgebaseerd); toegang tot ICT-enabled vergader ruimten (video conferencing, projecties, etc.),...

#### *Universiteitsbibliotheek*

Het steunpunt kan rekenen op offline en online toegang tot de uitgebreide catalogus van de Centrale Bibliotheek op de Campus Etterbeek, Oefenplein 2. De centrale bibliotheek biedt onder meer volgende dienstverlening aan:

- notificaties via RSS over lopend onderzoek rond bepaalde topics;
- analyse en evaluatie van wetenschappelijke productie van individuele AP-leden via de R&D databank, van onderzoeksgroepen, departementen, faculteiten of van onderzoek in het algemeen;
- VPN toegang: raadpleging van vrijwel alle databanken en elektronische tijdschriften ook buiten de campus en rechtstreekse toegang tot elektronische tijdschriftartikelen via V-link;
- maandelijkse aanwinstenlijsten met de nieuwe publicaties via de website van de bibliotheek;
- via interbibliothecair leenverkeer (IBL) kunnen boeken/artikelen van andere bibliotheken worden aangevraagd (ook buitenlandse) (IBL is betalend);
- gratis internettoegang op de computers aanwezig in de bibliotheek.

#### *Locaties en organisatie van bijeenkomsten*

Voor de organisatie van bijeenkomsten, congressen of andere disseminatieactiviteiten van het steunpunt kan beroep gedaan worden op verschillende vergaderzalen en leslokalen.

#### *Professionaliseringsinitiatieven en cursussen*

De medewerker(s) van het steunpunt krijg(t)(en) ook de mogelijkheden tot het volgen van verschillende cursussen aangeboden op de VUB-campus. Deze worden meegedeeld via de elektronische nieuwsbrief van de VUB.

### **3 Ondersteuning vanwege personeelsleden, en de logistieke en materiële dienstverlening van de deelnemende entiteiten**

- **Universiteit Anwerpen**

De promotor-coördinator prof. dr. Petra Meier zal 20% van haar voltijdse aanstelling ter beschikking stellen van het Steunpunt. Voor prof. dr. Dimitri Mortelmans zal dit aandeel 10% bedragen. Beide professoren zijn naast promotoren van werkpakketten van het Steunpunt ook lid van het Management Team. De tijdsbesteding van prof. dr. Daniël Cuypers gaat naar het promotorschap van een werkpakket van het Steunpunt.

Een team van drie collega's dragen zorg voor de onderzoeksondersteuning van de faculteit Politieke en Sociale Wetenschappen. Zij beheren de projecten van de promotoren. Dat betekent o.a. het boekhoudkundig openen van projecten, de aanstellingen van onderzoekers op projecten bewaken, het opstellen van de verantwoordingen e.d..



Verder kan het Steunpunt beroep doen op de secretariaatsmedewerkers van de faculteiten Politieke en Sociale Wetenschappen en Rechten.

De vergader- en andere accommodatie van beide faculteiten staan ter beschikking van de Steunpuntmedewerkers.

- **Universiteit Hasselt**

Prof. dr. Patrizia Zaroni is naast promotor van een aantal werkpakketten eveneens lid van het Management Team en stelt 10% van haar voltijdse aanstelling ter beschikking van het Steunpunt. De tijdsbesteding van dr. Koen Van Laer gaat naar het promotorschap van een werkpakket van het Steunpunt.

Het Steunpunt kan verder beroep doen op de secretariaatsmedewerkers van de faculteit Toegepaste Economische Wetenschappen. De permanentie van het Steunpunt, de dagelijkse financiële afhandeling en secretariaatsondersteuning zal verzorgd worden door SEIN. De vergader- en andere accommodatie van SEIN staan ter beschikking van de Steunpuntmedewerkers.

- **Universiteit Gent**

Naast de inzet van prof. dr. Mieke Van Houtte, prof. dr. Geert Van Hove, prof. dr. Guy T'Sjoen en dr. Alexis Dewaele als promotoren van een aantal werkpakketten, kan het Steunpunt aan de UGent beroep doen op de faciliteiten van de vakgroepen Sociologie en Orthopedagogiek.

De onderzoek(st)er die onder supervisie van prof. dr. Mieke Van Houtte en dr. Alexis Dewaele aangesteld wordt, wordt gehuisvest in de lokalen van de Vakgroep Sociologie, Korte Meer 3-5, Gent. Dit houdt in dat de onderzoeker een bureau krijgt toegewezen (incl. bureaumateriaal), gebruik kan maken van de infrastructuur van de vakgroep (vergaderlokalen, keuken), beroep kan doen op het secretariaat van de vakgroep, beroep kan doen op ICT-ondersteuning van de faculteit Politieke en Sociale Wetenschappen.

De onderzoek(st)er die zal werken onder supervisie van prof. dr. Geert Van Hove in de onderzoeksgroep 'Disability Studies and Inclusive Education' wordt gehuisvest bij de Vakgroep Orthopedagogiek, Begijnhoflaan 464, 9000 Gent. De infrastructuur van deze vestigingsplaats van de Vakgroep is volledig toegankelijk voor personen met een beperking en de onderzoek(st)er kan gebruik maken van de lokalen en het secretariaat voor vergaderingen en ondersteuning.

- **Katholieke Universiteit Leuven**

Prof. dr. Stefan Sottiaux zal optreden als promotor van de aan te werven doctoraatsmedewerker, en ook als promotor van de andere werkpakketten die onder zijn verantwoordelijkheid vallen, en daarnaast tevens als co-auteur bij verschillende publicaties en rapporten die voorzien zijn binnen de onderscheiden werkpakketten. Meer in het algemeen ligt (een deel van) zijn onderzoek binnen het domein van de thematiek van het Steunpunt.

Er zal gestreefd worden naar een nauwe samenwerking tussen het Steunpunt en de huidige medewerkers die onderzoek verrichten in het domein van het discriminatierecht. Het betreft onder meer dra. Annelies D'Espallier en dra. Katayoun Alidadi.

Prof. Dr. Stefan Sottiaux beschikt over een uitgebreide collectie boeken over discriminatierecht die ter beschikking zullen worden gesteld van de onderzoekers van het Steunpunt. Hetzelfde geldt voor de collectie van dr. Jogchum Vrielink.

- **Vrije Universiteit Brussel**

Naast de inzet van prof. Alison Woodward en prof. dr. Karen Celis als promotoren van een werkpakket staan onderzoekers en wetenschappelijke medewerkers van het onderzoekscentrum RHEA ter beschikking voor professionele uitwisseling met het steunpunt.

Tevens kan het steunpunt gebruik maken van de RHEA-website om aankondigingen te doen. Dit kan ook via de tweemaandelijks nieuwsbrief van RHEA.

Het steunpunt zal gevestigd worden in het RHEA-lokaal (supra: huisvesting), waar tevens ook de RHEA-bibliotheek aanwezig is. Deze bibliotheek bevat een rijke collectie boeken en tijdschriften aangaande gender en diversiteit. Daarnaast heeft bijna iedere vakgroep van de VUB haar eigen bibliotheek die ter beschikking staat van het Steunpunt.

Het RHEA-lokaal, waar het steunpunt wordt gevestigd, bevat tevens een kleine vergaderruimte. Een vergaderlokaal (20 plaatsen) met beamer bevindt zich op dezelfde verdieping als het RHEA-lokaal en kan door de medewerker(s) van het steunpunt worden gebruikt.

## **Meerjarenbegroting en Begroting 2012**