

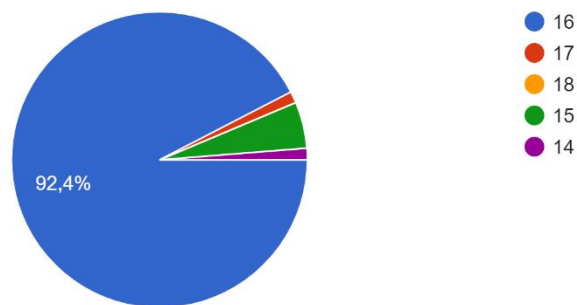
Analysis of the questionnaire responses for Belgium

The 79 students who responded to the questionnaire are secondary students from Saint Michel College in Gosselies.



3. Quel est votre âge ?

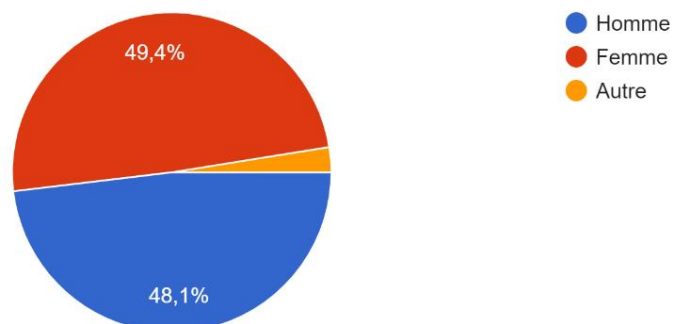
79 réponses



A large majority (92.4%) of respondents are 16 years old.

4. Quelle est votre sexe ?

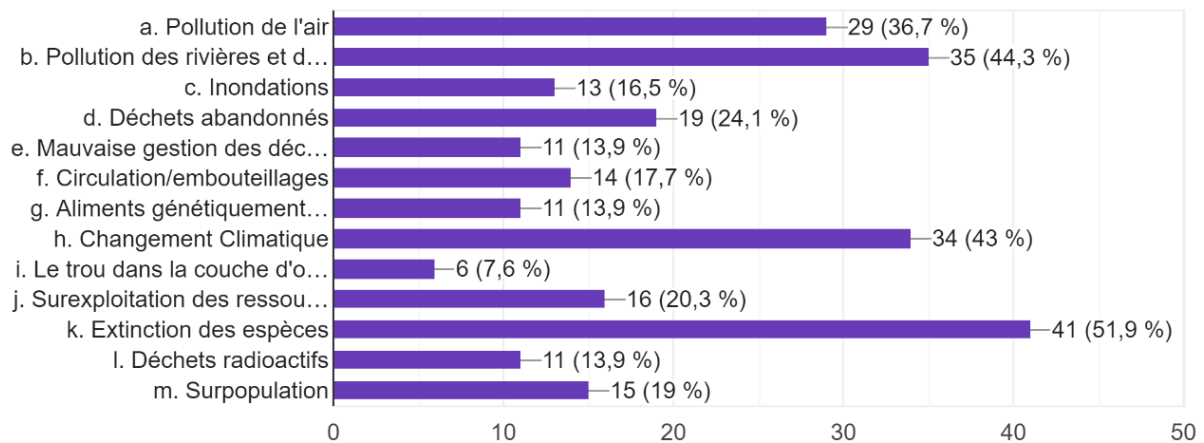
79 réponses



An almost perfect gender balance between men and women

5. Veuillez consulter la liste suivante de problèmes environnementaux et choisir les trois qui vous préoccupent le plus. Veuillez choisir UNIQUEMENT TROIS problèmes dans la liste.

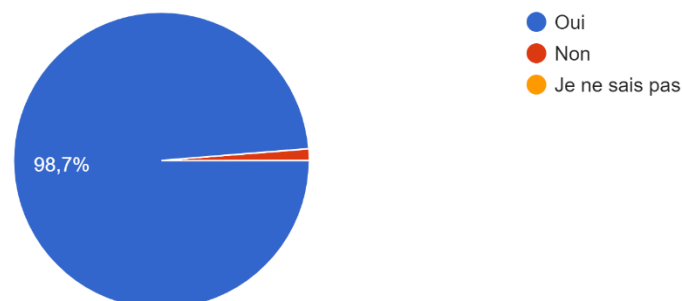
79 réponses



- The overexploitation of resources is the most concerning environmental issue, with 41 responses (51.9%). This demonstrates significant awareness of the challenges related to the excessive use of natural resources.
- Climate change ranks second with 34 responses (43%), reflecting widespread concern about the impacts of global warming.
- River and ocean pollution is also a major concern, selected by 35 students (44.3%).
- Air pollution was chosen by 29 respondents (36.7%)

6. Avez-vous entendu parler du « changement climatique » ?

79 réponses



98.7% of respondents answered "Yes," showing an almost unanimous agreement among the students regarding their exposure to the concept of climate change.

7. Que savez-vous sur le changement climatique ?

Detailed analysis of what students know about climate change:

1. Level of Knowledge

Students show varying levels of understanding about the phenomenon:

- **Basic responses:** These students are aware that climate change is a problem, but their answers are very general:
 - "I don't know at all"
 - "It's not good"
 - "Not much"
 - "It creates a lot of problems"

These responses demonstrate awareness but lack scientific understanding or specific details about the phenomenon.

- **Intermediate responses:** These students believe climate change is linked to issues like pollution and natural disasters, but their analysis remains incomplete:
 - "The climate is changing because of human pollution"
 - "It causes disasters and deaths"
 - "The weather is changing drastically"
 - "Climate change is due to human pollution"

These students show a basic understanding of causes and effects, correctly linking climate change to pollution and consequences such as rising sea levels, melting glaciers, and natural disasters.

- **More detailed responses:** These students show a more nuanced understanding, mentioning the links between pollution, greenhouse gases, and global warming. They also address long-term consequences, such as:
 - "It's pollution that makes it hotter, so glaciers in Antarctica are melting"
 - "Climate change is due to pollution, which causes an unsuitable climate for the wildlife and plant life"
 - "The ice cap is melting, temperature changes, species extinctions..."

These responses show that some students understand not only the human causes of climate change (pollution, CO₂ emissions) but also its broader effects on ecosystems and biodiversity.

2. Causes of Climate Change

Students identify human activities as the main source of climate change, particularly through pollution and greenhouse gas emissions. Here are some representative examples of this understanding:

- "Climate change is due to human pollution"

- "It's pollution that makes it hotter"
- "It's because of the accumulated waste from pollution, etc., that the atmosphere is in bad health"
- "Greenhouse gases are created by humans and are responsible for climate change"

These responses show that students are aware of human contributions, mainly through air pollution, CO₂ emissions, and other greenhouse gases, as well as the impact of industrialization.

3. Consequences of Climate Change

Students seem well-informed about the consequences of climate change. Many responses mention major environmental and social impacts, such as:

- **Natural disasters:**
 - "It can cause floods or storms that cause destruction"
 - "It causes natural disasters"
 - "The weather is totally disrupted, there are floods, droughts"
- **Glacier melting and sea-level rise:**
 - "The glaciers are melting, causing sea levels to rise"
 - "The ice cap is melting, the oceans are rising, causing floods"
 - "It causes glacier melting and sea-level rise"
- **Impacts on species and biodiversity:**
 - "It causes the extinction of certain species"
 - "Animals will die, seasons change"
 - "It already affects endangered species because of the melting glaciers and climate changes"

These responses show a good understanding of the direct consequences of climate change on ecosystems, animals, as well as natural disasters and water resources.

4. Awareness of Global Importance

Some students believe that climate change is a global issue that affects future generations and society as a whole:

- "It's a major problem that concerns everyone's future"
- "It's dangerous for the future of our planet"
- "It is getting worse every year, we need to pay attention"
- "It's important for future generations, our children won't see the animals we know"

This sensitivity shows that these students understand that the issue goes beyond environmental concerns and also touches on social, economic, and intergenerational issues.

5. Specific Issues Raised

Several students highlight specific aspects of climate change, including its impact on the global economy and inequalities:

- "Climate change impacts the global economy"
- "This could have consequences like climate migration"
- "Poverty in some countries is linked to climate disruption"

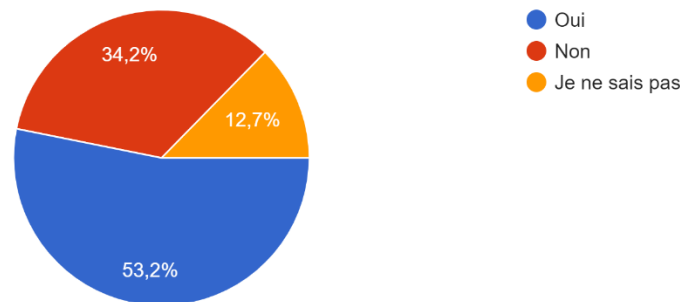
These responses show an awareness of the socio-economic repercussions of climate change, especially for developing countries.

Conclusion

The analysis of the responses shows that most students have some knowledge of climate change, with varying levels of understanding. Many correctly identify pollution and human activities as the main causes, and are aware of environmental consequences such as ice melting, sea-level rise, and natural disasters. Some students go further by mentioning the impacts on biodiversity, endangered species, and socio-economic repercussions.

However, a number of students still show a superficial or vague understanding of the phenomenon, which could be an opportunity to deepen education on the scientific mechanisms and possible solutions to combat climate change.

8. Avez-vous entendu parler de la « migration induite par le climat / des réfugiés climatiques » ?
79 réponses

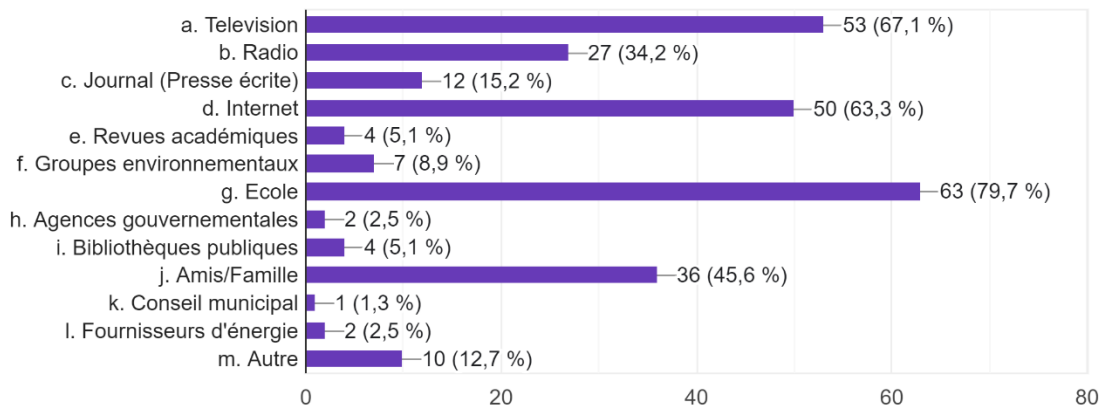


- 53.2% answered "Yes," indicating that the majority of students have heard about climate refugees.
- 34.2% answered "No," meaning that a significant portion of students are unfamiliar with the term.
- 12.7% answered "I don't know," demonstrating some uncertainty or lack of knowledge on the subject.

Although more than half of the students are aware of the phenomenon of climate migration, a considerable proportion either do not know or are unsure about the concept, suggesting a need for additional information on this emerging issue.

9. Où avez-vous entendu parler du changement climatique / des réfugiés climatiques ? Choisissez autant d'options que vous le souhaitez.

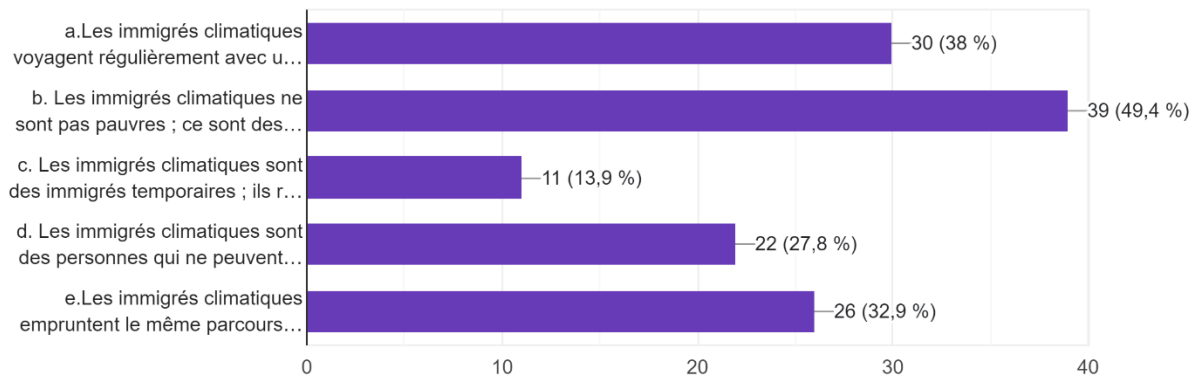
79 réponses



- School is the most cited source, with 63 responses (79.7%), indicating that formal education plays a key role in raising students' awareness of climate change/climate refugees.
- Television follows with 53 responses (67.1%), showing the impact of audiovisual media in disseminating this information.
- The internet is also a major source, with 50 responses (63.3%), highlighting the importance of digital platforms for accessing information on climate issues.
- Friends and family are mentioned by 36 students (45.6%), demonstrating that personal discussions also contribute to awareness.
- Radio and print media (newspapers) play a lesser role, with 27 responses (34.2%) and 12 responses (15.2%), respectively.
- Other sources, such as environmental groups, libraries, and government agencies, are mentioned far less frequently

10. En quoi les « immigrants induits par le changement climatique » sont-ils différents des autres immigrants, tels que les réfugiés politiques et/ou économiques

79 réponses



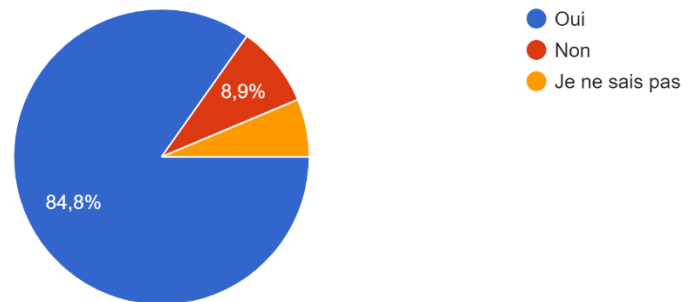
Analysis of the Differences Between Climate Refugees and Political/Climate Refugees

- **Option b** (Climate migrants are not poor; they are middle-class) received the most responses with 39 (49.4%), suggesting that many perceive climate migrants as coming from relatively stable socio-economic backgrounds.
- **Option a** (Climate migrants regularly travel with a work visa) ranked second with 30 responses (38%), indicating that a significant number of students associate climate migrants with legal work migration.
- **Option e** (Climate migrants follow the same paths as other types of migrants) also stands out with 26 responses (32.9%), showing that a considerable portion of students view climate migration as part of broader migration trends.
- **Option d** (Climate migrants are people who can never return home) is also notable, with 22 responses (27.8%), highlighting the perception that climate migration often involves permanent displacement.
- **Option c** (Climate migrants are temporary migrants) received the fewest responses with 11 (13.9%), indicating that few students see climate migration as a temporary phenomenon.

This analysis reveals a majority perception that climate migrants are not among the poorest, but rather individuals who migrate for environmental reasons while having access to resources such as work visas. It suggests that climate migrants are seen as different from other migrant groups in terms of their economic status and migration motivations.

11. Penses-tu que quelque chose peut être fait pour lutter contre le changement climatique ?

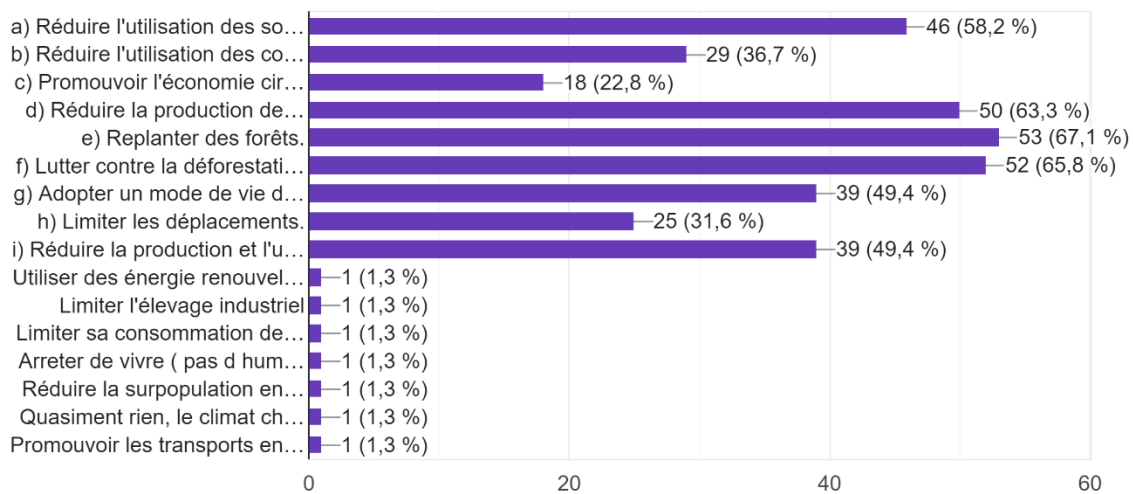
79 réponses



The majority of respondents (84.8%) answered "Yes," indicating a strong belief that actions can be taken to combat climate change.

12. Que penses-tu qu'il peut être fait pour lutter contre le changement climatique ?

79 réponses



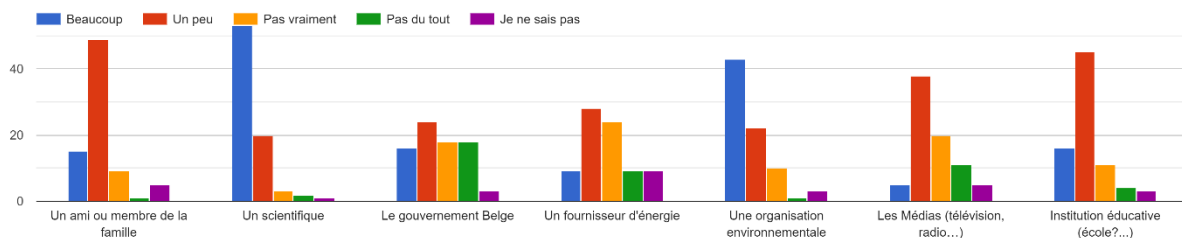
Ways to Fight Against Climate Change

- **Replanting forests (67.1%)** is the most frequently mentioned action, with 53 responses, indicating that the majority of participants see reforestation as a key solution.
- **Reducing the production of non-essential goods (63.3%)** and **fighting deforestation (65.8%)** are also major priorities, with 50 and 52 responses respectively, showing that participants consider curbing excess production and protecting forests as crucial measures.

- **Reducing the use of fossil fuel energy (58.2%)** is also widely supported with 46 responses, reflecting significant awareness of the environmental impact of fossil fuels.
- **Adopting a sustainable lifestyle (49.4%)** and **limiting the production and use of plastic (49.4%)** are also popular actions, mentioned by 39 respondents.
- **Limiting travel (31.6%)** received 25 responses, indicating that mobility restrictions are viewed as less of a priority compared to other measures.
- Less mentioned options include **promoting the circular economy (22.8%)**, and other more marginal options at 1.3%, such as **using renewable energy** or **reducing overpopulation**.

Overall, the majority of respondents advocate for actions related to forest protection and reducing excessive production to combat climate change.

13. En cochant une case par ligne, veuillez indiquer dans quelle mesure vous feriez confiance aux informations reçues concernant le changement climatique ou les réfugiés climatiques si vous en entendiez parler de cela par :



Trust in Information Sources:

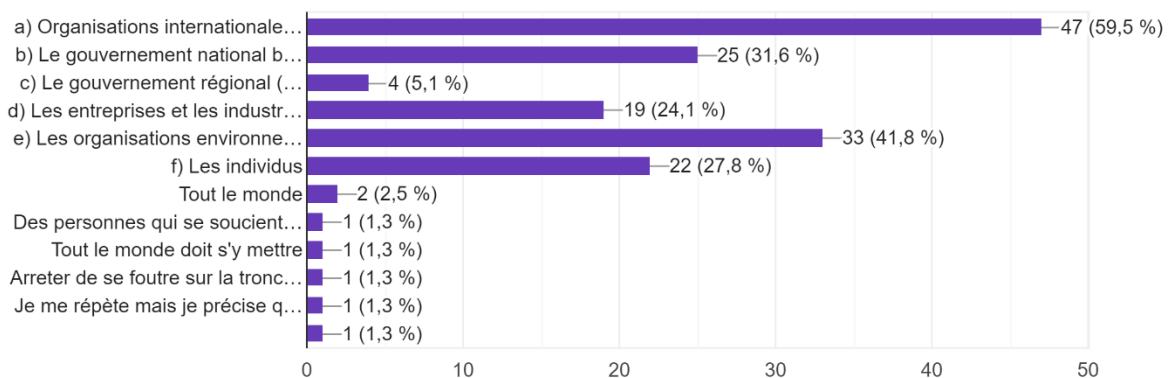
- **Scientists:** This is the most trusted source of information, with a majority of respondents selecting "A lot" (blue bar), exceeding 40 responses. This indicates a strong trust in scientists to provide reliable information on these topics.
- **Friends or family members:** Most respondents show limited trust. The majority of responses fall into the categories of "A little" (orange bar) and "Not really" (yellow bar), reflecting significant distrust or lack of confidence in this source.
- **The Belgian government:** Responses are mixed. Many respondents have limited trust ("A little" and "Not really"), but there is also a small group who trust "A lot." A notable number of people express "No trust at all" (red bar).
- **An energy provider:** This category also shows limited trust. Most respondents select "Not really" or "No trust at all," which may reflect perceptions of bias or economic interests.
- **An environmental organization:** Many respondents show strong trust in these organizations, with a majority selecting "A lot," making this one of the most trusted sources after scientists.
- **Media (television, radio, etc.):** There is some skepticism toward the media. Most responses are in the categories "A little" and "Not really," suggesting that the media is not seen as a completely reliable source of information on these topics.

- **Educational institutions:** This category also enjoys high trust, right after scientists, with a majority of responses in "A lot," showing that schools and other educational institutions are perceived as reliable sources of information on climate change.

In summary, **scientists** and **environmental organizations** are the most trusted sources, while **energy providers, friends or family members**, and at times, the **media**, are viewed with more skepticism.

14. Selon vous, qui devrait avoir la responsabilité principale de la lutte contre le changement climatique ? Veuillez choisir UNE ou DEUX options seulement.

79 réponses



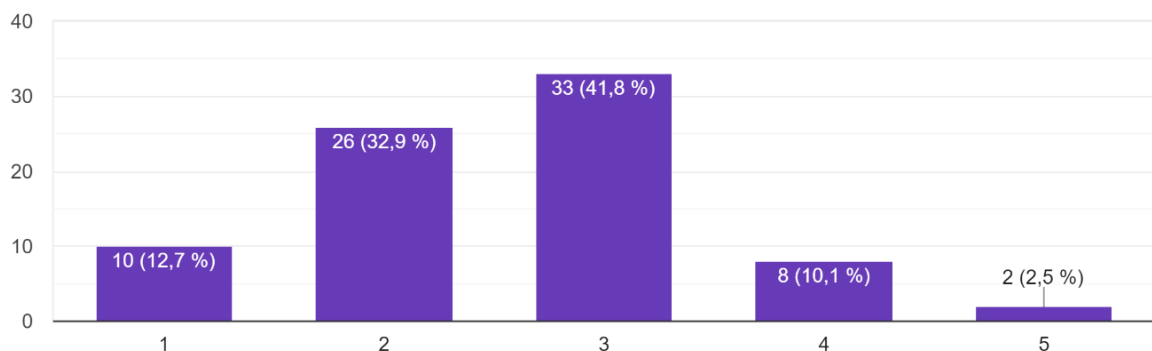
Principal Responsibility in the Fight Against Climate Change

- **International organizations (59.5%):** The majority of respondents (47) believe that the primary responsibility lies with international organizations. This reflects a strong perception that the climate crisis must be addressed at a global level.
- **Environmental organizations (41.8%):** 33 respondents think that environmental organizations should play a leading role in this fight, highlighting the trust placed in these entities for their expertise and commitment to the environment.
- **The Belgian national government (31.6%):** A significant number of respondents (25) believe that the national government has an important role to play, indicating that government action is also seen as crucial at the national level.
- **Individuals (27.8%):** 22 respondents chose individuals as responsible actors. This shows that while global and national entities are seen as primary, some respondents also acknowledge the role of individual action.
- **Businesses and industries (24.1%):** 19 respondents believe that companies should take part of the responsibility, underscoring the perception that economic and industrial activities are closely linked to the causes of climate change.

- **Regional governments (5.1%):** Very few respondents (4) see regional governments as responsible, suggesting that they may be perceived as less influential or effective in the fight against climate change.
- **Other marginal responses,** such as "Everyone" or more personal suggestions, each represent 1.3% of the responses.

In summary, most respondents assign responsibility to **international organizations**, followed by **environmental organizations** and the **Belgian national government**, while the roles of **individuals** and **businesses** are also recognized, though to a lesser extent

Dans quelle mesure la question du « changement climatique » est-elle abordée dans votre école ?
79 réponses



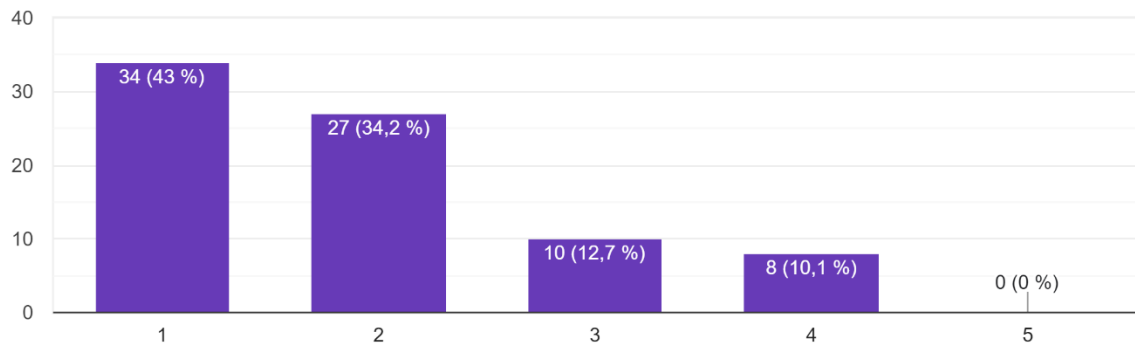
Climate change topics addressed in schools

- **33 respondents (41.8%)** chose option 3, suggesting that climate change is moderately addressed in most schools, but without being excessive.
- **26 respondents (32.9%)** selected option 2, indicating that for a significant portion of respondents, the topic is only slightly covered in their school.
- **10 respondents (12.7%)** chose option 1, meaning that for these individuals, climate change is rarely or never addressed in their school.
- **8 respondents (10.1%)** selected option 4, suggesting that in some schools, the topic is relatively well covered.
- **2 respondents (2.5%)** chose option 5, showing that for a very small minority, climate change is a highly prominent subject in their school environment.

This indicates a varied approach to climate change education across schools, with the majority of students experiencing moderate attention to the issue, while a notable number feel it is either under-discussed or occasionally well-covered.

16. Dans quelle mesure la question des « réfugiés induits par le changement climatique » est-elle abordée dans votre école ?

79 réponses



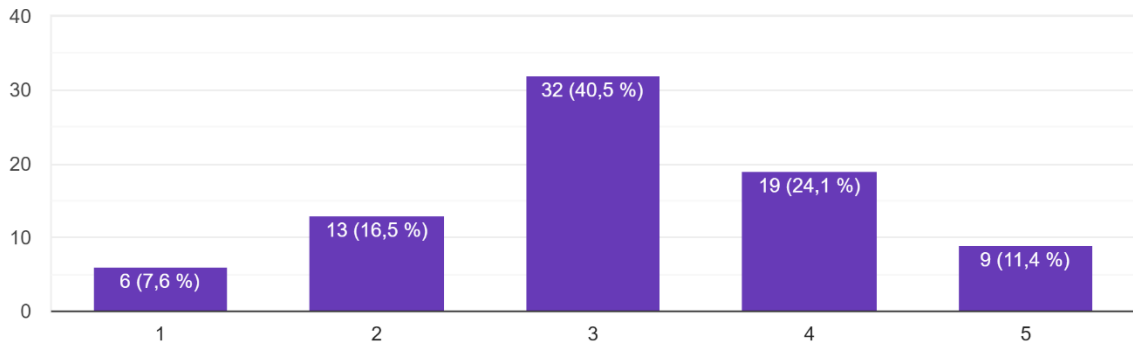
Extent to Which the Issue of Climate Refugees is Addressed in Their School

- **34 respondents (43%)** selected option 1, indicating that in the majority of schools, the issue of climate refugees is either rarely or not addressed at all.
- **27 respondents (34.2%)** chose option 2, showing that for another significant proportion, the topic is addressed only marginally.
- **10 respondents (12.7%)** selected option 3, suggesting that for a minority, the topic is covered to a moderate extent.
- **8 respondents (10.1%)** selected option 4, indicating that in a few schools, the topic is discussed in more depth.
- No respondents selected option 5, meaning that in no school is the issue treated in a very thorough or systematic way.

In conclusion, the vast majority of respondents (77.2%, with options 1 and 2) feel that the issue of climate refugees is rarely addressed in their school. This highlights a lack of attention given to this topic in education, compared to other climate change-related themes

17. À quel point penses-tu qu'il est important de traiter la question des « réfugiés induits par le changement climatique » dans ton école ?

79 réponses



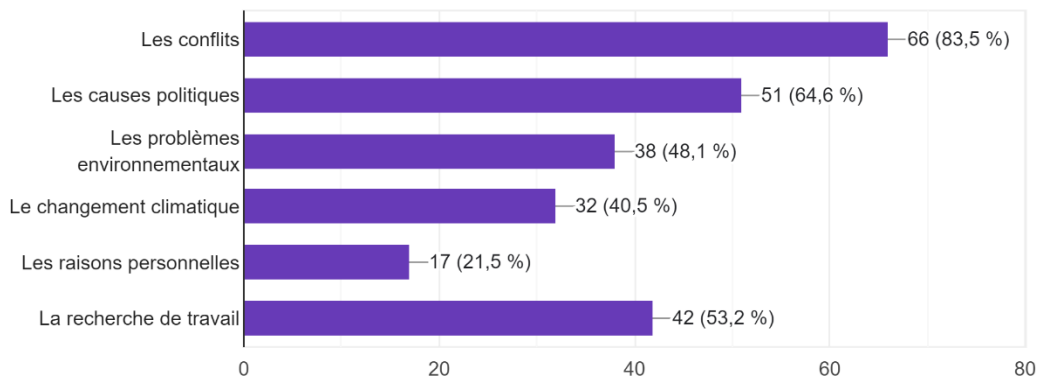
Importance of addressing the topic of "climate change-induced refugees" in their school

- **32 respondents (40.5%)** selected option 3, indicating that a relative majority of participants consider this topic to be of moderate importance in their school.
- **19 respondents (24.1%)** chose option 4, showing that for a significant portion of respondents, it is fairly important to address this issue in the school setting.
- **9 respondents (11.4%)** selected option 5, suggesting that for these participants, it is very important to discuss this issue in their school.
- **13 respondents (16.5%)** opted for option 2, indicating that a notable group considers this topic to be of relatively low importance.
- **6 respondents (7.6%)** chose option 1, showing that for a small minority, this topic holds very little importance in education.

In summary, the majority of respondents believe that the issue of climate refugees is of moderate to high importance (options 3, 4, and 5), while a minority considers it less important (options 1 and 2). This shows that, although the topic is not a priority for everyone, there is still significant interest in having it addressed more in schools.

18. Selon toi, quelles sont les principales causes de migration dans le monde ?

79 réponses



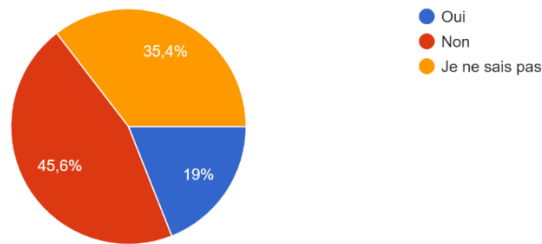
Main causes of migration in the world :

- **Conflicts (83.5%):** The majority of respondents (66 people) consider conflicts to be the primary cause of migration worldwide. This reflects a common perception that wars and violence force people to leave their countries.
- **Political causes (64.6%):** 51 respondents believe that political causes, such as authoritarian regimes or persecution, also play a key role in migration.
- **Job seeking (53.2%):** 42 respondents think that the search for better economic opportunities and employment is another major cause of migration.
- **Environmental issues (48.1%):** 38 people mentioned environmental problems as an important cause, potentially including natural disasters or the degradation of living conditions.
- **Climate change (40.5%):** 32 respondents specifically recognize climate change as an important cause of migration, showing growing awareness of climate effects on population movements.
- **Personal reasons (21.5%):** 17 respondents consider personal reasons, such as family or social factors, as a cause of migration, although these are viewed as less significant compared to other factors.

In summary, conflicts and political causes are seen as the main drivers of migration, followed by economic and environmental reasons, while personal reasons are considered less influential.

19. Croyez-vous que votre pays est plus sujet à la « migration induite par le climat » que d'autres pays de l'UE ?

79 réponses



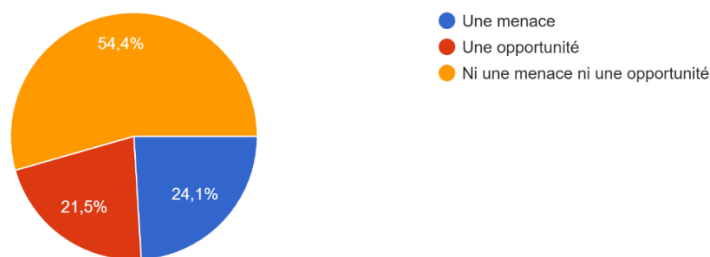
Belgium more prone to climate-induced migration than other EU countries :

- **45.6% of respondents (red bar)** answered "No," showing that nearly half of the participants believe that their country is not more affected by climate-induced migration compared to other EU countries.
- **35.4% of respondents (orange bar)** answered "I don't know," indicating a degree of uncertainty among participants regarding the specific impact of climate migration in their country.
- **19% of respondents (blue bar)** answered "Yes," suggesting that one-fifth of participants believe their country is more prone to climate migration than other EU countries.

In summary, the majority of respondents do not think that their country is particularly affected by climate migration compared to other EU countries, although a significant portion expresses uncertainty about the issue.

20. Le processus migratoire est un défi pour la société et la culture humaines modernes : que penses-tu qu'il représente pour l'humanité ?

79 réponses



- **54.4% of respondents (orange bar)** chose "Neither a threat nor an opportunity,"
- **24.1% of respondents (blue bar)** chose "A threat,"
- **21.5% of respondents (red bar)** view migration as "An opportunity,"

In summary, most respondents perceive migration in a neutral way, while a significant proportion sees it either as a threat or an opportunity. This reflects diverse opinions on the impact of migration in the modern context.

21. Veuillez écrire tout aspect ou conséquence positif ou négatif des phénomènes migratoires pour votre pays.

Positive or negative aspect or consequence of migration phenomena for Belgium

1. Positive Aspects of Migration Phenomena

a) Cultural Diversity Many responses highlight the contribution of migration in terms of cultural diversity. Students emphasize the discovery of new cultures, languages, and traditions:

- "The mix of cultures"
 - "We learn a lot of new cultures and languages"
 - "It's good for learning to live together, discovering new cultures, and communicating"
- Cultural diversity is seen as an enrichment for Belgian society, promoting open-mindedness and tolerance.

b) Workforce and Economy Some students recognize the importance of migration in supporting the economy by continuing to provide a workforce:

- "Larger workforce, greater humanitarian aid capacity, economic growth"
- "Motivated people come to work" Migration is seen as beneficial to meet economic needs, especially in sectors where there is a labor shortage.

c) Humanitarian Values The responses also show that students are aware of the moral importance of welcoming migrants:

- "It's obviously positive to save lives morally"
- "It's positive to escape war or the political situation of the country" Migration is viewed as a solution to help people in danger, reflecting values of humanity and solidarity.

2. Negative Aspects of Migration Phenomena

a) Economic and Social Problems Students highlight the economic difficulties related to migration, particularly in terms of unemployment and pressure on public resources:

- "Surplus of unemployed"
- "When people come to Belgium and stay on unemployment benefits without trying, I find that intolerable"
- "Our country doesn't have an endless economy; if we welcome everyone, we will be as poor as the migrants coming here" Some fear that the influx of migrants could strain the social security and public assistance systems, particularly unemployment, and reduce opportunities for local citizens.

b) Overpopulation The theme of overpopulation frequently appears in responses, with concerns about the country's capacity to accommodate a large number of migrants:

- "Overpopulation, more men without jobs, and many more homeless"
- "We are a small country and cannot hold too many inhabitants"
- "This could cause an increase in population and political problems" Overpopulation is seen as a potential risk, affecting quality of life, infrastructure, and political stability.

c) Integration and Racism Several students mention issues of social integration and racism, which can be exacerbated by the arrival of migrants:

- "There are many racists"
- "They might receive racism from closed-minded people"
- "Migrants don't always respect our country; they degrade it" Racism and integration difficulties are perceived as obstacles to harmonious coexistence, as well as perceived disrespect by some migrants towards local laws and customs.

d) Pressure on Infrastructure and Public Services Some students highlight the pressure that the influx of migrants could place on public services, such as healthcare, education, and infrastructure:

- "It impacts the labor market and the public health system"
- "Population increase, higher unemployment rates, greater climate disruption, more political problems" These concerns illustrate a view that mass migration could overload national infrastructure and resources.

3. Contrasting Perspectives on Moral and Economic Impact Some students seem caught in a moral dilemma between the duty to save human lives and the need to protect the country's economic interests:

- "We must not forget that our country doesn't have an endless economy"
- "It all depends on everyone's moral convictions on this current topic" This dilemma highlights a complex debate on managing migration flows, balancing humanitarian concerns with the protection of national resources.

Conclusion The students' responses show a good understanding of the positive and negative aspects of migration for their country. On the one hand, they recognize the cultural diversity and economic potential that migrants bring. On the other hand, they express concerns about unemployment, overpopulation, pressure on infrastructure, and integration challenges. It is clear that migration is perceived as a complex issue, requiring a balance between humanitarian values and economic realities. These responses provide a solid starting point for more in-depth discussions on migration management and integration in a global context.