Publishing in the Belgian Journal of Paediatrics: Insights from Authors and Paediatric Trainees

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Keywords

Paediatrics ; Academic Training ; Scientific Publication ; Belgian Journal of Paediatrics Authors ; Publication Motivation ; Linguistic Differences ; Paediatric Trainees.

Abstract

Background

The Belgian Journal of Paediatrics serves as a national platform for paediatric research. However, recent data suggest an imbalance in contributions between French- and Dutch-speaking universities, raising questions about linguistic and institutional disparities in publishing practices.

Objective

To explore the motivations, barriers, and institutional support related to publishing among Belgian paediatric trainees and authors of the Belgian Journal of Paediatrics, with attention to linguistic differences.

Methods

A mixed-methods online survey was distributed to paediatric trainees (2016–2025) and first authors of the Belgian Journal of Paediatrics (2016–2024). Data on motivations, publishing experiences, perceived institutional support, and language barriers were collected and analyzed descriptively.

Results

Seventy-nine trainees and thirty Belgian Journal of Paediatrics authors completed the survey. Among trainees, publication was mainly motivated by diploma requirements (71.4%) and personal initiative (47.6%), with limited institutional encouragement (43%) or support (24.1%). Writing in English was not perceived as a barrier by most respondents (83.5%); however, those who did - predominantly affiliated with French-speaking universities - reported less institutional support for writing. Encouragement and guidance were significantly more common among Dutch-speaking universities. Training in scientific writing was limited (62% untrained), though most trainees had received critical reading instruction (73.4%).

Conclusion

The findings reveal persistent disparities between linguistic communities in institutional support and language-related confidence. Strengthening mentorship and integrating academic English and writing training across universities could promote more equal participation in national scientific publishing and enhance the inclusivity of the Belgian Journal of Paediatrics.

Introduction

Scientific publication plays a key role in the transmission of medical knowledge, the development of clinical practice, and the progression of academic careers. For medical trainees, engagement in research and scientific writing is both an opportunity and a challenge. In Belgium, paediatric trainees are required, as a condition for official recognition, to publish at least one first-authored article in a peer-reviewed journal to complete their specialization. While participating in research during training is intended as a formative learning experience, many trainees can face substantial obstacles such as limited time, lack of supervision and the additional difficulty of writing in English (1). Despite this requirement, little is known about their actual publication practices, motivations, and the level of institutional support they receive.

Beyond the context of training, the pressure to publish continues to grow among early-career doctors, for whom authorship often plays a decisive role in securing fellowship or advancing academically. Publishing may allow these authors to meet academic obligations, gain visibility, build a scientific reputation, or contribute to their field. However, they must navigate a complex publishing landscape influenced by numerous factors including a journal's academic standing, impact factor, scope of specialization, peer-review standards, time to publication, likelihood of acceptance, language, the geographical context of both the journal and the authors (which may affect audience relevance and institutional expectation), editorial policy, and ethical standards (2-8). Among the large panel of choices, the Belgian Journal of Paediatrics (BJP) stands as a potential national platform for disseminating paediatric research.

The BJP traces its origins to the Acta Pediatrica Belgica, founded in 1946 by the Belgian Society of Paediatrics to promote paediatric research across linguistic communities. Initially dominated by French-speaking authors, the journal gradually became bilingual (French and Dutch) before being incorporated in the European Journal of Pediatrics in 1982. As many concerns were raised in Belgium due to exclusive use of English and a loss of a national platform, Mini Acta was created and evolved into a bilingual journal titled: Tijdschrift van de Belgische Kinderarts/Journal du Pédiatre Belge in 1999. In 2015, under the leadership of Marc Raes from Leuven and Samy Cadranel from the Hospital Universitaire des Enfants Reine Fabiola, the BJP was launched as the new official journal of the Belgian Society of Paediatrics. Over time, the language of publication gradually shifted to English, in line with worldwide academic standards, eventually becoming mandatory in 2020 (9).

As a national platform, the BJP is intended to reflect the diversity of paediatric academic activity in the country and to provide an accessible publishing space for trainees, clinicians and researchers alike. A recent review of the journal's publications reveals that the majority (74%) of first authors over the past five years have been affiliated with Dutch-speaking universities or hospitals. This observation prompts reflection on the visibility and perceived accessibility of the BJP among French-speaking paediatricians and whether linguistic, institutional or cultural factors may influence submission patterns and engagement with the journal.

To better understand these dynamics, we conducted a study aiming to explore the publishing practices, motivations and perceived barriers in paediatric trainees and recent first authors in Belgium and to examine whether these factors differ between French-speaking and Dutch-speaking communities. Particular attention was paid to their experience with scientific writing, the support they received from their institutions, linguistic barriers, the journal choosing process, and perceptions of the BJP.

Methods

A survey was designed to collect both qualitative and quantitative data. The survey was created using Google Forms, ensuring ease of distribution and accessibility for participants. The study sample consisted of two groups:

a) Current and past paediatric trainees:

The survey was distributed to all Belgian universities with paediatric departments through their administrative offices. These offices confirmed the number of paediatric trainees who received the survey, for a total of 577 recipients. One reminder was sent. In total, 79 responses were received, corresponding to a response rate of 13.7%. The sample included both paediatric trainees currently in training and individuals who had been in training since 2016, with the exception of ULiège. This allowed the inclusion of both residents and recently trained early-career paediatricians.

b) First authors of articles in the BJP:

To obtain perspectives from published authors, the survey was also sent to 627 first authors of articles published in the BJP between 2016 and 2024. These authors were identified using the journal's archives and were contacted via the email address they had provided at the time of manuscript submission. One reminder was sent. In total, 30 responses were received, corresponding to a response rate of 4.8%. The rationale for targeting first authors was to gather insights from those with direct experience of the publication process and who could reflect on their motivations for choosing this journal.

The survey was designed to collect anonymized data, including demographic characteristics, academic background of the trainees, and their previous experience with scientific publication. It also explored various factors influencing journal selection, such as perceived journal reputation, the importance of impact factor, visibility, relevance to the field, ease of the submission process, and overall publishing experience. Additionally, the survey investigated the level of perceived support from universities for publishing activities, the trainees' comfort with using English in scientific writing, and their reading habits of medical journals. A combination of multiple-choice questions was used to gather quantitative data, while open-ended questions aimed to capture the qualitative motivations underlying their choices.

Data collection ran from February until June 2025. Data was extracted from Google Forms and analysed descriptively in July 2025.

To prevent duplicate responses, each participant was required to use a unique email address to complete the questionnaire. For the analysis, only non-identifiable information was used.

To explore whether the observed distribution of responses could be influenced by institutional overrepresentation, we conducted an exploratory post-hoc subgroup analysis stratifying respondents into four clusters: UGent, ULB, other Dutch-speaking universities, and other French-speaking universities.

For single-response categorical variables, group differences were analysed using Chi-square tests, with Fisher's exact test applied when expected cell counts were below five. Continuous variables were compared using one-way ANOVA. Multi-response items were recoded into binary variables per response option and analysed separately using Chi-square tests. Given the large number of comparisons, p-values were adjusted using the Benjamini–Hochberg false discovery rate (FDR) procedure. These analyses were exploratory and not pre-specified in the original study design.

Ethics committee approval was judged not required, as the study consisted of a voluntary anonymized survey among professionals and did not involve collection of clinical or personal sensitive data.

Results

Profile and motivation of current and past paediatric trainees

The demographic characteristics of the respondents are summarized in Table 1.

Respondents' professional status at the time of the survey is shown in Figure 1A. Figure 1B details the distribution of assistants by year of training. The distribution of respondents according to their workplace is detailed in Table 1.

Nearly half of the respondents (49.4%) had authored an article as first author, of which 64.1% from Dutch-speaking universities and 35.9% from French-speaking universities. An overview of the published article types is presented in Figure 1C. At the time of publication, first authors were primarily trainees (87.5%), PhD students (22.5%), fellows (12.5%), or residents (5%). The factors influencing respondents' choice of journal are shown in Figure 1D and motivations to publish are presented in Figure 1E.

Among trainees, 26.6% had conducted a research project during their paediatric training. Information on whether these projects were part of a PhD program was not collected.

Regarding journal clubs, 49.4% of assistants had presented one, 68.4% had attended one, and 17.7% had never participated in one.

As for reading paediatric journals, 19% never read them; 64.6% read them less than once a week, 15.2% more than once a week, and 1.3% fewer than four times per year. Awareness of the BJP was high (97.5%), but only 11.4% were active readers.

Reading habits differed between French- and Dutch-speaking respondents. Among French-speaking trainees, only 29.5% reported reading any paediatric or medical journal, with most indicating that they did not read journals regularly and instead consulted individual articles when a specific topic of interest arose or when faced with a

clinical question. Those who did cite journals most often mentioned Pédiatrie Pratique, Réalités Pédiatriques, Pediatrics, or Pediatrics in Review, while some also referred to general medical journals such as the New England Journal of Medicine or JAMA.In contrast, among Dutch-speaking respondents, 58.3% reported reading at least one journal. They more frequently described regular or structured reading, particularly of Praktische Pediatrie, Percentiel, and the BJP. Several also referred to international journals such as Pediatrics, the Journal of Pediatrics, or Pediatric Nephrology, and general medical journals like The Lancet, JAMA, or the New England Journal of Medicine. A few respondents from this group also indicated reading within the framework of institutional journal clubs.

Concerning academic and institutional support for publishing, responses indicated modest overall encouragement and limited guidance (Figure 2A). Most assistants had received training in critical reading but not in article writing. As shown in Figure 2B, encouragement and support were more often reported by trainees from Dutch-speaking universities than by those from French-speaking ones.

Writing in English was not perceived as a barrier by most respondents (83.5%). Among them, 20.3% had studied English at school, and 10.1% reported speaking it fluently at home. As illustrated in Figure 2B, considering English as a barrier was more frequent among trainees from French-speaking universities. Interestingly, however, the journals in which French-speaking trainees reported publishing, apart from the BJP, were not predominantly francophone. Respondents cited a range of English-language international journals, including Clinical and Experimental Pediatrics, Pediatric Pulmonology, Rheumatology, European Journal of Transplantation Medicine, The American Journal of Tropical Medicine and Hygiene, and Cureus Journal of Medical Science, alongside francophone or Belgian journals such as Revue Médicale de Bruxelles, Louvain Médical, Revue Française d'Allergologie, Archives de Pédiatrie and Percentile. This suggests that while language may influence perceived difficulty, it does not strictly determine publication choices. Additionally, 64.5% of all respondents reported receiving little or no institutional support for writing in English.

The post-hoc subgroup analysis revealed several statistically significant differences between university clusters after FDR correction. These differences mainly concerned perceived institutional support, research involvement, motivation to publish, training in scientific writing, and selected professional characteristics.

Respondents from Flemish universities consistently reported higher levels of institutional support for publication, English-language support, motivation to publish, perceived training in scientific writing, and involvement in research activities. For multi-response items, significant differences were also observed for specific response options, including employment in academic settings, publication of review articles, and the importance attributed to probability of acceptance when selecting a journal.

These differences did not appear to be driven by a single institution such as UGent or ULB. Instead, response patterns tended to cluster along linguistic lines, with Dutch-speaking institutions showing similar distributions and French-speaking institutions displaying comparable patterns. The direction of these differences was consistent with the descriptive findings reported earlier, particularly regarding perceived institutional support and training-related factors.

Profile and motivation of first authors of the BJP

A total of 30 authors responded to the survey which was sent to 627 first authors of the BJP. This corresponds to a response rate of 4.8%.

The demographic characteristics and details regarding the respondents' current workplace, medical school background, and location of paediatric specialization are summarized in Table 1

TABLE 1: Demographic Characteristics of Trainees (N = 79) and BJP Authors (N = 30)

Characteristic	Trainees (n=79)	BJP Authors (n=30)
Age (years)		
20–29	60 (75.9%)	4 (13.3%)
30–39	19 (24.1%)	9 (30.0%)
40–49	0 (0%)	8 (26.7%)
50–59	0 (0%)	6 (20.0%)
60+	0 (0%)	3 (10.0%)
Sex		
Female	63 (79.7%)	20 (66.7%)
Male	16 (20.3%)	10 (33.3%)
Nationality		
Belgian	71 (89.9%)	28 (93.3%)
French	3 (3.9%)	1 (3.3%)
Dutch	1 (1.3%)	1 (3.3%)
Spanish	1 (1.3%)	0 (0%)
Italian	1 (1.3%)	0 (0%)
Other	2 (2.5%)	0 (0%)
Medical school (multiple answers possible)		
KU Leuven	2 (2.6%)	7 (23.2%)
UAntwerp	5 (6.3%)	6 (20.0%)
ULB	28 (35.4%)	3 (10.0%)
UGent	24 (30.4%)	3 (10.0%)
UCL	11 (13.9%)	5 (16.7%)
ULiège	6 (7.6%)	1 (3.3%)
UNamur	5 (6.3%)	1 (3.3%)
UMons	4 (5.1%)	0 (0%)
VUB	2 (2.6%)	1 (3.3%)
Netherlands	2 (2.6%)	1 (3.3%)
UHasselt	1 (2.6%)	0 (0%)
Others	0 (0%)	4 (13.3%)
Paediatric training (multiple answers possible)		
ULB	29 (36.7%)	2 (7.1%)
UGent	23 (29.1%)	3 (10.7%)
UCL	9 (11.4%)	5 (17.9%)
UAntwerp	6 (7.6%)	6 (21.4%)
ULiège	6 (7.6%)	3 (10.7%)
VUB	4 (5.1%)	2 (7.1%)
KUL	3 (3.8%)	4 (14.3%)
Current place of employment (multiple answers possible)		
Academic hospital	56 (70.9%)	15 (50.0%)
Non-academic hospital	17 (21.5%)	10 (33.3%)
Rehabilitation centre	0 (0%)	1 (3.3%)
Private practice	1 (1.3%)	1 (3.3%)
University	11 (13.9%)	8 (26.6%)
Non-medical	0 (0%)	1 (3.3%)

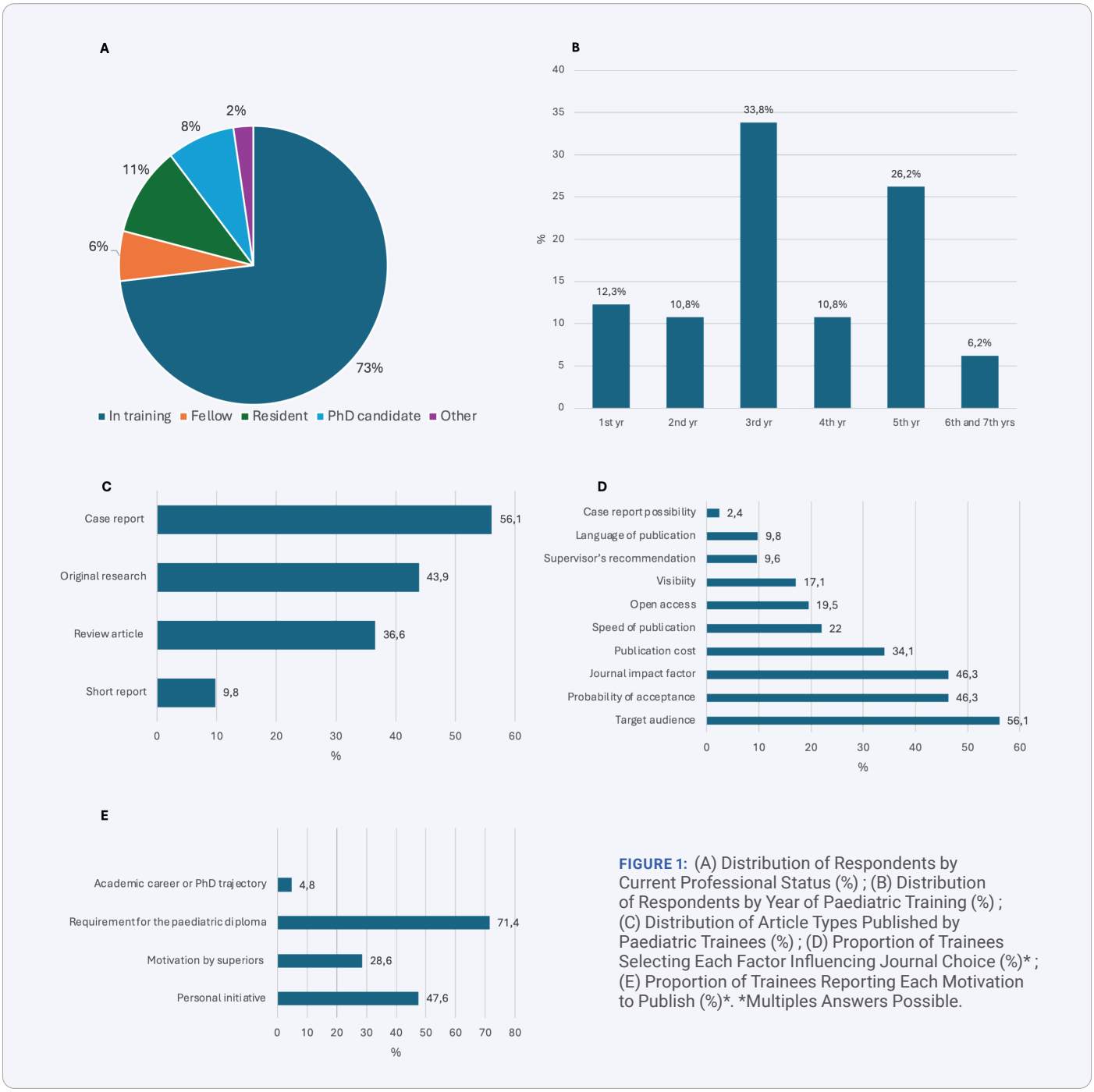


FIGURE 1: (A) Distribution of Respondents by Current Professional Status (%) ; (B) Distribution of Respondents by Year of Paediatric Training (%) ; (C) Distribution of Article Types Published by Paediatric Trainees (%) ; (D) Proportion of Trainees Selecting Each Factor Influencing Journal Choice (%)* ; (E) Proportion of Trainees Reporting Each Motivation to Publish (%)*. *Multiples Answers Possible.

Figure 3 presents an overview of respondents' publication characteristics. Most publications occurred in recent years (Figure 3A) and most authors were staff members, followed by trainees and a smaller number of PhD students and others (Figure 3B). The main motivations for publishing were personal initiative and the requirement for the paediatric diploma, whereas other reasons such as encouragement from a supervisor, invitations, or editorial requests were less frequent (Figure 3C). The number of articles published by respondents varied widely, with the largest group reporting multiple publications and smaller groups having published only once or a few times (Figure 3D).

90% of respondents published as first authors; the others published as last authors.

Only 4.3% of authors reported feeling very supported while writing their article, 26.1% felt supported, 21.7% felt neutral, 17.4% felt unsupported, and the largest group, 30.4%, felt not supported at all.

Half of the authors (50%) had a background in scientific research; the other half did not.

The reasons for choosing the BJP as the journal of publication are summarized in Figure 3E and type of articles published by BJP authors are presented in Figure 3F.

80% of authors stated that BJP was their first-choice journal. Another 16.7% chose it after being rejected by a European journal, and 3.3% after rejection from another Belgian journal.

Authors who published in the BJP and in other journals did so in a wide variety of journals.

Discussion

This study aimed to examine the publication practices and motivations of two key author groups: paediatric trainees and authors who have published in the BJP. Our findings reveal that publication is often driven by institutional requirements especially among trainees, and that support for scientific writing remains suboptimal.

The results provide insight into the publication practices of paediatric trainees in Belgium. While publication is largely perceived as a

FIGURE 2: (A) Proportion of Trainees Reporting Institutional Encouragement, Guidance, and Training in Academic Publishing (%); (B) Proportion of Trainees Reporting Institutional Encouragement, Guidance, and Perceived Language Barriers, Stratified by University Language (French- vs Dutch speaking, %).

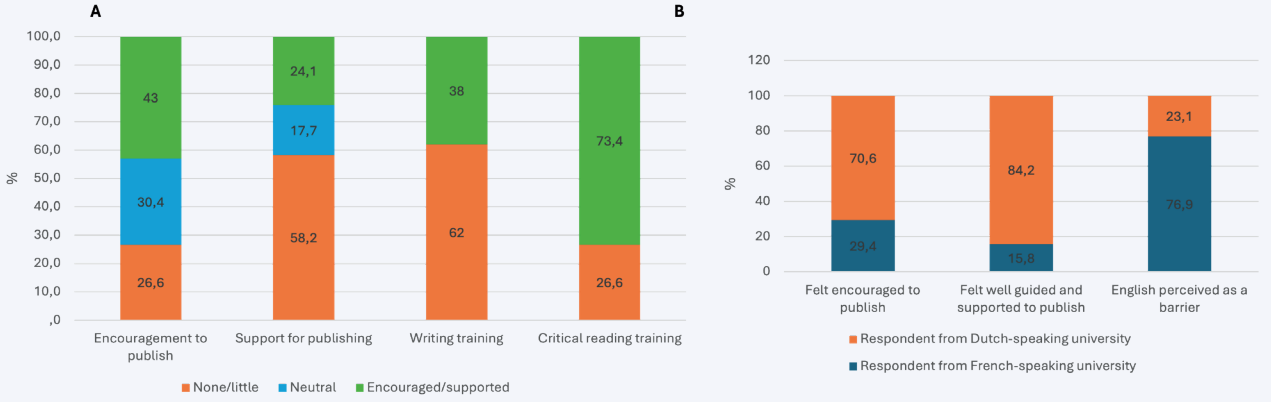
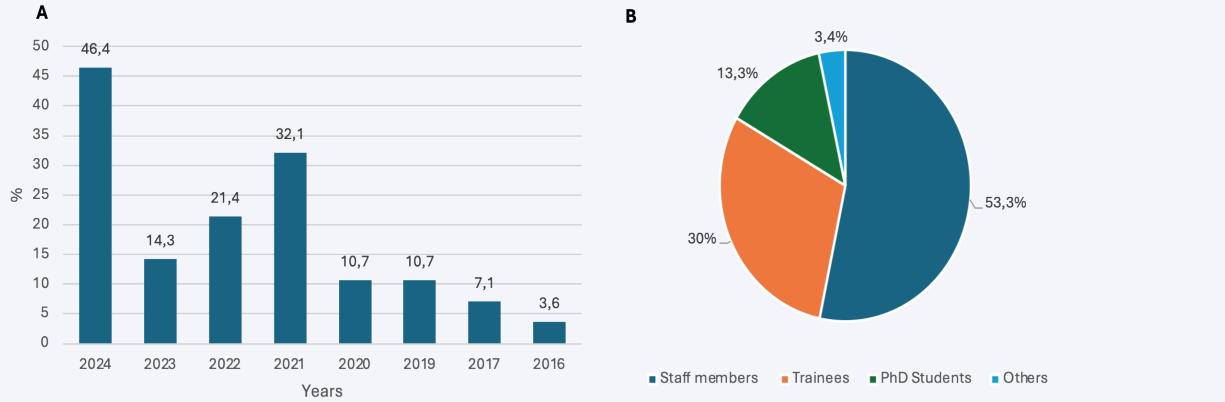
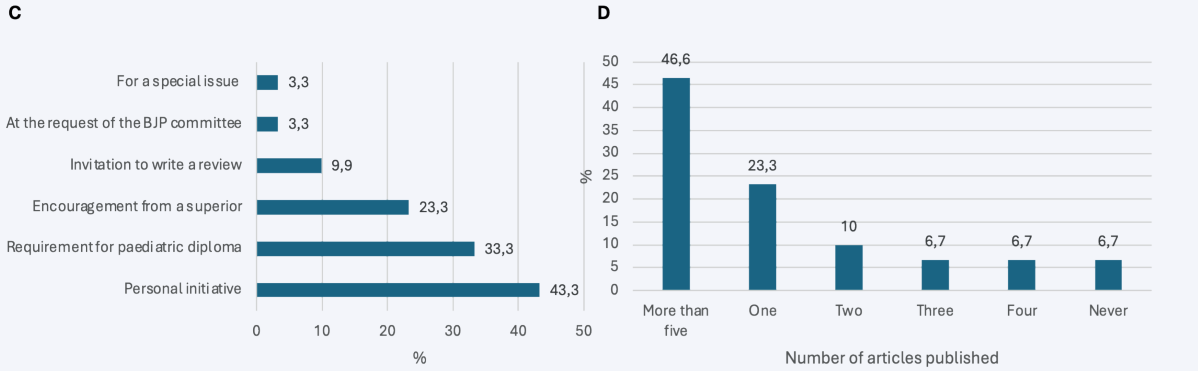
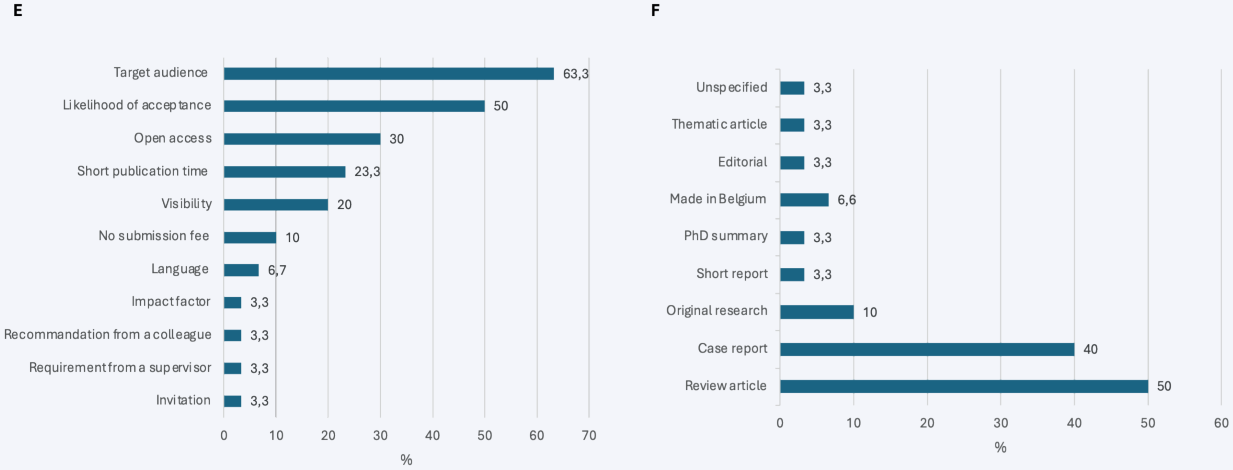


FIGURE 3: Publication characteristics and journal selection factors among BJP authors : (A) Distribution of Publication Years* ; (B) Distribution of Professional Status at Publication ; (C) Proportion of Respondents Reporting Each Motivation to Publish* ; (D) Distribution of The Number of Articles Published (%) ; (E) Proportion of Authors Selecting Each Factor Influencing Journal Selection (%)* ; (F) Proportion of Article Types Published by BJP Authors (%)*. *Multiple Answers Possible







mandatory step for diploma completion, a significant proportion of assistants show genuine academic engagement. Part of this engagement may reflect differing career aspirations: trainees interested in academic or research-oriented careers are naturally more motivated to publish than those planning to work in private practice, where scientific output is less central. Although national data on paediatric career pathways in Belgium are limited, this variability should be acknowledged when interpreting motivation and publication activity. However, gaps in mentorship, training in scientific writing, and critical reading skills limit their full potential. Strengthening support systems—through structured training programs and enhanced supervisory guidance—may foster more active and confident participation in academic publishing (10). Addressing these needs will not only improve individual career development but also advance paediatric research and care nationally.

In our study, 17.7% of paediatric trainees respondents have never presented nor participated in a journal club. This proportion is concerning, even if it may partly reflect differences in institutional organization, mandatory participation policies, clinical workload, or year of training. Journal clubs constitute a key component of postgraduate medical education. Encouraging participation in these activities helps cultivate a culture of evidence-based medicine and strengthens the connection between research and clinical practice (11–12). They contribute to the development of critical appraisal skills, enhance scientific literacy, and foster the analytical mindset required for professional growth. In addition, regular engagement in journal clubs may support a more individualized approach to patient care and sharpen professionals' critical scientific thinking. Limited exposure to such activities during training may therefore reduce opportunities to acquire competencies that are also essential for research involvement, scientific writing, and the publication process.

A total of 26.6% of participants stated to have conducted a research project during paediatric training. This question was aimed to determine which portion of trainees were PhD trainees but given the high percentage of responders we believe this question has been interpreted differently and these results should be interpreted with caution.

19% of paediatric trainee respondents reported that they never read paediatric journals. Although engagement with the medical literature is an essential component of specialist training, we hypothesize that younger trainees may increasingly rely on secondary sources such as UpToDate, national and international society guidelines, or large language models (LLMs).

The exploratory subgroup analyses suggest that observed differences in publication practices, institutional support, and perceived barriers are more likely to reflect broader linguistic and institutional contexts rather than being driven by overrepresentation of UGent or ULB alone. Nevertheless, these analyses must be interpreted with caution. Subgroup sample sizes were limited, the analyses were post-hoc, and the study was not powered for inter-institutional comparisons. As such, these findings should be considered hypothesis-generating rather than confirmatory. Future studies with larger and more balanced samples would be required to formally assess institutional versus community-level effects.

Our findings are in line with previous studies highlighting the importance of structured support and mentorship in fostering scientific output. As shown by D'Arrietta et al. and Funston et al., early exposure to research and supervision positively influences motivation and engagement, while lack of support acts as a barrier (13, 16). In our study, over half of trainees and authors reported feeling unsupported, echoing these concerns. Moreover, Astaneh et al. and Raffing et al. emphasize that writing and publishing skills should be explicitly taught, preferably through dedicated courses (8, 17).

The results provide new insight into the imbalance observed between Dutch- and French-speaking contributions to the BJP. While the majority of respondents did not perceive writing in English as a barrier, a closer look reveals that among those who did, a large majority were affiliated with French-speaking institutions. This suggests that language proficiency or confidence in academic English may remain a more significant obstacle for authors from the French-speaking community. Several factors might underlie this difference. Linguistically, English and Dutch both stem from the Germanic language family, sharing structural and lexical similarities, while French is a Romance language, which may make English acquisition more intuitive for Dutch speakers. Additionally, differences in English education curricula between the two communities may play a role, as well as variations in institutional support for scientific writing. These disparities could contribute to a lower submission rate from French-speaking authors to English-language journals such as the BJP.

To address this imbalance, targeted measures could be considered, such as offering dedicated academic English courses for paediatric trainees or integrating tools like LLMs to assist with manuscript drafting. Such initiatives could help ensure more equitable participation in academic publishing across linguistic communities.

In line with all these observations, Wang et al. highlighted a psychological and practical gap among young physicians: although they exhibit strong intrinsic motivation and positive attitudes toward research, systemic barriers such as limited institutional support hinder their ability to translate this motivation into active research engagement (18).

Among the 30 authors who responded and had published in the BJP, the majority were Belgian women aged between 30 and 49 years. While this may suggest a strong presence of female authors in this sample, it is unclear whether this reflects the overall gender distribution of first authors in the BJP, or whether it is influenced by a response bias. We did not analyse the evolution of gender representation among BJP authors over time, which limits our ability to draw conclusions about broader trends. However, this observation is interesting considering findings by Yao et al., who reported a significant global increase in female authorship in the biomedical sciences over the past two decades (19).

Respondents came from diverse professional and academic backgrounds. Although half of them reported prior research experience, support during the writing process was generally low. Their main motivations for publishing in the BJP included the journal's targeted audience, high likelihood of acceptance, open access format, and fast publication timeline. These factors made the BJP the first choice for 80% of respondents. This aligns with findings by Bautista et al., who showed that authors often prioritize speed, visibility, and accessibility when selecting a journal (20).

This study highlights that the BJP serves as an accessible journal, attractive to early-career clinicians. Despite many respondents having limited research backgrounds, they felt encouraged to publish in BJP, underlining the journal's inclusive and supportive role within the paediatric community.

This study has several limitations related to both survey components, and the findings should be interpreted with appropriate caution.

Among paediatric trainees, the response rate was low (13.7%), limiting the representativeness of the sample and introducing a risk of non-response and self-selection bias. However, this response rate should not be interpreted as a direct indicator of lack of engagement or interest among trainees. Survey participation may have been influenced by multiple factors, including workload, timing, survey fatigue, and dissemination procedures. In addition, it is possible that some of the email addresses used to distribute the survey were no longer actively consulted by former trainees, which may have further reduced participation. Furthermore, the survey was disseminated by the administrative offices of each university because of confidentiality; consequently, we had limited control over the distribution procedure.

The response rate among first authors of the BJP was 4.8%, which is lower and requires even greater caution in interpretation. These authors were contacted using the email addresses provided at the time of manuscript submission, sometimes several years earlier, and outdated contact information may therefore have substantially limited participation. Consequently, the perspectives collected likely reflect those of reachable and motivated respondents rather than the full population of BJP contributors. Although the questionnaires were distributed exclusively to first authors, 10% of respondents identified themselves as second authors, possibly due to miscommunication within author groups or forwarding the questionnaire to co-authors.

The modest sample size, voluntary participation, and over-representation of certain universities further limit the generalizability of the findings to all paediatric trainees and to authors publishing in other paediatric journals. Most responses came from professionals trained at Ghent University and ULB, likely because the survey was disseminated by two paediatric trainees from these institutions, facilitating personal outreach and increasing respondent motivation. The possibility of non-response bias therefore cannot be excluded, and the findings should be interpreted as exploratory and reflective of the respondents' views rather than fully representative of the entire trainee population.

Exploratory subgroup analyses suggested that some observed differences in publication practices, institutional support, and perceived barriers may reflect broader linguistic and institutional contexts rather than being driven solely by the overrepresentation of UGent or ULB. However, these analyses should be interpreted with caution. Subgroup sample sizes were limited, the analyses were conducted post hoc, and the study was not powered to formally assess inter-institutional differences. Accordingly, these findings should be considered hypothesis-generating rather than confirmatory. Future studies with larger and more balanced samples would be required to better assess potential institutional or community-level effects.

Finally, the survey relied on subjective, self-reported perceptions, which may not fully reflect the actual support, resources, or training opportunities offered by universities. For example, institutions may provide adequate research supervision or English-language writing courses that were not consistently perceived or reported by respondents. This subjectivity further limits the ability to draw objective comparisons between institutions.

Nonetheless, the results point toward concrete recommendations. Embedding structured scientific writing training into paediatric curricula, increasing mentorship opportunities, and fostering a more supportive research culture could enhance both the quality and quantity of publications. Targeted support for French-speaking institutions may help rebalance representation in the BJP. Additionally, encouraging continued investment in accessible publication platforms like the BJP remains essential.

Future research should explore the longitudinal impact of these support structures and assess whether enhanced training and mentorship influence long-term publication productivity and academic career trajectories. Cross-institutional efforts and collaboration between academic centres and professional societies may play a pivotal role in achieving this.

Conclusion

This study highlights differences between French- and Dutch-speaking universities in institutional support and language-related confidence in publishing. Strengthening mentorship and integrating academic writing and English-language training could help reduce these gaps and promote more balanced participation in Belgian paediatric research.

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