



Vrije Universiteit Brussel



Universiteit Antwerpen



ICCS experience in Belgium Flanders

Presented by Eva Franck

Researcher University of Antwerp



Vrije Universiteit Brussel



Universiteit Antwerpen

ICCS in Belgium Flanders

1. **Context** of ICCS in Belgium Flanders
2. Main results of the **Flemish extended report**, a reason for more in-depth analysis
3. **Dissemination** of the ICCS study in Belgium Flanders
4. Some results of the **in-depth analysis**



Vrije Universiteit Brussel



Universiteit Antwerpen

1. Context ICCS in Belgium Flanders

- Flemish community = responsible for education
- General principles of education in Flanders
 - Freedom of education
 - Autonomy
- CCE = cross-curricular



2. Main results of the Flemish extended report

Structure of the extended report of BFL:

Ch 1: Literature - Dimensions within the concept of citizenship

Ch 2: Analysis - Dimensions within the concept of citizenship

Ch 3: International comparison on 5 scales

Ch 4: Comparison over time (Flemish module)

Ch 5: Comparison over age: 16 (Flemish module) versus 14 year olds

Ch 6: Explanation of position of BFL in ranking: school context

Ch 7: Explanation of position of BFL in ranking: country context



2. Main results of the Flemish extended report

Structure of the extended report of BFL:

Ch 1: Literature - Dimensions within the concept of citizenship

Ch 2: Analysis - Dimensions within the concept of citizenship

Ch 3: International comparison on 5 scales

Ch 4: Comparison over time (Flemish module)

Ch 5: Comparison over age: 16 (Flemish module) versus 14 year olds

Ch 6: Explanation of position of BFL in ranking: school context

Ch 7: Explanation of position of BFL in ranking: country context



2. Main results of the Flemish extended report

- **Comparison:** 20 European Countries (without: Norway, Liechtenstein, Switzerland, Malta & Cyprus)
- **Five scales** were retained for comparison in the Extended report of ICCS in Flanders:
 - Civic knowledge
 - Importance of conventional citizenship
 - Students' self-concept in politics
 - Attitudes towards gender equality
 - Attitudes towards equal rights for immigrants



2. Main results of the Flemish extended report

- **Comparison:** 20 European Countries (without: Norway, Liechtenstein, Switzerland, Malta & Cyprus)
- **Five scales** were retained for comparison in the Extended report of ICCS in Flanders:
 - Civic knowledge
 - Importance of conventional citizenship
 - Students' self-concept in politics
 - Attitudes towards gender equality
 - Attitudes towards equal rights for immigrants



Civic knowledge

Above international average

- 576 Finland / Denmark ▲
- 537 Sweden ▲
- 536 Poland ▲
- 534 Ireland ▲
- 531 Switzerland/Liechtenstein/Italy ▲
- 529 Slovakia ▲
- 525 Estonia ▲
- 519 England
- 518 Western-Europe**
- 516 Slovenia
- 515 Norway / **Europe**
- 514 Belgium Flanders**
- 510 Czech Republic
- 505 Lithuania / Spain ▼
- 503 Austria ▼

Below international average

- ▼ Netherlands 494
- ▼ Malta 490
- ▼ Latvia 482
- ▼ Greece 476
- ▼ Luxembourg 473
- ▼ Bulgaria 466
- ▼ Cyprus 453

International average = 500



2. Main results of the Flemish extended report

- **School level explanations**
 - 23 indicators tested (CCE as separate subject or cross-curricular, pupils' participation, school culture,..)
- **Country level explanations**
 - **National and regional context and culture:** 29 country indicators tested (modernization, freedom of press, globalization, migration pressure...)
 - **Educational policy and system:** 25 country indicators tested (teacher education (length), unitary structure, formal exams, level of public steering of educational system,...)



Vrije Universiteit Brussel



Universiteit Antwerpen

2. Main results of the Flemish extended report

- **School level explanations**
 - School average of pupils' perception on their participation at school (participation in decision making, school/class climate, ...): **impact on all scales**
 - CCE as separate subject or cross-curricular (school questionnaire): **no impact**



Vrije Universiteit Brussel

Universiteit Antwerpen

2. Main results of the Flemish extended report

- **Country level explanations: National and regional context and culture**
 - **Modernization, freedom of press, globalization: POSITIVE** impact on Civic knowledge and **NEGATIVE** impact on Importance of Conventional Citizenship
 - **Migration pressure and political party competition: NEGATIVE** impact on attitude towards immigrant rights



Vrije Universiteit Brussel

Universiteit Antwerpen

2. Main results of the Flemish extended report

- **Country level explanations: Educational policy and system:**
 - **Length of teacher education (years) and unitary structure:** POSITIVE impact on civic knowledge
 - **Formal exams and the level governmental regulation of the educational system:** NEGATIVE and POSITIVE impact on the attitudes of pupils towards equal rights of immigrants



Vrije Universiteit Brussel



Universiteit Antwerpen

2. Main results of the Flemish extended report

More in-depth analysis (4 papers):

- The acceptance of the multicultural society among young people
- Decline or shift in the political and civic engagement of young people. An empirical, comparative analysis.
- The relative strength of teaching versus experiencing democracy in school
- Various aspects of (in)equality in civic knowledge



2. Main results of the Flemish extended report

More in-depth analysis (4 papers):

- The acceptance of the multicultural society among young people
- Decline or shift in the political and civic engagement of young people. An empirical, comparative analysis.
- The relative strength of teaching versus experiencing democracy in school
- Various aspects of (in)equality in civic knowledge



Vrije Universiteit Brussel

Universiteit Antwerpen

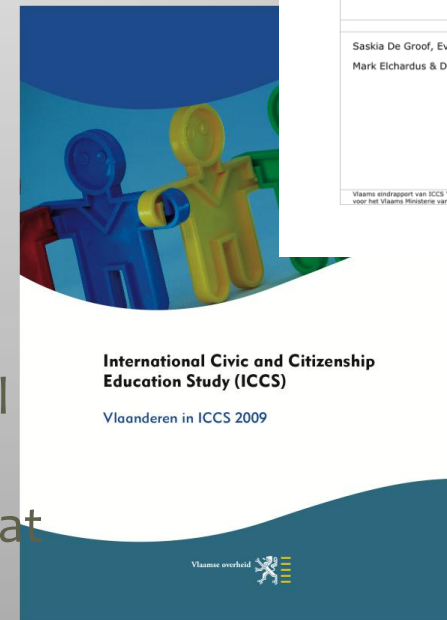
3. Dissemination of the ICCS-study in Belgium Flanders

Reports:

- Brochure (50p): Flemish and English
- Extended Flemish report (281p)
- Three technical reports
- Feedback reports to schools

Further dissemination:

- **Exclusive interview** in National Newspaper (20/21-11-2010)
- **Press conference** and interviews on national television (22-11-2010)
- **Official presentation of the Flemish results** at a conference (23-11-2010)
- **Interview** in 'Klasse': Magazine for all Flemish teachers(12-2010)





Vrije Universiteit Brussel

Universiteit Antwerpen

3. Dissemination of the ICCS-study in Belgium Flanders

klasse



ZIJN VLAAMSE JONGEREN GOEDE BURGERS?

Politiek? Nee!

Sociaal engagement

welijks vier op de tien veertienjarigen begrijpen politieke thema's. Slechts een op de vijf denkt later als volwassene te kunnen deelnemen aan de politiek. Anderzijds vinden bijna acht op de tien Vlaamse leerlingen dat goede burgers deelnemen aan activiteiten die het milieu beschermen, mensenrechten bevorderen of mensen in de lokale gemeenschap helpen. In de politiek gaan? Nee! Je sociaal engageren? Ja!

"Laat leerlingen actief participeren en creëer een open klasklimaat. Zo verhoog je hun politieke zelfbeeld," zeggen onderzoekers Saskia de Groot (VUB) en Eva Franck (UA). Ze namen samen het Vlaamse luik van de International Civic and Citizenship Education Study (ICCCE) voor hun rekening. Daaruit blijkt dat Vlaamse leerlingen lager scoren op 'politiek' burgerschap. Voor 'sociaal' burgerschap doen ze het even goed.

Saskia de Groot en Eva Franck: "Vlaamse leerlingen krijgen in het middelbaar onderwijs weinig kennis over burgerschap in eigen land. Toch zijn er landen waar leerlingen het veel beter doen. Hoe langer die is, hoe beter leerlingen doorkomen. Ook de structuur van het onderwijs speelt een rol. Waar leerlingen hun studiekeuze in het secundair onderwijs later leeftijd maken, presteren leerlingen beter. Het is dus niet zo'n goed idee om te denken dat zwakke leerlingen het in zo'n vak beter doen, terwijl sterke leerlingen het niet slechter doen. Het verschil tussen de Vlaamse scholen is klein."

onderling zou je kunnen verklaren door de vrije schoolkeuze die in de meeste andere landen nauwelijks bestaat. Scholen ervaren concurrentie, profileren zich en trekken een bepaald publiek aan. Daardoor krijg je een sociale kloof, wat ook doorwerkt in verschillende resultaten van scholen."

Vanwaar die afkeer van politiek?
Saskia de Groot en Eva Franck: "Vlaamse leerlingen hechten weinig belang aan politiek of 'conventioneel' burgerschap. Dat heeft vooral te maken met maatschappelijke processen van de laatste vijftig jaar: het belang van religie is verminderd - zeker bij de autochtone bevolking - tradities zijn belangrijker. Jongeren keren zich fel af van de 'conventionele' politiek. Vlaanderen is heel sterk gevoelend in die 'detraditionalisering', daarom scoren Vlaamse leerlingen ook zo laag op de voorgrond. De focus ligt op de verantwoordelijkheid van het individu. De maatschappij verwacht meer van mensen, maar biedt hun minder houvast. Misschien is er wel een nieuw burgerschapsmodel nodig voor de landen."



Vrije Universiteit Brussel

Universiteit Antwerpen

3. Dissemination of the ICCS-study in Belgium Flanders

Policy implications of ICCS in Belgium Flanders:

- Questions in Flemish parliament (24-11-2010), followed by a 'request of topical interest'
- Request of the Minister for more in-depth analysis
- ICCS results will be taken into account in policy plans for 2012
- Continuation of policy support for 'Pupil Participation at school'
- ...



Vrije Universiteit Brussel



Universiteit Antwerpen

4. Paper 2: “The Acceptance of the Multicultural Society among Young People”

Quasi-Market educational systems



(1)

Inequality of the school system



Less support for a multicultural society



Vrije Universiteit Brussel



Universiteit Antwerpen

4. Paper 2: “The Acceptance of the Multicultural Society among Young People”

Quasi-Market educational systems



Inequality of the school system



(2)

Less support for a multicultural society



Vrije Universiteit Brussel



Universiteit Antwerpen

4. Paper 2: “The Acceptance of the Multicultural Society among Young People”

	Model 2		Model 3	
	B	Beta	B	Beta
Intercept	48,448***	0,000***	48,522***	0,000***
Public versus market driven educational system (scale) - grand mean	0,972*	0,090*	0,662 ⁺	0,061 ⁺
Ethnic Segregation: Correlation (minus 1) between the % of migrants and the mean level of SES within schools per country			-3,505**	-0,091**

*** Significant at 0.001 level; ** Significant at 0.01 level; * Significant at 0.05 level; ⁺ Significant at 0.07 level



Vrije Universiteit Brussel



Universiteit Antwerpen

4. Paper 2: “The Acceptance of the Multicultural Society among Young People”

Quasi-market systems lead to less support for immigrants’ rights among pupils, largely because they lead to ethnic segregation

Half of the cross-national variation explained

More public steering might be advisable



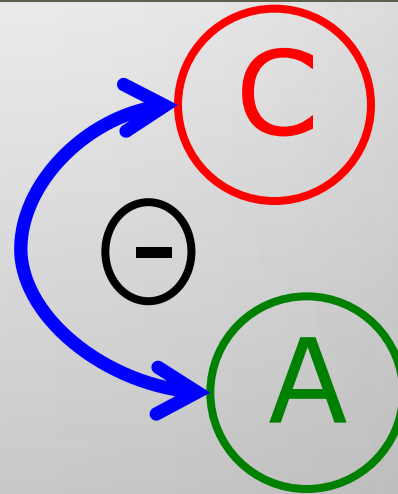
Vrije Universiteit Brussel



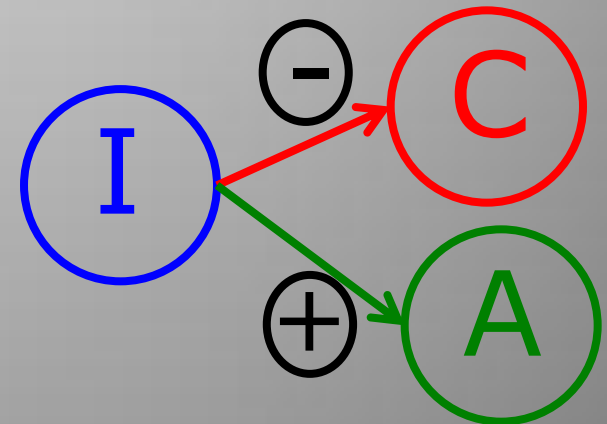
Universiteit Antwerpen

4. Paper 1: “Decline or shift in the political and civic engagement of young people”

- H1: Engagement in “conventional” and “alternative” politics are negatively interrelated



- H2: In individualized societies → Less engagement in traditional politics but more alternative participation





Vrije Universiteit Brussel



Universiteit Antwerpen

4. Paper 1: “Decline or shift in the political and civic engagement of young people”

No evidence for hypothesis 1 & 2

- No negative correlation between conventional & alternative participation, but a strong positive correlation
- No shift in engagement as countries modernize
- Individualization: negative effect on conventional (but not sign.) but strong impact on alternative participation
- Even stronger negative effect of welfare state on alternative engagements



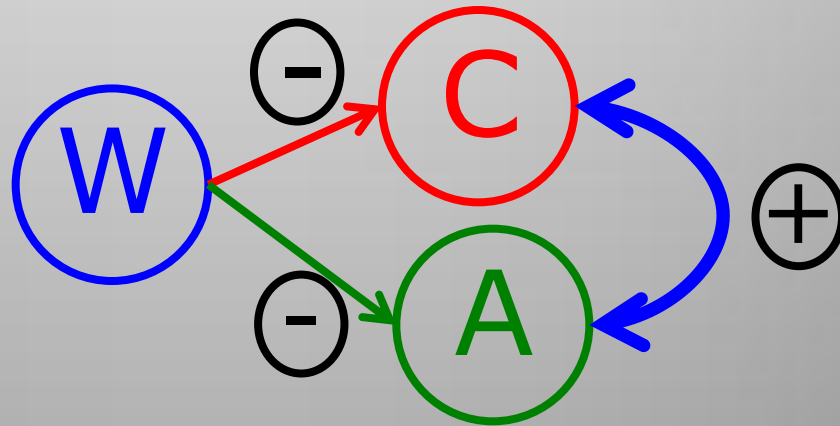
Vrije Universiteit Brussel



Universiteit Antwerpen

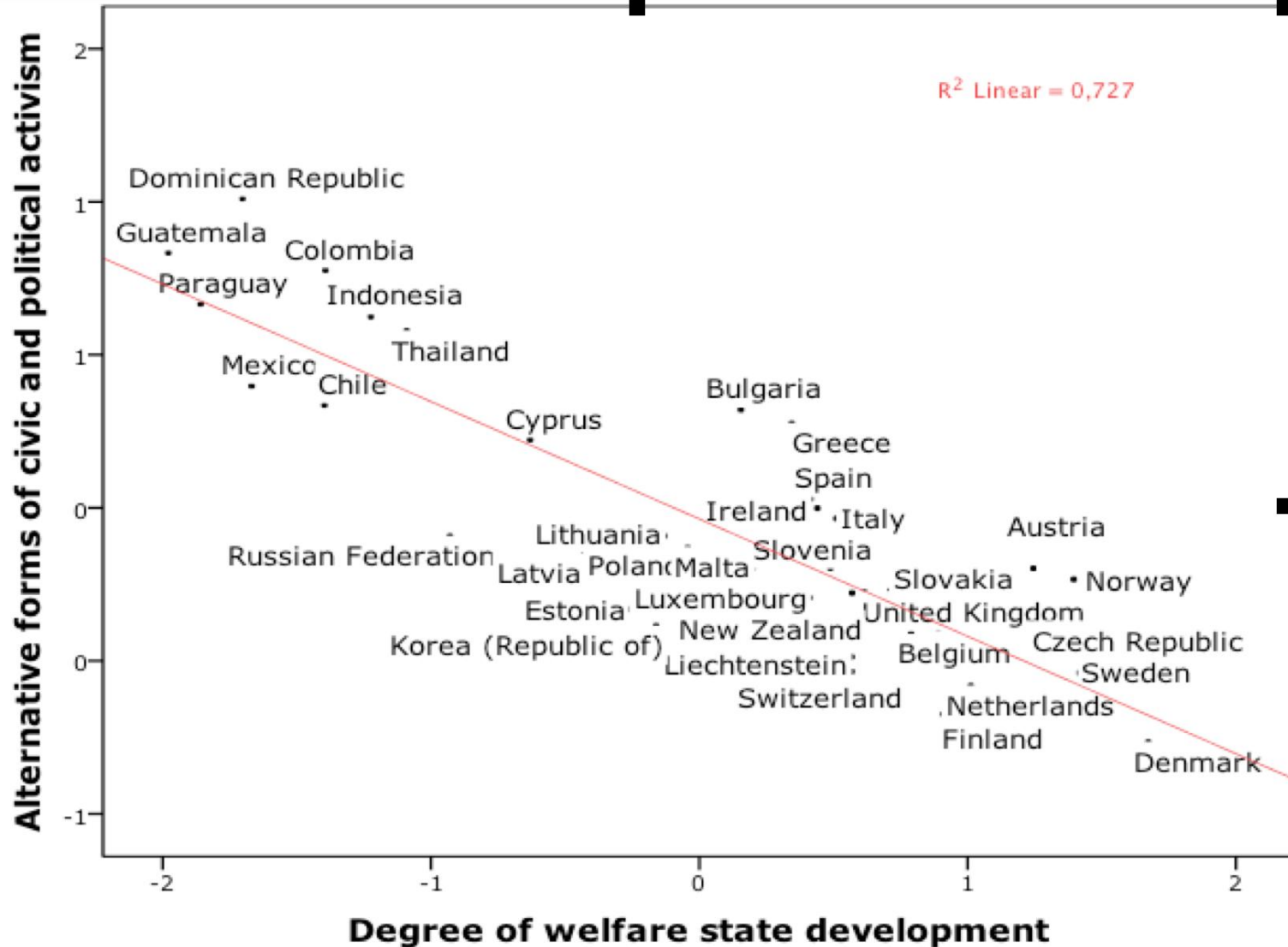
4. Paper 1: “Decline or shift in the political and civic engagement of young people”

In Welfare states → Less engagement in civic life, both traditional and alternative





4. Paper 1: “Decline or shift in the political and civic engagement of





Vrije Universiteit Brussel



Universiteit Antwerpen

Questions

eva.franck@ua.ac.be

Leen.vandeputte@ond.vlaanderen.be