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**
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

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- **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
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Civic knowledge

Above international average
576 Finland / Denmark ▲
537 Sweden ▲
536 Poland ▲
534 Ireland ▲
531 Switzerland/Liechtenstein/Italy ▲
529 Slowakia ▲
525 Estonia ▲
519 England
518 Western-Europe
516 Slovenia
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,...)
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**
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
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
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
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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)
3. Dissemination of the ICCS-study in Belgium Flanders
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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’
- …

Quasi-Market educational systems

Inequality of the school system

Less support for a multicultural society

Quasi-Market educational systems

Inequality of the school system

Less support for a multicultural society

<table>
<thead>
<tr>
<th></th>
<th>Model 2</th>
<th></th>
<th>Model 3</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Intercept</td>
<td><strong>48.448</strong>*</td>
<td><strong>0.000</strong>*</td>
<td><strong>48.522</strong>*</td>
<td><strong>0.000</strong>*</td>
</tr>
<tr>
<td>Public versus market driven educational system (scale) - grand mean</td>
<td>0.972*</td>
<td><strong>0.090</strong>*</td>
<td>0.662+</td>
<td>0.061+</td>
</tr>
<tr>
<td>Ethnic Segregation: Correlation (minus 1) between the % of migrants and the mean level of SES within schools per country</td>
<td></td>
<td>-3.505**</td>
<td></td>
<td>-0.091**</td>
</tr>
</tbody>
</table>

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

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.
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
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
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 young people”
Questions

eva.franck@ua.ac.be

Leen.vandeputte@ond.vlaanderen.be