

European Citizenship In Flemish secondary education

Knowledge and perception about the EU among Flemish youngsters

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Abstract

Because of the continuous innovations in education and the final attainment levels concerning the European Union as well as the increasing influence of the European Union on education, we decided to investigate the status of European citizenship education. Therefore, this Bachelor's thesis examines the knowledge and perception of the European Union among pupils in the first and third grade of Flemish secondary education.

Besides a literature study on the current findings on European citizenship education, this thesis also contains the methodology of our comparative research where the selection procedure of the schools as well as a questionnaire, which we drew up based on our own study on the (new) attainment targets, are discussed. Furthermore, this thesis also contains the results of a practical, comparative research that was conducted in five Flemish schools. Besides those Flemish schools, a Spanish school was also involved in this research, as a comparative factor.

Overall, results on the knowledge on the European Union were low. In the first grade, the average was only 7,0 out of 20. Even the third grade wasn't able to pass our test, with a meagre result of 9,9 out of 20. The Spanish pupils (3rd grade) didn't do much better either. In fact, their average score was 6,9 out of 20, which is slightly less than the average result of the Flemish pupils in the first grade.

However, we did notice a rather positive result in regard to their perception and attitude towards the EU. On this aspect, the Spanish pupils scored highest with a total of 16,1 out of 20. The Flemish pupils mutually had more or less the same viewpoints as one another, which were positive and resulted in an average total score of 14,1 out of 20.

We do feel that the adaptation of attainment targets towards a process that includes both in-depth EU knowledge as well as democratic and citizenship skills could benefit pupils in their evolution towards full-fledged EU citizens. In our opinion, the adapted curricula and attainment targets are a step in the right direction, but the bar could certainly be raised even higher. Especially regarding the education of factual knowledge about the functioning of the European Union.

Preface and acknowledgements

As both of us have a rooted interest in politics and education, it felt right to settle on the topic of 'European citizenship education'. In addition, one of the key competences as a teacher is to prepare pupils to become participating citizens of this society. As Belgium is a member state of the European Union, this means that we need to prepare them for Belgian- as well as European citizenship. And, as teachers to be, we of course wish to contribute to this evolution of European pupils into fully developed European citizens. To do so, we decided to do a study on the knowledge and perception of the EU among pupils in Flemish secondary education.

A thesis is usually the last step which students take in obtaining a diploma. This bachelor's thesis is therefore the culmination point of our educational bachelor's degree in secondary education. However, we could not complete this final chapter of our programme without the help of some important people, whom we would like to thank specifically.

First and foremost, we would like to thank our supervisor and promotor, André Vyt. Without his extensive guidance during the process of writing this bachelor's thesis, his aid with the analysis of our questionnaire and his overall expertise within this field, we would never have been able to bring this project to a successful conclusion.

Secondly, we would also like to thank all the schools that contributed to this study. The situation regarding COVID-19 meant that every school, teacher and pupil already had plenty of challenges to face. Nevertheless, these schools took the time and effort to participate in our survey and this was greatly appreciated.

Last, but by no means least, we would also like to thank Europahuis Ryckvelde for sharing the results and research questions of their study. Our cooperation has proven to be useful and we hope that by sharing our results, we can contribute to their organization just as they did to our research.



Figure 1: Pro-EU protesters in Parliament Square (N.H., 2019)

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1. Introduction

As mentioned before, one of the key competences as a teacher is to prepare pupils to become actively involved citizens of the society. Our society is multi-layered and is regulated by regional and federal authorities. It is essential to understand that Belgium's educational system is influenced by the educational activities supported by the European action programs of the Council of Europe (CoE), together with the contributions of the European Union in promoting European Citizenship. Both entities are tasked with exposing the students to public life and knowhow, both at the national and European level. As Belgium is a member state of the European Union, there is a need for the education system to prepare the students for Belgian as well as European citizenship. In the past ten years several European action programmes of the Council of Europe have already focused on active involvement of youth and on promoting European Citizenship.

However, Missira (2019) argues that the outcomes of CoE and EU efforts on civic education are challenged by the lack of knowledge of the European democratic processes and elections, amid other instabilities. According to the European report from the International Civic and Citizenship Education Study (Losito et al., 2016) that surveyed what students reported about their opportunities to learn about Europe at school (learning about other countries in Europe, European history, political and economic integration in the EU, etc.), Belgium scored the lowest out of all countries. Losito et al. (2016) observed that integrating a stronger EU dimension in education would give Flanders a better place in international evaluations. It would also prepare young citizens better for their future as Flemish, Belgian, and at the same time EU citizens.

The principle of the Jean Monnet Programme (Universidad de València, n.d.) for higher education, to comprise the study of Europe in its entirety with particular emphasis on the European integration process in both its internal and external aspects, could be beneficial for the development of pupils into European citizens. Today, the only schools acknowledged by the EU to actively apply this principle, are the schools that gained the EPAS-label. In short, understanding how citizenship education is taught, how students are evaluated, and the skills accompanied within and outside the classroom is essential in light of this situation. This will enlighten on how the modern curriculum organisation and content teaching are integrated to inform the Flemish secondary education on the collective European intellect that has been set as a goal by the Council of Europe.

After exploring the available literature on this topic in chapter two, we define the main question we want to investigate: **“What is the current knowledge and perception regarding the EU in Flemish youngsters in secondary education?”** As the final attainment targets for secondary education have been thoroughly revised in 2020 for implementation from 2021 onwards, we also analysed which aspects regarding the EU are embedded in this framework. To gain answers to our research question, we conducted a comparative field research in the second and sixth year of secondary education in both Flanders and Spain. We elaborate on this research in chapter four. In chapter five, we analysed and discussed our results, and in chapter six, we made our final conclusions. Afterwards, we listed all our sources and in the final part of this thesis we annotated our developed materials and other annexes.

2. European citizenship, quo vadis?

In this chapter, 'European citizenship education' is further explained, as well as which existing materials were found during this study, what conclusions were made from exploring those materials and other published sources, and how this influenced our research question.

2.1. Defining 'European citizenship education'

As stated by the Education, Audiovisual and Culture Executive Agency of the European Union (2012), Citizenship education refers to the aspects of education at the school level intended to prepare students to become active citizens by ensuring that they have the necessary knowledge, skills, and attitudes to contribute to the development and well-being of the society in which they live. It is a broad concept that encompasses teaching and learning in the classroom and practical experiences gained through school life and activities in wider society. It encompasses the narrower concept of 'civic education', as defined by the IEA, which is restricted to 'knowledge and understanding of formal institutions and processes of civic life (such as voting in elections)' (IEA 2010a, p. 22).

However, Biesta (2011) argues that to answer questions about what constitutes 'good' citizenship education and what its aims and purposes are, we should begin with its three functions:

- 1) Qualification: providing young people with the knowledge, skills, understandings, dispositions, and forms of judgment that allow someone to do/be something.
- 2) Socialisation: ways of becoming a member and part of particular social, cultural, and political "orders", the transmission of norms and values, bringing young people into existing ways of knowing and doing.
- 3) Subjectification: becoming a (political) subject, ways of becoming autonomous and independent from the socio-political order, process through which new ways of being and doing can come into existence or come into being a unique subject.

In short: a 'good' upbringing and education should never be limited to forms of learning that only contribute to reproducing socio-political orders or to the insertion and/or adaption of individuals into these orders (qualification and socialisation). It should also include a dimension of emancipation to help young people to become unique, autonomous, and independent subjects (subjectification).

2.2. Summary of existing materials

2.2.1. Implementation of European Citizenship Education

Young individuals require an increasingly wide range of understanding to fully become responsible citizens, which is revealed in the national curricula for citizenship education. Citizenship education is compulsory among European Union member states. It is delivered in learning institutions through different approaches like a stand-alone subject, a cross-curricular dimension, and another learning area. But then again, the combination of the three approaches is commonly used (Hahn, 2015). Schools in Europe comprehend the multi-dimensional nature of citizenship. They are allocated objectives not just in terms of theoretical knowledge that learners should acquire but in

terms of competencies they should integrate and values and attitudes. The national curricula promote active participation both inside and out of school. The curricula also address various societal issues like sustainable development and cultural diversity, and European and international extents.

In the last decade, different initiatives were launched by the European Commission to support EU member states in successfully implementing the key competence approach. In 2006, an expert group was established to advise and deliberate on research to determine critical indicators in active citizenship and civic competencies in education. The 2010-2018 EU Youth Strategy declared promoting solidarity, social inclusion, and active citizenship as the main agenda (Missira, 2019). The strategy entails various lines of action linked to nurturing citizenship both in formal and non-formal educational undertakings such as participation in representative democracy and civil society and volunteering as a tool for citizenship and social inclusion. The majority of these programmes support the agenda to bring citizens closer to the European Unions and involve them in future discussions. However, according to a report by the European Commission (2021), in secondary education in Flanders for example, the EU is currently still only really focused on in History and/or Geography lessons. Whether or not pupils in secondary education are actually acquainted with Europe in a sufficient manner, depends strongly on the personal interest of teachers and school management in the European Union.

Since citizenship education cannot be implemented effectively in a place of vacuum, young people need to familiarize themselves first with the principles and values of the democratic process through their interactions with the first communities in which they are active members; their schools. That's why the European cooperation in education demands greater opportunities for young people to learn and participate actively, such as school-based activities with employers, civil society organizations, youth groups, and cultural activities. The European Commission emphasizes greater focus on practical competencies, a learning outcomes method, a new approach of assessment enhanced by the perpetual development of teachers' skills and knowledge, which are all crucial in the implementation of critical social and civic competencies. The European Commission also seeks to promote active citizenship and mutual knowledge by bringing individuals from different regions of Europe together through exchanges, debates, and meetings to promote the active involvement of European citizens in policymaking. Most schools promote the participation of young individuals in citizenship-related activities by providing the students with opportunities to study citizenship competencies through a variety of programs and projects outside the school. For example, functioning with the local communities, experiencing and discovering democratic involvement in the community, and addressing common matters such as environmental conservation and cooperation among generations are encouraged by publicly financed programs.

Most of the EU nations have implemented rules to encourage student and parent participation in school governance to enhance student competencies in this area, whether in the form of student councils, class representatives, and student representation in school management departments or through parent involvement in the running of schools (Eidhof, 2016). Also, based on the level of education, more regulations are created to enable student participation in school governance (Huyst, 2009). The political structures in schools are designed to offer learners a forum for debates

and will allow them to voice their ideas on issues affecting them related to school life. Lanvers & Hultgren (2018) notes that the European education system is focused on forming internal school governance structures that are inclusive, allowing students to participate actively and ensure all sections in the school fraternity are represented. Students are the ones that elect class representatives are given the general responsibility of representing the interests of other students. Class representatives are involved with the development of the educational plan in the school, the formulation of the rules running the school, and the supervision of budgetary issues. In countries like Scotland and the United Kingdom, there are programmes like the Demorca-school Programme intended to enhance the performance of the student' council by promoting practical cooperation among the parties involved in internal decision-making like teachers, students, and parents. Participatory school culture is very crucial for successful citizenship education (Geboers et al., 2013). School culture is the system of norms, values, attitudes, principles, daily practices, organizational arrangements, and teaching methods. Therefore, school culture is a powerful influence on the whole school's acts. Therefore, effective implementation of citizenship education demands a school culture that encourages inclusivity based on democratic principles.

Furthermore, during this literature study, the European Parliament Ambassador School programme was also discovered. This programme aims to stimulate pupils' political skills and get to know how European democracy works, and to develop their European citizenship skills (European Parliament, 2018). Within participating schools, (some) teachers and pupils are appointed as senior and junior ambassadors and are charged with the implementation of the programme. The educational aspect is taken care of by the teachers. They do this, among other things, by organising lessons on European parliamentary democracy. For this they can use the interactive educational material of the European Parliament. The material includes general information and facts about the EU as well as training on democratic skills and participation, role plays and quizzes. The ambassadors are also asked to set up various activities such as the creation of an EU info point in schools. In addition, they are required to liaise with Members of the European Parliament, other ambassadors and partners and engage in dialogue with their communities. The activities of the participating schools are also evaluated annually at the end of the school year. If the programme has been successfully completed, the schools are certified as ambassador schools and the selected ambassadors receive a certificate during a ceremony, often in the presence of Members of the European Parliament! Finally, there is also a possibility for the ambassadors to have the opportunity to participate in Euroscola meetings in Strasbourg or other events organised by the European Parliament in the Member States and in Brussels or Strasbourg (European Parliament, n.d.).

2.2.2. Findings from previous studies

A report by the International Civic and Citizenship Education Study: *'Young people's perception on Europe in a time of change'* (2016) revealed that most surveyed students reported having learnt about the history of Europe at school. Furthermore, opportunities to learn about European political and economic systems, political and social issues, and political and economic integration varied across the participating countries. It also revealed that most students indicated that they saw themselves as Europeans and were proud to live in Europe. However, this sense of European identity was less likely to occur in students with a migration background. In comparison to the

ICCS 2009, the researchers noticed a positive increase towards European identity in almost all countries participating in both surveys. Most of the surveyed students also expressed trust in the European Commission/Parliament. The study also showed that students' expectations of voting in European elections in the future varied substantially. It also suggested that national and European identities can positively coexist. Finally, it concluded that students with higher levels of civic knowledge tended to express more tolerant attitudes and were also more in favour of cooperation among European countries than their counterparts who scored lower on civic knowledge (Losito et al., 2016).

According to Hoskins et al. (2016) European school students claim to have at least a fair knowledge of the working of the EU, and they prove it during the quiz-style questions. Although there is no difference in how they study about EU at school, the survey reveals that young people learn about it from their families and other written materials. Most of the students consider belonging to the European Unions of personal benefit. They generally appreciate the role of EU institutions and are probing on understanding it and see it as the first step of their participation in the union. Students in the European schools express their desire for learning foreign languages and cultures and make friends from other European Union nationalities. Most students consider themselves as Europeans when asked about their nationality. Students also portray their openness towards other cultures when asked what it means to be Europeans to them. However, the study also highlighted various shortcomings perceived by EU students. First, they generally perceive the EU as ineffective in managing global challenges like climate change and terrorism. The survey findings and desk research reveal that young people in the European Union think that it is action on climate change that the union should be pursuing. Again, students across all groups expressed discontentment with how they study about the European Union at schools. When the students learn about the union, the challenge is that the lessons and teaching methods are not sufficiently interactive or dynamic. The students do not feel that they have sufficient opportunities to gain understanding about the union at schools. The majority of them claim to have at least fair knowledge of how the institutions operate.

In France, for example, 62% of the students reported understanding to some extent how the European Union institutions operate. Most of them learn about the union through family and internet research. They expressed that pledging the freedom to study, work, and travel anywhere in the EU is the main objective of the institutions, while environmental conservation is considered the main concern for the future. In Germany, the students learn about the European Union sometimes at school, but the main channels are social media, family, and written materials. Around 56% of the German students perceive themselves to have a fair knowledge of the workings of the EU institutions. They consider guaranteeing lasting peace in Europe as the main objective of the institutions. In Italy, about 45% of the students expressed that they have at least a fair knowledge of EU operations, while a further 21% expressed good understanding. Freedom to travel, work and learn anywhere in the European Union is the primary goal for the EU, while promoting social equality and conserving the environments are main future priorities. Generally, the students studying in Europe experience the benefits of the European Union both individually and in their communities at large. The majority of students in European schools tend to believe that the EU is pretty effective in managing worldwide challenges. (Auf dem Brinke, 2016).

As stated in a report by the European Commission (2021), research on Spanish youngsters' knowledge and opinion towards the EU showed that their level of general knowledge on the EU is rather low to medium, regardless of the school year, gender or region. The pupils also scored low when their knowledge about the European Parliament and Commission was tested.

According to a recent Eurobarometer survey, most students agreed to accounts regarding freedom of movement for European citizens and disagreed with accounts regarding limitation of movement (Pausch, 2016). Immigrant students exhibited stronger positive attitudes towards immigrant rights than other students. Almost all the students participating in the survey preferred cooperation among European nations in order to provide many employment opportunities, prevent and combat terrorism, strengthen nations' economies, and conserve the environment. The support of cooperation among European nations by the students was linked with a higher level of civic understanding. Nearly all students in the survey portrayed positive expectations about the future of Europe, specifically in the strengthening of peace and democracy across Europe and increased cooperation among the nations. On the other hand, the students professed worry for issues such as pollution and terrorisms as more of immediate concern to the future of the European Union. In most countries which participated in the survey, majorities of the pupils were positive about their personal future. Still, there were variations across countries in respect to pupils' anticipations of their future financial condition. The students also expressed trust in the European Parliament and European Commission. Most of them held positive opinions of the European Union and tended to endorse statements concerning the significance of the EU sharing a set of standard rules and laws and guaranteeing human rights.

In current society, young people perceive the world differently due to growing up in a significantly dissimilar place from their predecessors. In the European Union, young people have their way of defining their identity, citizenship, and the manner in which they decide to get involved in democratic life. First, Baglioni & Hurrelmann (2016) observes that the creation of supranational structures affects the meaning of citizenship and how people choose to participate in it. The process of economic and political integration in Europe has involved limiting democratic participation to within national borders. The social and economic developments in European Union have increasingly spanned across regions, amassing the number of issues for participation that extend beyond the traditional boundaries. Some students stay in foreign countries more than their birth nations, which nurtures their attachments to their growth countries. Many such students in Europe think that traditional forms of participation are inappropriate to affect policymaking areas essential to them. They neither feel that their voices are heard well, or their interests are represented effectively by politicians. Block (2011) notes that the globalization process has played a central role in the general perception of citizenship and politics in Europe. Politicians on the national scale are incapable of influencing policies and addressing issues in the national context because of European integration and dependence on expert bodies. Due to the mounting mediatization, the traditional function of politics to intermeditate between various interests is affected substantially, and they operate more as 'election machinery'. These processes have caused politics to lose legitimacy across age groups. Besides, young generations feel excluded from traditional, mainstream methods of impelling political decision-making. Young

people are now considering other forms of social and political involvement that provide them with more personally informal, meaningful, and non-institutionalized channels of participation.

Little knowledge and interest of political processes, loss of community ties, growing cynicism of democratic institutions, and loss of trust in politicians are now perceived as an indicator of most students' weakened sense of political engagement and citizenship (Bauböck, 2019). In Europe, youths feel that they can influence social and political decisions more effectively if new forms of democratic participation are introduced. According to a recent Eurobarometer survey, most students portray different modes of involvement and understanding of citizenship. When the economic crisis hit European societies in 2012, students were affected differently with cuts in the education budget and rising youth unemployment (Chung, Bekker & Houwing, 2012). Their participation was reflected through mass student demonstrations. In other circumstances, students in European countries tend to voice theirs in protests. But it is not all young people think and behave in the same manner especially considering the diversity of Europe and its democratic history. Young people exhibit a difference in their understanding of citizenship based on educational background and income. The flexibility required to correct this instability and the subsequent loss of community ties by the young people affect how they participate in political processes and perceive their citizenship (Bynner, Chisholm & Furlong, 2019). As such, citizenship is transforming to become more self-expressive, personalized, and ad hoc. Due to the shifting understanding of citizenship, younger people do not regard voting during a national election as patriotic. Their notion of citizenship is different in that it is more geographically dispersed, meaning that they want to belong and participate in other communities at once, merging local, countrywide, and international identities. Their sense of citizenship is more efficacy-driven and individualistic than founded on normative and emotional considerations. Therefore, young people can only participate in a place where their interests and priorities are protected.

Multiple other sources, such as Vyt (2020) and Fligstein (2012), noted that nationalism poses a threat to the European identity. The attitude of Flemish youngsters towards Europe, for example, is not entirely positive. They are aware of the importance of the European Union but also very sceptical about the EU's complexity and appalling lack of decisiveness. Another example of how important efficiency and interests can be regarding youngsters' views on citizenship. Ted Huddleston also concluded that many youngsters perceive the EU as something rather abstract to really form an opinion on. In order to remove this obstacle for pupils, didactic games were designed that made it more visible for them. Huddleston has several games, debates, facts, riddles designed to involve and motivate pupils even more. In his book 'Europa en ik', these are incorporated in several themes such as law, safety, work, equality, and minorities.

Multiple brochures about Europe, such as Europese Unie (2010), Vertegenwoordiging van de Europese Commissie in België (2009), Vlaams Parlement (2014) were also consulted during this literature study, all of these were presented at pupil level of secondary education. These brochures contained puzzles, crosswords, quizzes, etc. to inform pupils on the European Union in a more attractive, captivating, and accessible way.

2.2.3. Educational materials on EU citizenship by external bodies

Europahuis Ryckvelde

Europahuis Ryckvelde is an institute that strives towards more active European citizenship. It is a non-profit organization that translates complex European themes into information on a human scale through a very broad educational offer, from primary to higher education, consisting of workshops, role-plays, and simulation exercises. It uses close contact with pupils, youngsters, and adults to develop interactive teaching materials about the EU for all Europeans. For instance, Ryckvelde produced a set of teaching materials about the EU for secondary education called 'Europe @ school – Active lessons about the EU'. It is a modular package, containing different teaching methods as well as a comprehensive teacher's manual, presentations and of course a student's workbook (Vyt, 2020).

According to vzw Europahuis Ryckvelde (2017), every EU citizen can be situated in one of five possible stages of European citizenship:

1. They are not aware of the European Union.
2. They are aware of the European Union.
3. They have knowledge of the European Union.
4. They have democratic skills.
5. They are active European citizens.

People can evolve towards active European citizenship through four types of activities:

1. Activities that raise awareness about European citizenship.
2. Activities that inform about European citizenship.
3. Activities that exercise democratic skills.
4. Activities that stimulate people to active European citizenship.

This organization was contacted during the exploratory phase as it seemed very valuable to our project. Cooperation was reached, and Europahuis Ryckvelde shared the results of their survey (see annex 8), which was conducted at three different times between March 2017 and June 2019, among secondary school students in Flanders about their knowledge and opinions on the EU. The results showed that on all three occasions, pupils gave mainly indifferent answers when asked on a scale of 1-5 whether they felt they knew enough about the European Union. In addition, at assessment point one, 62.6% thought it would be better if Belgium did not leave the EU at all. During assessment point two this was 60.7% and during assessment point three 74.4%. Incidentally, the results regarding their opinions on the importance of voting in the European elections showed an upward trend. During assessment point one, 16.5% said it was very important to vote, during assessment point two this was 23.9% and during assessment point three, this had increased to 42.7%. Regarding the knowledge questions, the scores were rather similar but mediocre on all three assessment points.

Europa Direct

Europa Direct was established by the European Commission and is the most prominent information network for EU citizens by the European Union. In Belgium, it is organised at the provincial level through various information points. Furthermore, the initiative receives support from the Federal Public Service for Foreign Affairs, Foreign Trade and Development Cooperation. It acts as a link between the EU and its citizens, with a specific focus on education. The information points inform citizens primarily about the EU but also inform the EU itself on the opinions of its citizens, and each information point has an information desk with a wealth of up-to-date information such as recent publications, specific databases and educational materials. The initiative also organises all kinds of activities on Europe such as debates, trainings, workshops and events (Provincie Oost-Vlaanderen, n.d.).

The Belgian Directorate-General for European Affairs and Coordination (DGE)

The Directorate-general Coordination and European Affairs (DGE) of the FPS Foreign Affairs is responsible for everything concerning the European policy; following, preparing, defining, representing and managing it. Belgium's European policy is defined through over 250 coordination meetings each year, which are organized together with the communities, the regions and the federal departments. Its main objective is to reach consensus on European topics and to make sure that Belgian delegates speak with one voice on the European scene. The DGE also provides certain services, such as specialized training sessions and targeted communication, in order to respond to the questions the citizens raise about the European Union. It is one out of many institutions that try to make the EU more accessible and attractive to citizens (Kingdom of Belgium Foreign Affairs, Foreign Trade and Development Cooperation, 2021). In order to do so, the DGE has produced 12 sheets to provide a concise, but no less clear, overview of the European Union. They cover the main historical facts, the values, the functioning of the institutions, the main achievements and the concrete measures for citizens. The sheets are intended for secondary schools (Koninkrijk België Buitenlandse Zaken, Buitenlandse Handel en Ontwikkelingssamenwerking, 2021).

EPOS Vlaanderen : Europese Programma's voor Onderwijs, Opleiding en Samenwerking

Epos is the National Agency for the Erasmus+ programme in Flanders. It stimulates and supports cooperation, internationalisation and mobility in education and training. As it turns out, establishing contacts with schools abroad has proven to be a useful and interesting way to promote international awareness among young people. That's why, besides Erasmus+, EPOS offers many programmes and actions, such as: neighbouring classes, Erasmus Belgica, EPALE, Europass, Euroguidance, European Day of Languages and e-twinning (Epos-Vlaanderen, n.d.). E-twinning, for example, is a community for schools in Europe. Teachers from the participating countries use its tools to connect, work and learn with each other through online events but also to exchange ideas and practices and to carry out projects together (eTwinning, n.d.).

Klascement

The website klascement.net, supported by the Flemish government, contains a varied and wide range of didactic materials about the EU (KlasCement, n.d.). Examples that can be found on this website are: capital game with flashcards, travelling in Europe, state planning game, facts, creation of the EU in a playful way and an interactive work bundle on the Brexit. The website is based on the concept of 'sharing is caring'. Therefore, teachers create, share and use each other's didactic materials. Teachers have the opportunity to rate the resources based on their experience. For many teachers, this site has proven to be a useful tool which they can rely on and use to find didactic material.

2.3. Early conclusions, research questions and expectations

Conclusions

A great deal has been written and researched about European citizenship and teaching it at school. As such, those topics that enlighten on citizenship education have formed a platform of constant debates and deliberations on matters edged towards promoting democratic citizenship in schools. Furthermore, there is no unambiguous definition of specific terms, and authors interpret the terms according to the emphasis they wish to place on them. Different authors do not always use concepts in a consistent manner. There does seem to be a certain consensus among several researchers that citizenship education could have a tremendous potential and a huge importance on youngsters' lives, but as discussed before, there are voices that dispute this claim as well.

In short, more research is needed to evaluate the current state of young people's knowledge and perception of the European Union to determine whether there is a (greater) need for European citizenship education or not.

Research questions

Based on this conclusion, the following research question was deducted:

"What is the status of knowledge/perception of the European Union among Flemish (and Spanish) pupils in secondary education?"

Following our main research question, a second underlying research question could be determined as well, being:

" Is the level of knowledge about the EU so inadequate that one could conclude that there is a need for more citizenship education?"

Expectations

According to the International Civic and Citizenship Education Study (2016) findings on young people's perceptions of the EU, most surveyed youngsters have a positive regard towards the European Union and have an (almost) complete blind trust in this institution. It was also notable that this regard and trust have increased compared to the same study on young people in 2009. They also concluded that, on average, the young people that were questioned were less inclined to vote in European elections than in local and national elections. Still, this inclination has also increased in comparison with the 2009 study. In almost all countries participating in both surveys, there was also an increase in students' positive perceptions of European identity. However, very notable: Belgium scored lowest (based on results in Flanders) amongst all the participating countries in the survey.

Hoskins et al. (2016) stated that European pupils claim to have a fair understanding of the working of the EU and that they appreciate the role of EU institutions. According to Auf dem Brinke (2016) this can be expected as well, as they concluded that 62% of the pupils reported to have a good understanding on how the EU institutions operate. Another source that shaped our expectations was Huddleston's "EU en ik" (2009). It concluded that the quality of school programs that educate European citizenship has a wide range of levels and variety. The source also described that those youngsters experience the European Union as something rather abstract that contains little meaning that is relevant to them. Bauböck (2019) stated that little knowledge on political processes, along with some other factors, could be perceived as an indicator of a weakened sense of citizenship. Vyt (2020) also stated that Flemish youngsters' attitude towards the EU is not entirely positive.

As mentioned before, we also studied the research performed by Europahuis Ryckvelde. The results showed that pupils gave mainly indifferent answers when asked whether they felt they knew enough about the European Union. In addition, the majority of the pupils thought it'd be better if Belgium did not leave the EU at all. Furthermore, the results regarding their opinions on the importance of voting in the European elections showed an upward trend and, in the end, nearly half of the pupils thought it was important to vote for the upcoming European elections. Regarding the knowledge questions, the scores were rather similar but mediocre.

Based on these findings, the following expectations were shaped:

A rather good understanding of the working of the EU could be expected. As well as a small increase or at least a positive result regarding their regard and trust towards the European Union. As Huddleston stated, it could also very well be possible that a lot of pupils answer indifferently on the opinion-based questions. One could also expect the surveyed pupils to be less inclined to vote for the European elections in comparison to the local and national elections. Additionally, a wide variety of results between schools and pupils regarding the survey's knowledge-based questions could be expected. If certain pupils would score low on the knowledge part of the survey, they could also be expected to have a lower sense of citizenship/more negative view on the EU. Especially Flemish pupils could be expected to have a more negative perception of the EU than their Spanish counterparts.

Of course, as former secondary school pupils and with the shared experience as teacher-trainees, expectations that are not based on source research but on own intuition, insights, and experiences rose up as well:

The EU was hardly ever intensively discussed during the lessons. At most, pupils learned about the European member states and when/how the European Union was founded. So, one could expect to see rather positive results regarding geography- and history-based questions, but when it comes to the more 'in-depth' questions about the EU rather low results may be expected as well. This also correlates with how the EU was approached in the previous attainment targets for secondary education: there were hardly any attainment targets that focused on the EU. However, in the new attainment targets that have only recently been approved, some differences in this area could be noticed as there are more references to the European Union than in the previous attainment targets. Pupils of the sixth year could be expected to have a better idea of more complex subjects, such as identity and diversity, than their second-year counterparts.

3. Attainment targets that have a correlation with the EU

Since the attainment targets of the first grade have only been applied since 2019 (KO.V., 2019) and those of the second and third grade have just been approved this year (KO.V., 2021), it seemed only logical to draw up the questionnaire based on these new attainment targets.

In order to find relevant attainment targets, the new curricula for the first grade and the new attainment targets for the third grade were searched through by use of keywords that (to us) relate to the topic of knowledge/perception on the EU. These were respectively:

- | | | |
|---------------|------------------|--------------------|
| - citizenship | - Europe | - parliament |
| - culture | - European Union | - participation |
| - democracy | - identity | - society |
| - diversity | - migration | - solidarity |
| - duties | - nationality | - values and norms |
| - elections | - opinion | - voting |

The results that were found by using this method, were pasted in a new document. In our opinion, this document could be useful for teachers who want to insert the European Union in an explicit or implicit manner in their lesson materials (see annex 7). We've already added a list of attainment targets which explicitly focus on the EU on the next page, however we did simplify this list, so we urge you to check the full list in annex 7 if you want a full overview. As you'll probably notice, the amount that explicitly focus on the European Union is very limited. However, there is a decent amount that implicitly focus on EU-skills, -values and/or knowledge. This also more or less confirms the conclusions from the report by the European Commission (2021) that the European Union is mainly focused on in History and Geography lessons, however we do conclude that there has been made a significant effort to include more citizenship-related goals in the curricula and attainment targets.

Table 1: Explicit attainment targets (see annex 7)

Explicitly related to the EU
Curriculum first grade
The students explain the principles of democracy and the rule of law from a contemporary and historical perspective.
The students distinguish living together in a historic or contemporary democracy and a constitutional state from living together in other historic or contemporary regimes.
The students know the following levels of government: municipality, province, communities and regions (including Flanders), Belgium, European Union and the acknowledged symbols of the Flemish community, Belgium and the European Union.
The pupils illustrate the role of national and international government by means of current examples from their own living environment.
The students explain how government has an impact on society through: revenue: taxes and social security contributions; expenditure; the redistribution mechanism.
Attainment targets third grade
The students distinguish the preconditions for democratic decision-making based on current events.
The students explain the influence of local, national and European citizenship on various social domains.
The students distinguish the importance and impact of human rights in concrete situations.
The students understand the dynamics of the rule of law, which is based on fundamental rights and reciprocity.
The students examine the importance and impact of human rights in concrete situations.

4. Testing pupils' knowledge and perception of the EU

In this chapter, the field research approach and methods are explained: which source materials were used, how the selection procedure of the schools was formed, how the schools were contacted, and how the questionnaire was drawn up.

4.1. Research approach

As stated in chapter 2, the research started by exploring existing materials about European citizenship education as well as the current state of the knowledge and perception from youngsters on the European Union. For the content of these consulted sources, we refer back to paragraph 2.2.2. Afterwards, schools that were eligible to participate in our research were selected based on specific criteria. For this method, we refer to paragraph 4.2.1.

Finally, the questionnaire had to be made. To do this, the inventory of the curricula and attainment targets for the first and third grades was consulted and formed the foundation of the questionnaire. As the new attainment targets for the first grade had already entered into force, a check-up in the curriculum was necessary to determine whether any changes had taken place regarding the subject or not. However, the second and third-grade attainment targets were only just approved during the time this bachelor thesis was being written so there wasn't a curriculum available yet. Luckily, the final attainment target levels themselves were published before the final draft of the questionnaire was finished, so these could also be taken into account in the layout of the questionnaire for the sixth form. In the end, this resulted in three questions differing between

the intended questionnaire for the second and sixth year. In the interest of comparability, these were equated so that a clear picture of the status of knowledge and perception on the European Union of pupils of the second and sixth year could be formed.

European bodies linked to the educational field were also tracked down to get an even better idea of what the questionnaire had to look like. This resulted in a collaboration with Europahuis Ryckvelde. From our research during the literature study, it became clear that this institution already had a lot of experience with citizenship education and had already carried out a similar survey. After consulting our supervisor, an e-mail was written to this institution and they sent us the results of their research.

4.2. Research methods

4.2.1. Selecting and contacting the schools

As mentioned briefly in the approach for the research question, it was decided to include (EPAS-) schools for both Spain and Flanders in the comparative study. Therefore, it was decided to draw up some criteria for the comparability of the schools, which all participating schools should meet. These criteria were respectively:

- All schools must have a minimum of seven graduating classes and a maximum of fourteen.
- All schools must have both a first and a third grade.
- All schools must have a similar vision/mission for education.
- All schools must belong to Flanders' or Spain's catholic education programme.
- All schools must have 'ASO' as (one of) their form(s) of education.

Once the criteria were drawn up and approved by the supervisor, they were applied. Consequently, all schools that did not meet one or more criteria were not included in the survey. However, in all fairness, two Flemish schools cancelled the participation of one of their grades just before the sending of the surveys because it was difficult to carry out such a survey in both grades during this period of COVID-19. This does not mean that those schools do not 'possess' both grades, they do, but it does mean that not both of their grades participated unlike in the other three Flemish schools. Moreover, only one Spanish school wished to participate in the survey, again due to COVID-19 related reasons. As a result, the criterion that all participating schools should have both a first and a third grade is no longer fully met. In addition, there is now only one single result for Spain, as opposed to Flanders which has five schools to base conclusions on. Unfortunately, also none of the EPAS schools that were contacted wished to participate in this study, again due to COVID-19 related reasons.

Once the promoter had approved the selection, it was time to contact the schools. As a school is a complex entity consisting of several bodies and levels, it was necessary to find out which person of the school should be contacted in the first place. Luckily, as mentioned before, there had already been some work on looking up a lot of information about the schools when the criteria were being drawn up. And because the possibility of contacting the school was clear in advance, all of the contact information for every school was already being written down whilst the sites were being browsed. Of course, the number of contact persons, their staff, and their functions differ from

4.2.2. Drawing up the questionnaire

As mentioned in chapter three, we based our questionnaire on the new curriculum for the first grade as well as the recently approved attainment targets for the third grade. In the extended document (see annex 7) essential aspects were highlighted, by making use of bold letters, and used to derive possible questions for the questionnaire. Furthermore, these questions formed a 'question pool' that was pasted in a separate document along with some questions we had already thought of ourselves and were divided into 'first grade' and 'third grade.' Within this division, a distinction was also made between 'knowledge' and 'opinion' questions. Afterwards, questions from the previously conducted research by Europahuis Ryckvelde on European citizenship education were added as well. By doing so, the results of our questionnaire would be comparable to their results. In order to further qualitatively assess and filter the derived questions, each question was assessed based on the following criteria:

- clearly formulated?
- relevant to our research question?
- related to the new attainment targets?

Once this final screening was done, it was concluded that the third grade should be able to answer all the questions of the first grade, and thus the questions in both questionnaires should be exactly the same. Now, the prototype of the questionnaire was finished. Before sending out the questionnaires to the participating schools, the prototype was tested. This was done by a test audience consisting of our own acquaintances and family. This gave us feedback which was processed. And once the approval from our promoter was gained, the questionnaire was sent to the schools on March 1, 2021.

5. Results

In this chapter the analysis of the results will be discussed, as well as possible study limitations and some (careful) conclusions based on these results.

5.1. Possible study limitations

Migration profile

8.6% of the Flemish interviewees doesn't have Dutch as their mother tongue. In the second year the percentage is 12.2%. In the sixth year the percentage is 2.8%. In the Spanish survey, 0.9% of the Spanish interviewees doesn't have Spanish as their mother tongue. 3.4% of the Flemish interviewees indicated that they have only been enrolled in Flemish education for less than five years. In the Spanish survey, none of the pupils had been enrolled in Spanish education for less than five years (see annex 9; graphs 3, 4, 5, 6, 7, 8, 9 and 10).

Since this questionnaire was drawn up in Dutch and Spanish, it was important to identify those who didn't speak those languages at home. As this could affect the outcome of the survey. Furthermore, it is also often the case that pupils with a different, non-European, background, have very different feelings about the EU and/or less knowledge about the EU than their native European counterparts.

Trustworthiness

12,3% of the Flemish respondents filled in the questionnaire at home. Regarding the Spanish respondents: 99.1% completed the survey at school (see annex 9; graphs 11, 12, 13 and 14).

For these pupils, supervision on cheating could not be guaranteed in comparison to the pupils who filled in the questionnaire at school where a teacher or supervisor was present to prevent cheating. Furthermore, as the survey was conducted online for the most part, it could be suspected that some pupils cheated, helped each other and/or (accidentally) submitted the survey multiple times.

Recent classes about the EU or not

In Flemish schools, 21,3% had recently been taught about the EU before filling in the questionnaire. This was respectively 44.2% for the third grade and 6.8% for the first grade. Beside the age gap, this could also clarify why the third-grade pupils scored higher on the knowledge-based questions on average than the first-grade pupils (see annex 9; graphs 15, 17 and 18).

In Spain 30,2% had already been taught about the EU completing the survey. Yet, they scored significantly lower than their Flemish counterparts (see annex 9; graph 16).

Errors in translation

As we translated our survey to Spanish for the Spanish pupils, a mistake must have occurred with the translation of question 42 “The next European elections are in 2024, I think it’s important that I cast my vote.”, which translated to “ En las próximas elecciones que pueda votar, creo que es importante emitir mi voto.” In this translation, ‘European’ has been left out, which makes the question too general and not specified to “European elections”. This could clarify the high number of Spanish pupils who indicated the highest score on this question, in comparison to the very low amount of the Flemish pupils.

Only one Spanish school/grade

As mentioned in paragraph 4.2.1, we must admit that due to COVID-19 related reasons a lot of the selected schools did not wish to participate. This resulted into the criterion that all participating schools should have both a first and a third grade is no longer fully met. Moreover, there is only one single result for Spain, as opposed to Flanders which has five schools to base conclusions on. Unfortunately, also none of the EPAS schools that were contacted wished to participate in this study, again due to COVID-19 related reasons. In short, the comparability that was aimed for is no longer as high as initially anticipated. However, the other criteria regarding the school’s forms of education, vision and education programme were still met.

5.2. Subject characteristics

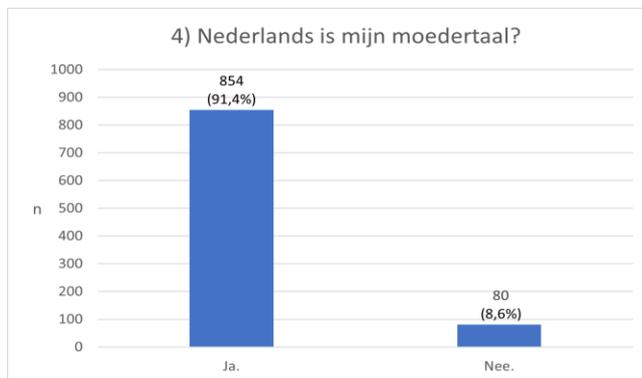
Survey population

The survey was conducted among 934 pupils in Flemish secondary education. These pupils represent five schools but are also supposed to represent all Flemish pupils with a similar profile. At the time of the survey, they were respectively in the second year of the first grade or the second

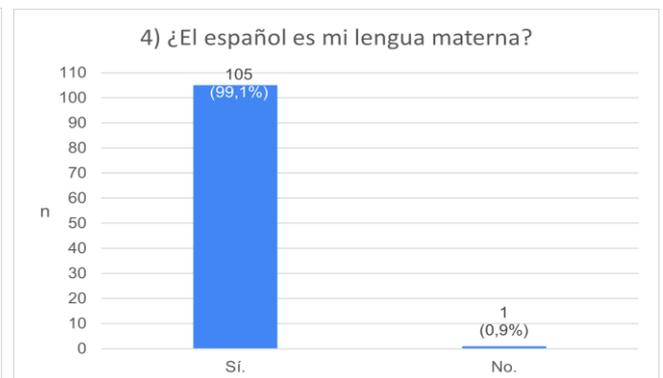
year of the third grade, better known as the second and sixth year of secondary education. In total, 61,2% (572) of the surveyed pupils were second-year pupils and 38,8% (362) were sixth-year pupils. As mentioned earlier, the schools were selected with consideration for comparability. All surveyed pupils were therefore in the A-level of Catholic secondary education in Flanders and were educated according to the same curriculum and level. In addition to the Flemish group, a group of Spanish pupils was also tested. However, due to COVID-19-related reasons, this was limited to pupils from one school in the third grade of Spanish secondary education. This group consisted of 106 pupils who, like their Flemish counterparts, were educated in A-level Catholic secondary education.

Migration profile

8.6% (80) of the total number of Flemish pupils surveyed indicated that Dutch was not their mother tongue (see graph 3). In the first grade this percentage was 12.2% (70), whilst in the third grade only 2.8% (10) of the pupils revealed that their mother tongue wasn't Dutch (see annex 9; graphs 5 and 6). Furthermore, 3,4% (32) of the surveyed students signaled that they had only been enrolled in Flemish education for less than five years (see graph 7). In the first grade this percentage was 4,5% (26), whilst in the third grade this was just 1,7% (6) of the surveyed pupils (see annex 9; graphs 9 and 10). In total 0,9% (1) of the surveyed Spanish pupils indicated that Spanish was not their mother tongue (see graph 4). All surveyed students also signaled that they had been enrolled in Spanish education for five or more years (see graph 8).



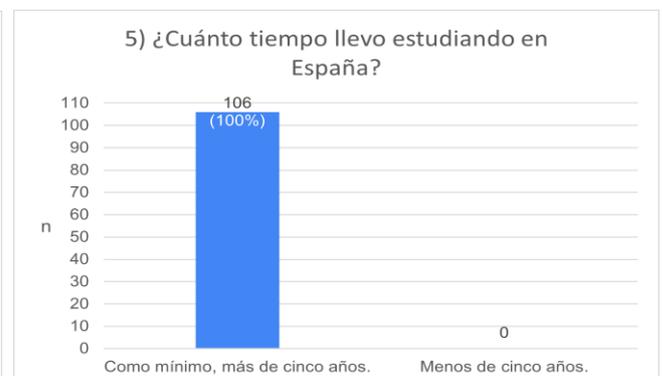
Graph 3: "Dutch is my mother tongue?" - Flanders



Graph 4: "Spanish is my mother tongue?" - (3rd grade) Spain



Graph 7: "How long have I been enrolled in Flemish education?" - Flanders



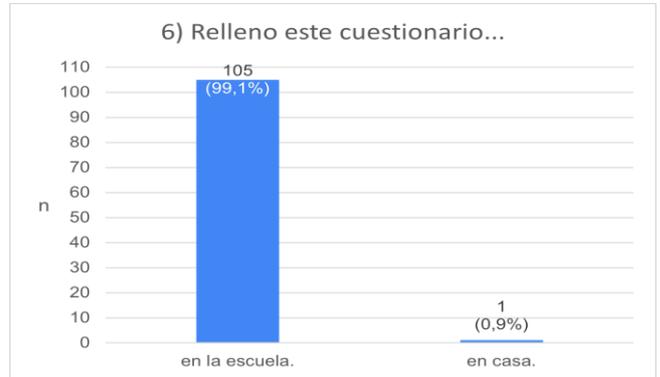
Graph 8: "How long have I been enrolled in Spanish education?" - (3rd grade) Spain

At home or at school?

In total for Flanders, 87,7% (819) filled in the survey at school, this leaves us with 12,3% (115) that filled it in at home (see graph 11). In the first grade the percentage that filled it in at school was 96,5% (552), in the third grade this was 73,8% (267) (see annex 9; graphs 13 and 14). In total for Spain, 99,1% filled in the survey at school. Only one student filled it in at home (see graph 12).



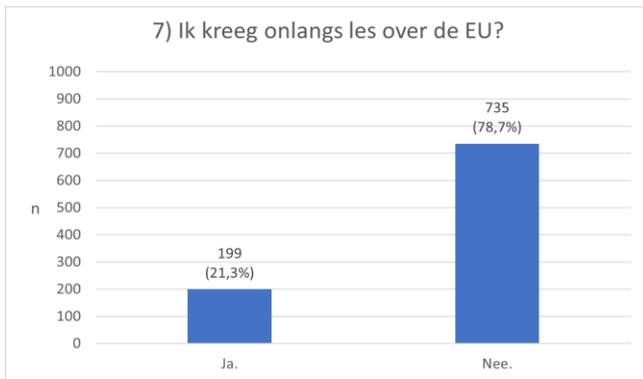
Graph 11: "I'm doing this survey at...(home/school)" – Flanders



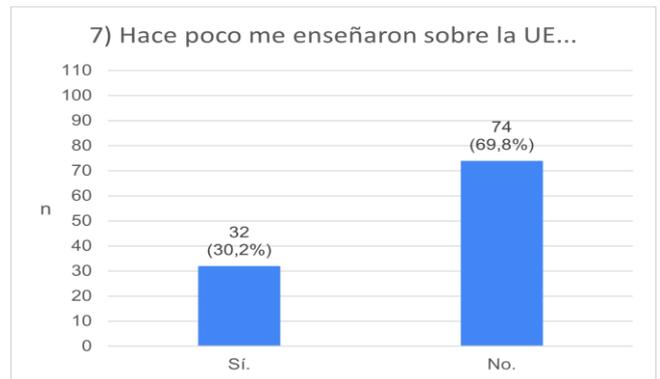
Graph 12: "I'm doing this survey at...(home/school)" – (3rd grade) Spain

Was the EU recently discussed in class?

21,3% (199) of the Flemish pupils indicated that they had recently discussed the EU in class (see graph 15). For the first grade this percentage was 6,8% (39), for the third grade this was 44,2% (166) (see annex 9; graphs 17 and 18). For Spain, 30,2% (32) indicated that they had recently discussed the EU in class (see graph 16).



Graph 15: "Did I recently have class about the EU?" – Flanders

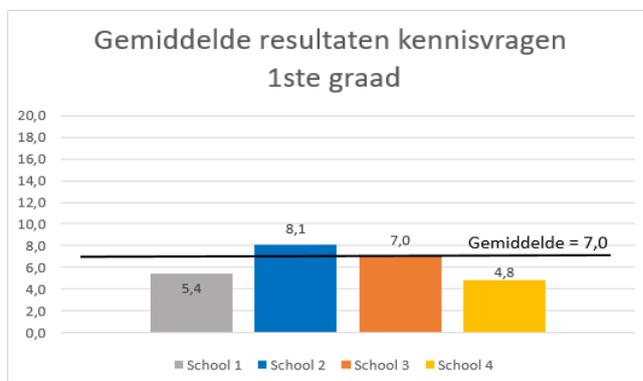


Graph 16: "Did I recently have class about the EU?" – (3rd grade) Spain

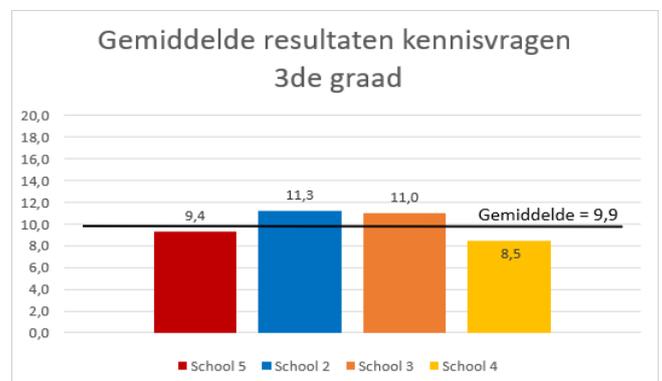
5.3. Knowledge of the EU

In the first grade of Flemish secondary education, the average score was 7,0 out of 20 whilst in the third grade, the average score was 9,9 out of 20 (see graphs 155 and 156). The Spanish pupils scored an average of 6,9 out of 20 (see annex 9; graph 157). In the table on the next page, all results per question can be found. As these scores were rather low, we decided to check if some questions weren't too difficult/in-depth. This gave us a selection of 10 'easier' questions, these results gave us an average of 7,0 out of 10 for Flanders and 3,5 out of 10 for Spain. In the first grade in Flanders 62% had a score of 5 or more out of 10 and 29% scored 7 or more (see annex 9; graph 163). In the third grade, 92% of the pupils passed the test and 63% had a score of 7 or more out of 10 (see annex 9; graph 164). For Spain (third grade), 27% of the pupils had a score of 5 or more and 4% had a score of 7 or more out of 10 (see annex 9; graph 165).

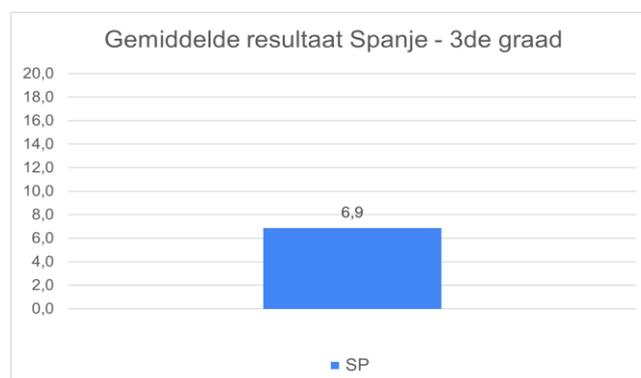
As you'll probably notice, the averages were calculated per school. However, the total average per grade was calculated based on all of the results per grade and not calculated based on the sum of the averages per school as this would be a less correct average due to the use of already rounded averages instead of exact results.



Graph 155: Average results knowledge-based questions - 1st grade Flanders



Graph 156: Average results knowledge-based questions - 3rd grade Flanders



Graph 157: Average results knowledge-based questions - (3rd grade) Spain

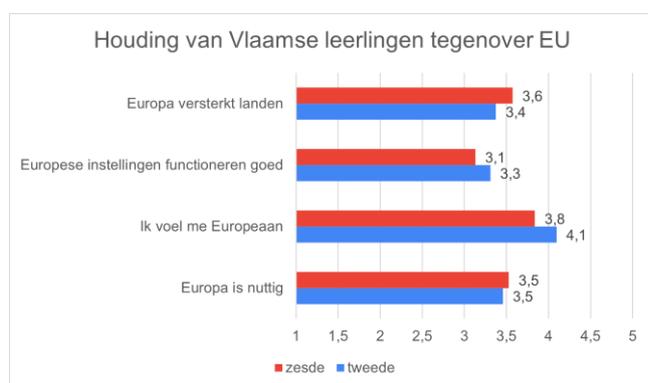
Table 2: Knowledge of the EU (all results)

Question	Correct answer Flemish pupils Total	Correct answer Flemish pupils 1 st grade	Correct answer Flemish pupils 3 rd grade	Correct answer Spanish pupils Total	Annex 9
8) "Who is the President of the EU at the moment?"	43,6%	36,0%	55,5%	1,9%	Graph 19 – 22
9) "What is Ursula von der Leyen's position?"	40,9%	30,4%	57,5%	34,9%	Graph 23 – 26
10) "What's the difference between Europe and the EU?"	95,5%	93,5%	98,6%	99,1%	Graph 27 – 30
11) "Does Europe have a capital? If so, what is it?"	61,1%	55,9%	69,3%	55,7%	Graph 31 – 34
12) "Where do most of the plenary meetings of the EU Parliament take place?"	13,6%	8,7%	21,3%	7,5%	Graph 35 – 38
13) "What is a democracy?"	59,2%	50,2%	73,5%	48,1%	Graph 39 – 42
17) "What is the anthem of the EU?"	32,4%	35,3%	27,9%	59,4%	Graph 55 – 58
24) "Identify the political group that is not active in the European Parliament."	17,0%	13,6%	27,9%	4,7%	Graph 83 – 86
25) "Which European body drafts legislative proposals?"	27,8%	20,3%	39,8%	7,5%	Graph 87 – 90
26) "Which European body votes legislative proposals?"	43,3%	36,5%	53,9%	34,9%	Graph 91 – 94
27) "When you vote for the European elections, which representatives do you vote for?"	54,5%	48,6%	63,8%	36,8%	Graph 95 – 98
28) "Which countries do not belong to the EU?"	12,8%	9,3%	18,5%	1,9%	Graph 99 - 102
29) "Which changes happened during the transition phase of the Brexit in 2020?"	26,6%	19,6%	37,6%	20,8%	Graph 103 - 106
30) "Should a further arrangement between the UK and the EU be worked out at this moment?"	50,0%	41,8%	63,0%	45,3%	Graph 107 - 110
31) "What was the treaty that made the founding of the EU official?"	13,2%	8,9%	20,4%	22,6%	Graph 111 - 114
32) "Is it possible that a member state of the EU has a different currency than the euro?"	70,6%	65,0%	79,6%	78,3%	Graph 115 - 118
33) "Why did they invest more in European cooperation?"	66,9%	58,4%	80,4%	60,4%	Graph 119 - 122
34) "How do they determine how much power each member state of the EU gets?"	33,3%	26,0%	44,8%	20,8%	Graph 123 - 126
37) "Who coordinates the corona vaccine procurement policy at EU-level?"	34,8%	30,4%	41,7%	41,5%	Graph 131 - 134
41) "Which of these countries are members of the EU?"	12,2%	7,9%	19,1%	3,8%	Graph 147 - 150

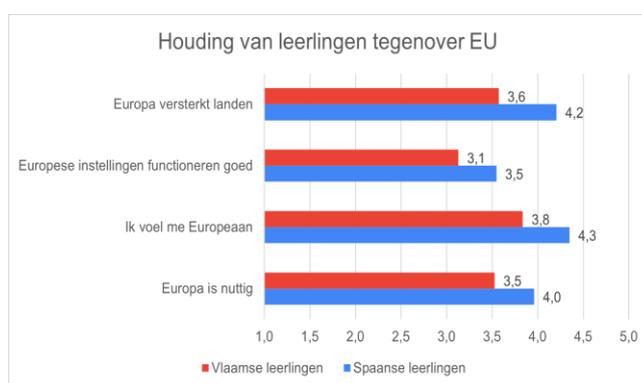
5.4. Perception and attitudes towards the EU

To form a clear perspective of the pupils' attitudes and perceptions towards the European Union, we focused on four questions specifically. The first one being question 38: "Do you feel that the EU makes us, as member states, weaker (1) or stronger (5)?" The second one was question 23: "To what extent do you feel that European political bodies function well? (1) very bad → very good (5)". Question 20 was the third one: "To what extent do you feel European? 1) not at all → absolutely (5)". The final question was number 16: "Do you feel that the EU does useful things? (1) not at all → absolutely (5)".

Overall, the Flemish pupils indicated, on average, a similar but positive viewpoint on these questions (see graph 158). This resulted in a total score of 14,1 out of 20 (see annex 9; graphs 166; 167 and 168). However, the Spanish pupils showed, on average, a more positive attitude towards Europa on these questions than their Flemish counterparts (see graph 159). They scored a total of 16,1 out of 20. All results for the perception- and attitude-based questions are included in the table underneath the graphs.



Graph 158: Attitude towards the EU – 1st VS 3rd grade Flanders



Graph 159: Attitude towards the EU – Flanders VS Spain

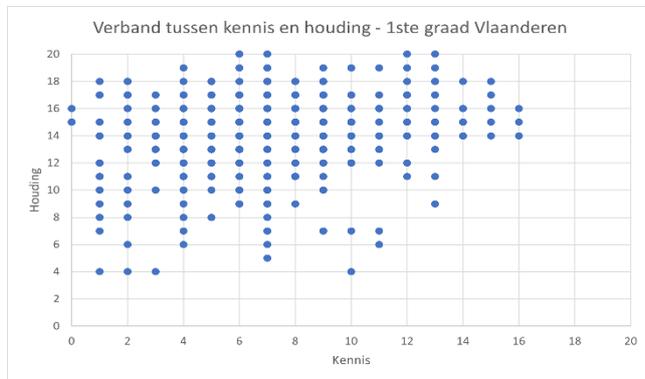
Table 3: Perception and attitude towards the EU (all results)

Question	Results Flemish pupils Total	Results Flemish pupils 1 st grade	Results Flemish pupils 3 rd grade	Results Spanish pupils Total	Annex 9
14) "Do you feel that Belgium/Spain is more like a democracy (1) or a partocracy (5)?"	1 = 5,5% 2 = 26,4% 3 = 24,8% 4 = 25,7% 5 = 17,6%	1 = 24,8% 2 = 26,7% 3 = 24,8% 4 = 18,7% 5 = 4,9%	1 = 6,1% 2 = 24,0% 3 = 24,9% 4 = 38,7% 5 = 6,4%	1 = 0,9% 2 = 15,1% 3 = 22,6% 4 = 26,4% 5 = 34,9%	Graph 43 – 46
15) "Do you feel that the EU is more like a democracy (1) or a partocracy (5)?"	1 = 12,3% 2 = 23,6% 3 = 30,4% 4 = 24,4% 5 = 9,3%	1 = 15,2% 2 = 21,0% 3 = 29,7% 4 = 23,2% 5 = 10,8%	1 = 7,7% 2 = 27,6% 3 = 26,2% 4 = 31,5% 5 = 6,9%	1 = 15,1% 2 = 21,7% 3 = 32,1% 4 = 21,7% 5 = 9,4%	Graph 47 – 50
16) "Do you feel that the EU does useful things?" (1) not at all → absolutely (5)	1 = 5,1% 2 = 8,9% 3 = 32,3% 4 = 39,6% 5 = 14,0%	1 = 6,6% 2 = 8,9% 3 = 32,2% 4 = 36,5% 5 = 15,7%	1 = 2,8% 2 = 8,8% 3 = 32,6% 4 = 44,5% 5 = 11,3%	1 = 1,9% 2 = 2,8% 3 = 23,6% 4 = 40,6% 5 = 31,1%	Graph 51 – 54

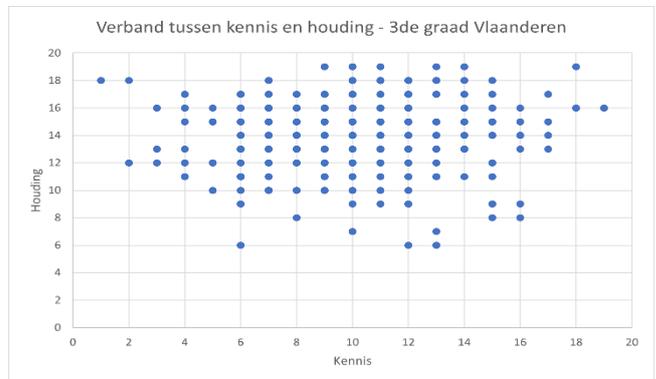
18) "To what extent do you feel Belgian/Spanish?" (1) not at all → absolutely (5)	1 = 3,7% 2 = 4,5% 3 = 14,0% 4 = 27,8% 5 = 49,9%	1 = 4,0% 2 = 3,7% 3 = 11,4% 4 = 25,2% 5 = 55,8%	1 = 3,3% 2 = 5,8% 3 = 18,2% 4 = 32% 5 = 40,6%	1 = 0,9% 2 = 0,9% 3 = 8,5% 4 = 15,1% 5 = 74,5%	Graph 59 – 62
19) "To what extent do you feel Flemish/Valencian?" (1) not at all → absolutely (5)	1 = 5,7% 2 = 3,9% 3 = 10,3% 4 = 25,1% 5 = 55,1%	1 = 7,0% 2 = 3,8% 3 = 10,7% 4 = 21,7% 5 = 56,8%	1 = 3,6% 2 = 3,9% 3 = 9,7% 4 = 30,4% 5 = 52,5%	1 = 6,6% 2 = 8,5% 3 = 9,4% 4 = 13,2% 5 = 62,3%	Graph 63 – 66
20) "To what extent do you feel European?" (1) not at all → absolutely (5)	1 = 3,0% 2 = 7,4% 3 = 18,5% 4 = 29,3% 5 = 41,8%	1 = 3,7% 2 = 5,8% 3 = 15,4% 4 = 27,8% 5 = 47,4%	1 = 1,9% 2 = 9,9% 3 = 23,5% 4 = 31,8% 5 = 32,9%	1 = 0,0% 2 = 2,8% 3 = 19,8% 4 = 17% 5 = 60,4%	Graph 67 – 70
21) "To what extent do you feel that Belgian/Spanish political bodies function well?" (1) very bad → very good (5)	1 = 15,1% 2 = 30,4% 3 = 39,4% 4 = 13,6% 5 = 1,5%	1 = 14,3% 2 = 23,8% 3 = 41,8% 4 = 17,8% 5 = 2,3%	1 = 16,3% 2 = 40,9% 3 = 35,6% 4 = 6,9% 5 = 0,3%	1 = 33,0% 2 = 27,4% 3 = 25,5% 4 = 13,2% 5 = 0,9%	Graph 71 – 74
22) "To what extent do you feel that Flemish/Valencian political bodies function well?" (1) very bad → very good (5)	1 = 11,2% 2 = 26,1% 3 = 41,9% 4 = 18,7% 5 = 2,0%	1 = 12,6% 2 = 21,3% 3 = 40,4% 4 = 22,5% 5 = 3,1%	1 = 2,5% 2 = 13,5% 3 = 53,6% 4 = 29,3% 5 = 1,1%	1 = 23,6% 2 = 13,2% 3 = 36,8% 4 = 22,6% 5 = 3,8%	Graph 75 – 78
23) "To what extent do you feel that European political bodies function well?" (1) very bad → very good (5)	1 = 3,9% 2 = 10,0% 3 = 48,5% 4 = 33,7% 5 = 4,0%	1 = 4,7% 2 = 7,7% 3 = 45,3% 4 = 36,5% 5 = 5,8%	1 = 2,5% 2 = 13,5% 3 = 53,6% 4 = 29,3% 5 = 1,1%	1 = 0,9% 2 = 2,8% 3 = 45,3% 4 = 42,5% 5 = 8,5%	Graph 79 – 82
35) "To what extent do you feel that countries lose their identity if the EU gets more control over their policy?" (1) not at all → completely (5)	1 = 3,3% 2 = 21,9% 3 = 57,3% 4 = 15,4% 5 = 2,0%	1 = 3,8% 2 = 20,3% 3 = 60,0% 4 = 13,6% 5 = 2,3%	1 = 2,5% 2 = 24,6% 3 = 53,0% 4 = 18,2% 5 = 1,7%	1 = 5,7% 2 = 16% 3 = 55,7% 4 = 18,9% 5 = 3,8%	Graph 127 – 130
38) "Do you feel that the EU makes us, as member states, weaker (1) or stronger (5)?"	1 = 3,2% 2 = 10,6% 3 = 36,4% 4 = 37,5% 5 = 12,3%	1 = 4,5% 2 = 10,3% 3 = 41,1% 4 = 31,3% 5 = 12,8%	1 = 1,1% 2 = 11,0% 3 = 29,0% 4 = 47,2% 5 = 11,6%	1 = 0,9% 2 = 3,8% 3 = 16,0% 4 = 32,1% 5 = 47,2%	Graph 135 – 138
39) "I feel like I know enough about the EU" (1) not at all → absolutely (5)	1 = 35,5% 2 = 33,1% 3 = 20,8% 4 = 7,6% 5 = 3,0%	1 = 34,6% 2 = 31,8% 3 = 20,3% 4 = 9,1% 5 = 4,2%	1 = 37,0% 2 = 35,1% 3 = 21,5% 4 = 5,2% 5 = 1,1%	1 = 30,2% 2 = 37,7% 3 = 25,5% 4 = 5,7% 5 = 0,9%	Graph 139 – 142
40) "Belgium/Spain should leave the EU." (1) don't agree at all → totally agree (5)	1 = 62,6% 2 = 20,3% 3 = 12,3% 4 = 2,5% 5 = 2,2%	1 = 63,1% 2 = 18,0% 3 = 12,9% 4 = 2,8% 5 = 3,1%	1 = 61,9% 2 = 24,0% 3 = 11,3% 4 = 1,9% 5 = 0,8%	1 = 78,3% 2 = 15,1% 3 = 4,7% 4 = 0,9% 5 = 0,9%	Graph 143 – 146
42) "The next European elections are in 2024, I think it's important to cast my vote." (1) not at all → absolutely (5)	1 = 11,1% 2 = 12,3% 3 = 30,0% 4 = 25,4% 5 = 21,2%	1 = 14,7% 2 = 13,3% 3 = 31,5% 4 = 22,0% 5 = 18,5%	1 = 5,5% 2 = 10,8% 3 = 27,6% 4 = 30,7% 5 = 25,4%	1 = 11,3% 2 = 5,7% 3 = 19,8% 4 = 11,3% 5 = 51,9%	Graph 151 – 154

5.5. Correlation between knowledge and attitude

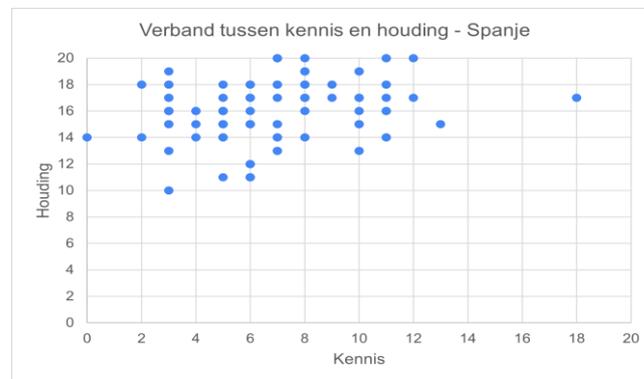
In the results of our survey, there was no real correlation between knowledge and attitude to be found: for second-year pupils, the correlation is limited to 0.14 and for sixth-year pupils it is even limited to 0.07. For the Spanish pupils, it is limited to 0,26. The simple scatterplot for the two age groups and the Spanish pupils, illustrates this (see graphs 169, 170 and 171). Note: one point may contain several individuals. Thus, this is a simplified scatter cloud for illustration purposes only.



Graph 166: Correlation between knowledge and attitude
- 1st grade Flanders



Graph 167: Correlation between knowledge and attitude
- 3rd grade Flanders



Graph 168: Correlation between knowledge and attitude
- (3rd grade) Spain

5.6. Discussing our results and comparing them to previous findings

General perception

According to ICCS (2016), most surveyed youngsters have a positive regard towards the European Union and have an (almost) complete blind trust in this institution. It was also notable that this regard and trust have increased compared to the same study on young people in 2009. In our research, this wasn't the case. In Flanders only 4,0% chose the maximum score when asked how they felt about the effectiveness of the European political institutions (see annex 9; graph 79). In Spain this was 8,5% (see annex 9; graph 80). Hoskins et. al (2016) also stated that European youngsters appreciate the role of the EU institutions. Results of our research regarding this topic more or less confirmed this statement to be true (see annex 9; graphs 51, 52, 53 and 54).

Identity

According to the International Civic and Citizenship Education Study: 'Young people's perception on Europe in a time of change' (2016), most students indicated that they saw themselves as Europeans and were proud to live in Europe. Hoskins (2016) also concluded in his research that most students consider themselves as Europeans when asked about their nationality. Our research showed a similar fact. 41,8% of the surveyed pupils in Flanders indicated the maximum score when they were asked about how they feel about their European identity. However, more pupils felt even stronger about their Belgian (49,9%) and Flemish identity feelings (55,1%) (see annex 9: graphs 59 and 63). In Spain however, the national identity feelings were stronger. 74,5% indicated the maximum score when asked about their Spanish identity. When asked about their Valencian identity, 62,3% indicated the maximum score and when asked about their European identity 60,4% indicated the highest score. This more or less confirms what Losito et al. (2016) suggested about the possibility of the positive coexistence of national and European identities.

Perception of local, national and European political institutions

In total, 1,5% of the surveyed Flemish youngsters indicated the highest score when asked if they felt that Belgian political bodies function well. For the Flemish political bodies, the maximum score was 2,0% and for the European bodies this was 4,0%. For the Spanish pupils, 0,9% indicated the highest score when asked the same question about Spanish political institutions. For the Valencian institutions, this was 3,8% and when asked about the European bodies 8,5% indicated the maximum score. In general, the perception is rather negative. However, on average, the European bodies gain more 'praise' than the national and local bodies even though the national and local identities received, on average, a higher score than the European identity.

Estimation of EU-knowledge

Some questions from Europahuis Ryckvelde's survey were included in our questionnaire as well. The first question being: "I have enough knowledge about the European Union." According to Ryckvelde's research, during the first assessment 10,6% indicated the minimum score of 1 which meant that they didn't feel like they knew enough about the EU at all. During assessment point 2 this was 5,3% and during the last assessment point this was 5,3% (see annex 8). In our survey, 35,5% of the Flemish pupils and 30,2% of the Spanish pupils indicated the minimum score (see annex 9; graphs 139 and 140). In our survey it became clear that, in comparison to Ryckvelde's findings, the pupils don't feel that they have sufficient knowledge about the European Union. Hoskins et al. (2016) and to Auf dem Brinke (2016) also stated that European pupils claim to have a fair understanding of the working of the EU. Auf dem Brinke concluded that 62% of the pupils reported to have a good understanding on how the EU institutions operate. However, Huddleston (2009) stated that pupils experience the European Union rather as something abstract that hold little sense that is relevant to them. The findings in our survey contradict Hoskins et al.'s and Auf dem Brinke's findings, and more or less confirm Huddleston's statement.

Bexit/Spexit

Ryckvelde's second question we included was: "Belgium should leave the European Union.". During assessment point one, 62,6% indicated that they don't agree to this statement at all. During the second test this was 60,7% and in the final one 74,4% (see annex 8). In our survey 62,6% of the Flemish pupils and 78,3% of the Spanish pupils indicated that they don't at all agree that Belgium, or Spain in case for the Spanish pupils, should leave the EU (see annex 9; graphs 143 and 144). We conclude that the general opinion on this matter hasn't changed much since Ryckvelde's research.

Knowledge on EU member states

The third question we included was: "Which of the countries below are members of the European Union?". In Ryckvelde's research a considerable amount of the surveyed pupils were able to identify one or more countries (see annex 8). However, we were keener to know how many could identify all of the member states in the selection. We concluded that only 12,2% of the Flemish pupils were able to indicate all four EU countries in the selection, for the Spanish pupils this percentage was only 3,8% (see annex 9; graphs 147 and 148).

Eagerness to vote in the EU-elections

Another question we added was: "The next European elections are in 2024. I think it is important to cast my vote." At assessment point one, 16.5% of the pupils indicated that they thought it was really important to them. At assessment point two, this was 23.9% and at assessment point three 42,7% (see annex 8). In our survey, 21.2% of the Flemish pupils and 51,9% of the Spanish pupils indicated the maximum score (see annex 9; graphs 151 and 152). However, as we mentioned in our study limitations, something went wrong with the translation of this question which could explain the significant difference between the Flemish and Spanish scores. ICCS (2016) also showed that students' expectations of voting in European elections in the future varied substantially over time and between countries.

Correlation between knowledge and attitude towards the EU

The ICCS study (2016) also indicated that students with higher levels of civic knowledge tended to express more tolerant attitudes and were also more in favour of cooperation among European countries than their counterparts who scored lower on civic knowledge. This correlation between knowledge and attitude was not present in our study (see annex 9; graphs 166, 167 and 168). The attitude towards the EU was slightly more positive in the second grade compared to the third grade, even though the third grade scored higher on the knowledge-based questions. In Spain, this was also visible but more explicit: students scored significantly lower on knowledge, but their attitude was more positive towards the EU than their Flemish counterparts (see annex 9; graphs 157, 159, 163, 164 and 165).

Spanish pupils' knowledge

As stated in a report by the European Commission (2021), research suggested that Spanish youngsters' general knowledge on the EU is rather low. The findings of this previous study resonate within the results of our research. Only 1.9% of the Spanish pupils knew who the European president is (see annex 9; graph 20). When they were asked about Ursula von der Leyen's function, only 34.9% were able to answer this question correctly (see annex 9; graph 24). Their knowledge of the EU Parliament and Commission was also insufficient (see annex 9; graphs 88 and 92). Even though the average scores for the knowledge-based questions by Flemish pupils were rather low as well, the pupils from the first grade in Flanders almost had the exact same average score as the Spanish pupils in the third grade (see annex 9; graphs 155, 156 and 157).

Stage of European citizenship

According to vzw Europahuis Ryckvelde (2017), every EU citizen can be situated in one of five possible stages of European citizenship:

1. They are not aware of the European Union.
2. They are aware of the European Union.
3. They have knowledge of the European Union.
4. They have democratic skills.
5. They are active European citizens.

Based on our research, we can conclude that the majority of our surveyed population is aware of the European Union and has some knowledge about it, yet to a rather limited extent. Therefore, we would put our population between stage two and three. Due to the way our research was drawn up, we can't make any statements about where they stand in regard to stage four, as we didn't test their democratic skills. Nevertheless, we do feel that they haven't reached stage five either.

6. Conclusion

Our expectations were partly met. In the end, there was no correlation between a good or bad understanding of the EU and a good or bad perception of the EU. Pupils also scored surprisingly low on the geography- and history-based questions. However, other expectation such as a more negative perception about the EU in Flanders but a positive result in general, as well as low results on the in-depth questions were met.

Regarding our main research question about the status of knowledge/perception of the European Union among Flemish (and Spanish) pupils in secondary education, we can conclude the following:

Overall, results on the knowledge on the European Union were low. In the first grade, the average was only 7,0 out of 20. Even the third grade wasn't able to pass our test, with a meagre result of 9,9 out of 20. The Spanish pupils (3rd grade) didn't do much better either. In fact, their average score was 6,9 out of 20, which is slightly less than the average result of the Flemish pupils in the first grade. Perhaps the questionnaire was too extensive and in-depth, so we made an analysis of the results of 10 basic questions as well. For Flanders, these results were better with an average of 7 out of 10, however Spain still only scored 3,5 out of 10 so their average score didn't change in relation to the result of the full questionnaire.

However, we did notice a rather positive result in regard to their perception and attitude towards the EU. On this aspect, the Spanish pupils scored highest with a total of 16,1 out of 20. The Flemish pupils mutually had more or less the same viewpoints as one another, which were positive and resulted in an average total score of 14,1 out of 20.

Now that we have researched the knowledge and perception on the EU, we can conclude that there is an appalling lack of factual knowledge on the EU. However, as we concluded from our study of existing materials, citizenship education is more than just learning about the EU itself, it also consists of learning and developing skills and attitudes. Some of those skills and attitudes can't be tested in the type of research we conducted. Furthermore, since the results regarding the perception and attitude towards the EU were significantly more positive than the knowledge results, we can't make a black and white statement about the fact that there is or isn't a need for more citizenship education in Flanders and Spain.

We do feel that the adaptation of attainment targets towards a process that includes both in-depth EU knowledge as well as democratic and citizenship skills could benefit pupils in their evolution towards full-fledged EU citizens. In our opinion, the adapted curricula and attainment targets are a step in the right direction, but the bar could certainly be raised even higher. Especially regarding the education of factual knowledge about the functioning of the European Union.

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Annexes

Annex 1: Information sheet for teachers and school managements (Dutch)



Infoblad bij het onderzoek naar kennis en perceptie over de EU bij jongeren voor leerkrachten en directies van participerende scholen

Hartelijk dank voor uw deelname aan ons onderzoek. Het onderzoek gebeurt bij leerlingen van het tweede en zesde jaar **A-stroom** van het katholiek secundair onderwijs in Vlaanderen. De bevraging bij jongeren wordt ook uitgevoerd in enkele Spaanse scholen.

Uit vooronderzoek blijkt dat de kennis en perceptie over de EU bij jongeren heel gevarieerd is. De meesten weten wel wat de EU is en welke landen erin zetelen, maar zelden reikt de kennis veel verder dan dat. De EU en regionale organisaties zoals Europahuis Ryckvelde (<https://www.europahuis.be/nl>) vinden het belangrijk dat Europese burgers begrijpen hoe de EU in elkaar zit (informatie) maar ook wat hun mening hierover is en hoe ze hun stem kunnen laten horen (participatie). De jongeren zijn de toekomst van Europa, en daarom is dit onderzoek van belang.

Uw **instruerende rol** als leerkracht is enorm belangrijk om dit onderzoek op een correcte wijze te laten plaatsvinden. Dit infoblad geeft u dan ook de nodige informatie. Bovendien wordt het onderzoek zodanig opgezet dat u de bevraging op een geïntegreerde manier kunt gebruiken als didactisch materiaal over de EU en ook als middel om de betrokkenheid van de leerlingen bij Europese thema's te verhogen. Bij eventuele onduidelijkheden kunt u steeds met ons contact opnemen.

De bevraging dient **in klasverband** te gebeuren **op school**. Dit kan ofwel (bij voorkeur) online ofwel op papier. Als een afname op school onmogelijk is, dan kunt u eventueel de papieren versie meegeven met de leerling en daarna ophalen, maar de bevraging is zodanig kort dat we hopen dat de meesten ervoor kiezen om dit meteen in de klas te doen. De bevraging dient zeker **individueel** te gebeuren. Het beantwoorden van de vragen duurt maximaal **20 minuten**. Het is belangrijk dat wordt vermeld dat deze bevraging op geen enkele wijze meetelt voor een evaluatie. Bij aanvang van de bevraging vullen de leerlingen enkele identificatievragen in. Eén van die vragen bevraagt of ze recent een les gehad hebben over de EU. We raden u aan, in het belang van ons onderzoek, dat u dit aangeeft aan hen of dit zo is of niet. Zo voorkomen we misverstanden. Verder zal u ook merken dat de leerlingen bij alle gewone keuze-/invulvragen de optie hebben om "ik weet het niet" aan te duiden. We hebben dit voorzien om gokantwoorden te vermijden om zo een correct en eerlijk beeld te krijgen over hun kennis en perceptie over de EU.

U kunt de bijgevoegde **PowerPoint** gebruiken om nadien feedback te geven over de vragen en ook eventueel de leerlingen te laten discussiëren over enkele thema's. Als u wilt, kunt u er dus een volledige lestijd aan besteden. Dat kan vanuit een vak zoals geschiedenis, aardrijkskunde en economie maar het kan ook als een vakoverschrijdend thema. In de PowerPoint vindt u bij **notities** zowel bijkomende zaken waarop u kunt letten als u de feedback geeft alsook de **antwoordsleutel**. Zo zijn er mogelijkheden om leerlingen te laten discussiëren. Als u wilt, kunt u ook **bijkomende didactische tools** gebruiken die u vindt bij het Europahuis Ryckvelde of op KlasCement.

We geven de bevraging ook in **pdf** mee, zowel de blanco versie als de antwoordsleutel, zodat u dit op voorhand rustig zelf kunt doornemen. Alvast hartelijk bedankt voor uw deelname. U ontvangt nadien van ons de gemiddelde resultaten van uw klas in vergelijking met de totale bevraagde groep.

Kyle Bernaert en Steven De Proft
Laatstejaarsstudenten Educatieve bacheloropleiding secundair onderwijs

Onderzoekspromotor: dr. A. Vyt

Annex 2: Information sheet for teachers and school managements (Spanish)



Hoja informativa: Encuesta de conocimiento y percepción de los jóvenes para los profesores y directores de los colegios participantes

Muchas gracias por su participación en nuestra encuesta. La investigación se realiza entre los alumnos de segundo y sexto (= 2ESO & 2 Bachillerato) **curso A** de la enseñanza secundaria católica en Flandes. La encuesta entre los jóvenes también se realizará en algunos colegios españoles.

La investigación preliminar muestra que el conocimiento y la percepción de los jóvenes sobre la UE son muy variados. La mayoría sabe qué es la UE y qué países pertenecen a ella, pero rara vez sus conocimientos van mucho más allá. La UE y organizaciones regionales como Europahuis Ryckvelde (<https://www.europahuis.be/nl>) consideran importante que los ciudadanos europeos entiendan cómo funciona la UE (información) pero también cuál es su opinión al respecto y cómo pueden hacer oír su voz (participación). Los jóvenes son el futuro de Europa, de ahí la importancia de esta investigación.

Su papel de profesor es extremadamente importante para garantizar que esta investigación se lleve a cabo correctamente. Por ello, esta hoja informativa le proporciona la información necesaria. Además, la encuesta está configurada de tal manera que puedes utilizarla de forma integrada como material didáctico sobre la UE y también como medio para aumentar la implicación de los alumnos en las cuestiones europeas. Si no está seguro de algo, no dude en ponerse en contacto con nosotros.

La encuesta tiene que **hacerse en clase en el colegio**. Puede hacerse (preferiblemente) en línea o en papel. Si no es posible administrar el cuestionario en la escuela, se puede dar la versión en papel al alumno y luego recogerla, pero el cuestionario es tan corto que esperamos que la mayoría de las escuelas y profesores opten por administrarlo directamente en el aula. Además, la encuesta debe hacerse definitivamente de forma **individual**. Responder a las preguntas llevará un máximo de **20 minutos**. Es importante tener en cuenta que esta encuesta no cuenta de ninguna manera para una evaluación. Al principio de la encuesta, los alumnos tienen que rellenar algunas preguntas de identificación. Una de estas preguntas se refiere a si han recibido recientemente una lección sobre la UE. Recomendamos, en interés de nuestra investigación, que les indiquen si es así o no. Esto evitará cualquier malentendido. También observará que en todas las preguntas estándar de redacción/compleción, los alumnos tienen la opción de indicar "no sé". Hemos previsto esta opción para evitar que se adivinen las respuestas y para obtener una imagen precisa y justa de sus conocimientos y percepción de la UE.

Si lo desea, puede utilizar el **PowerPoint** adjunto para proporcionar información sobre las preguntas a posteriori, y también para que los alumnos puedan debatir algunas de las cuestiones. Si lo desea, puede dedicarle un periodo de clase completo. Puede hacerlo dentro de una asignatura, como historia, geografía o economía, o puede hacerlo como tema transversal. En el PowerPoint, en el apartado de **notas**, encontrará aspectos adicionales a tener en cuenta a la hora de dar la respuesta, así como **la clave de respuestas**. Esto ofrece oportunidades para el debate de los alumnos. Por lo tanto, le recomendamos que imprima el PowerPoint como documento de mano para mantener la visión general. Si lo desea, también puede utilizar las **herramientas adicionales** que encontrará en la Casa de Europa Ryckvelde o en KlasCement. En sus sitios web encontrará muchas herramientas didácticas y otras formas de información sobre la Unión Europea.

También le facilitamos el cuestionario en formato **pdf**, tanto la versión en blanco como la clave de respuestas, para que pueda leerlo usted mismo previamente.

Muchas gracias de antemano por su participación. Posteriormente, recibirá los resultados medios de su clase en comparación con el grupo total encuestado.

- Bernaert Kyle, De Proft Steven (promotor: A. Vyt) en nombre de la escuela Arteveldehogeschool.

Bevraging: kennis en perceptie over de EU

Elke vraag heeft telkens slechts één juist antwoord, tenzij gesuggereerd wordt in de opgave (bv. land(en)) dat er meerdere antwoorden mogelijk zijn. Je hebt ook altijd de optie om 'ik weet het niet' aan te duiden/in te vullen. Dat is ook geen enkel probleem als je dit doet, want de bevraging is anoniem en het doel is om een zo'n correct en eerlijk mogelijk beeld te krijgen over jouw kennis/perceptie over de EU. Aangezien deze bevraging anoniem is mag je je naam niet noteren. Je vult deze bevraging bovendien ook in stilte en individueel in.

Alvast enorm bedankt voor jouw deelname!

Identificatie deelnemer

1) Ik zit in deze school:

.....

2) Ik zit in het...

- tweede jaar secundair onderwijs.
- zesde jaar secundair onderwijs.

3) Mijn afstudeerrichting is:

- | | |
|--|---|
| <input type="radio"/> Economie-Moderne talen | <input type="radio"/> Latijn-Wetenschappen |
| <input type="radio"/> Economie-Wetenschappen | <input type="radio"/> Latijn-Wiskunde |
| <input type="radio"/> Economie-Wiskunde | <input type="radio"/> Moderne talen-Wetenschappen |
| <input type="radio"/> Grieks-Latijn | <input type="radio"/> Moderne talen-Wiskunde |
| <input type="radio"/> Grieks-Moderne talen | <input type="radio"/> Wetenschappen-Wiskunde |
| <input type="radio"/> Grieks-Wetenschappen | <input type="radio"/> Andere: |
| <input type="radio"/> Grieks-Wiskunde | |
| <input type="radio"/> Humane-Wetenschappen | |
| <input type="radio"/> Latijn-Moderne talen | |

4) Nederlands is mijn moedertaal?

- Ja.
- Nee.

5) Hoe lang volg ik al onderwijs in Vlaanderen?

- Minstens/meer dan vijf jaar.
- Minder dan vijf jaar.

6) Ik vul deze vragenlijst in...

- op school.
- niet op school.

7) Ik kreeg onlangs les over de EU?

- Ja.
- Nee.

Vragenlijst over de EU

8) Wie is momenteel Europees president?

Charles Michel

9) Wat is de functie van Ursula von der Leyen?

- Bondskanselier van Duitsland
- Voorzitter Europese Commissie**
- Voorzitter Europese Raad
- Ik weet het niet.

10) Wat is volgens jou het verschil tussen 'Europa' en de 'Europese Unie'?

- Europa is een werelddeel, de Europese unie is een bestuursorgaan en moet je dus lid van worden.**
- Er is geen verschil, het zijn synoniemen.
- Europa is de vorige naam van de Europese Unie.
- Ik weet het niet.

11) Heeft Europa een hoofdstad denk je? Zo ja, welke?

Brussel

12) Waar vinden de meeste plenaire vergaderingen van het Europese Parlement plaats?

- Frankfurt
- Straatsburg**
- Parijs
- Brussel
- Ik weet het niet.

13) Wat is een democratie?

- Staatsvorm waarbij één persoon alle macht heeft.
- Staatsvorm waarbij het volk regeert, in de praktijk d.m.v. een volksvertegenwoordiging of parlement.**
- Staatsvorm waarbij het volk regeert, in de praktijk d.m.v. de politieke partijen de primaire basis van de macht vormen.
- Ik weet het niet.

14) Is België volgens jou eerder een democratie of een participatie?
(Participatie= stelsel waarin de politieke partijen de macht uitoefenen)

	1	2	3	4	5	
Democratie	<input type="radio"/>	Participatie				

15) Is de EU volgens jou eerder een democratie of een participatie?
(Participatie= stelsel waarin de politieke partijen de macht uitoefenen)

	1	2	3	4	5	
Democratie	<input type="radio"/>	Participatie				

16) Heb je het gevoel dat de EU nuttige dingen doet?

	1	2	3	4	5	
Helemaal niet	<input type="radio"/>	Helemaal wel				

17) Wat is het volkslied van de EU?

- Folk song
- Ode an die Freude**
- Brabançonne
- God Save the Queen
- Marseillaise
- Ik weet het niet.
- De EU heeft geen volkslied.

18) In welke mate voel jij je Belg?

	1	2	3	4	5	
Helemaal niet	<input type="radio"/>	Helemaal wel				

19) In welke mate voel jij je Vlaming?

	1	2	3	4	5	
Helemaal niet	<input type="radio"/>	Helemaal wel				

20) In welke mate voel jij je Europeaan?

	1	2	3	4	5	
Helemaal niet	<input type="radio"/>	Helemaal wel				

21) In welke mate vind je dat de Belgische politieke instellingen goed functioneren?

	1	2	3	4	5	
Heel slecht	<input type="radio"/>	Heel goed				

22) In welke mate vind je dat de Vlaamse politieke instellingen goed functioneren?

	1	2	3	4	5	
Heel slecht	<input type="radio"/>	Heel goed				

23) In welke mate vind je dat de Europese politieke instellingen goed functioneren?

	1	2	3	4	5	
Heel slecht	<input type="radio"/>	Heel goed				

24) Duid de fractie aan die NIET actief is in het Europees parlement.

- De Europese Volkspartij
- De Groenen/Vrije Europese Alliantie
- De Nationaal Socialistische Arbeidspartij**
- De Alliantie van Liberalen en Democraten
- Ik weet het niet.

25) Welke Europese instelling ONTWERPT wetsvoorstellen?

- Europese Commissie**
- De Raad van de Europese Commissie
- Europees Parlement
- Europees President
- Federaal Parlement
- Ik weet het niet.

26) Welke Europese instelling STEMT over de wetsvoorstellen?

- Europese Commissie
- De Raad van de Europese Commissie
- Europees Parlement**
- Europees President
- Federaal Parlement
- Ik weet het niet.

27) Als je stemt voor de Europese verkiezingen, voor welke vertegenwoordigers stem je dan?

- Vertegenwoordigers van de Europese Commissie
- Vertegenwoordigers van het Europees Parlement**
- Vertegenwoordigers van het Huis Van Europa
- Ik weet het niet.

28) Welke land(en) behoren NIET tot de Europese Unie? (Meerdere mogelijk)

- Albanië**
- Noorwegen**
- Italië
- Verenigd Koninkrijk**
- Litouwen
- Kroatië
- Ik weet het niet.

29) Welke veranderingen vonden er plaats tijdens de overgangsfase van de Brexit in 2020?

- Reizen binnen de EU werden verboden voor mensen uit dit land.
- Niets, de veranderingen gingen pas in op 1 januari 2021.**
- De handelsakkoorden werden duurder voor beide partijen.
- Economische hulp zou niet meer worden toegediend aan dit land vanuit de Europese Centrale Bank.
- Ik weet het niet.

30) Moet er op dit moment nog een verdere regeling tussen het Verenigd Koninkrijk en de EU worden uitgewerkt?

- Ja.**
- Nee.
- Ik weet het niet.

31) Wat was het verdrag dat de oprichting van de Europese Unie officieel maakte?

- Kolen en Staal (EGKS)
- Euratom
- Gemeenschappelijke Markt
- Schengenzone

- Maastricht**
- Ik weet het niet.

32) Kan het zijn dat een lidstaat van de Europese Unie toch een andere munteenheid dan de euro gebruikt?

- Ja.**
- Nee.
- Ik weet het niet.

33) Waarom begon men volgens jou meer in te zetten op Europese samenwerking?

- Om een gezamenlijke alliantie te vormen tegen de Duitse bezetters in WO1.
- Aan de hand van economische en politieke samenwerking, zorgen voor blijvende vrede na WOII.**
- Om na de beurscrash van 1929 makkelijker samen te kunnen werken om de economie herop te starten.
- Ik weet het niet.

34) Hoe wordt bepaald hoeveel macht elk land binnen de EU heeft?

- Deze worden verdeeld onder de lidstaten (ongeveer) in verhouding tot het aantal inwoners dat een land telt.**
- Deze worden verdeeld onder de lidstaten (ongeveer) in verhouding tot de grootte van de economie van de landen.
- Deze worden verdeeld onder de lidstaten (ongeveer) in verhouding tot de oppervlakte van de landen.
- Ik weet het niet.

35) In welke mate denk je dat de landen hun identiteit verliezen als de EU meer zeggenschap krijgt over het beleid van de lidstaten?

	1	2	3	4	5	
Helemaal niet	<input type="radio"/>	Volledig				

36) Als ik denk aan de 'Europese Unie', dan denk ik aan... (vul zelf enkele woorden in, gescheiden door een komma)

.....
.....

37) Wie coördineert het aankoopbeleid van de coronavaccins op EU-niveau?

- België
- De lidstaten
- De regio's van de lidstaten
- De steden en gemeenten
- Europese commissie**
- Europees parlement
- Ik weet het niet.

38) Heb je het gevoel dat de EU ons als aparte lidstaten eerder zwakker of sterker maakt?

	1	2	3	4	5	
Eerder zwakker	<input type="radio"/>	Eerder sterker				

39) Ik heb het gevoel dat ik genoeg weet over de Europese Unie.

1 2 3 4 5

Totaal niet Helemaal wel

40) België zou beter uit de Europese Unie stappen.

1 2 3 4 5

Helemaal niet akkoord Helemaal akkoord

41) Welke van de land(en) hieronder zijn WEL lid van de Europese Unie? (Meerdere mogelijk)

- Frankrijk**
- Bulgarije**
- Noorwegen
- Zwitserland
- Turkije
- Hongarije**
- Estland**
- Ik weet het niet.

42) De volgende Europese verkiezingen zijn in 2024. Ik vind het belangrijk om mijn stem uit te brengen.

1 2 3 4 5

Helemaal niet akkoord Helemaal wel akkoord

Conocimiento y percepción de la UE

Cada pregunta tiene una sola respuesta correcta, a menos que se sugiera en el enunciado (por ejemplo, país/países) que es posible más de una respuesta.

También tiene siempre la opción de indicar/introducir "no sé". Esto no supone ningún problema si lo hace, porque la encuesta es anónima y el objetivo es obtener una imagen lo más precisa y honesta posible sobre su conocimiento/percepción de la UE. Como esta encuesta es anónima, no puede escribir su nombre. También se le pide que rellene este cuestionario en silencio y de forma individual.

Muchas gracias por su participación.

Identificación de los participantes

1) Estoy en esta escuela:

.....

2) Estoy en el...

- segundo año de educación secundaria (=2 ESO).
- sexto año de educación secundaria (=2 Bachillerato).

3) Mi dirección de graduación es (sólo para Bachillerato)

- Humanidades
- Ciencias sanitary
- Ciencias tecnología
- Artes
- ciencias sociales
- Estoy en segundo curso (= 2 ESO), por lo que aún no me he graduado.
- Otros:
-
-

4) ¿El español es mi lengua materna?

- Sí.
- No.

5) ¿Cuánto tiempo llevo estudiando en España?

- Como mínimo, más de cinco años.
- Menos de cinco años.

6) Relleno este cuestionario...

- en la escuela.
- en casa

7) Hace poco me enseñaron sobre la UE...

- Sí.
- No.

Cuestionario sobre la UE

8) ¿Quién es actualmente el Presidente Europeo?

Charles Michel

9) ¿Cuál es el cargo de Ursula von der Leyen?

- Canciller Federal de Alemania
- Presidente de la Comisión Europea**
- Presidente del Consejo Europeo
- No lo sé.

10) ¿Cuál cree que es la diferencia entre "Europa" y la "Unión Europea"?

- Europa es un continente, la Unión Europea es un órgano de gobierno y hay que ser miembro.**
- No hay diferencia, son sinónimos.
- Europa es el antiguo nombre de la Unión Europea.
- No lo sé.

11) ¿Crees que Europa tiene una capital? Si es así, ¿cuál?

Bruselas

12) ¿Dónde se celebran la mayoría de las sesiones plenarias del Parlamento Europeo?

- Frankfurt
- Estrasburgo**
- París
- No lo sé
- Bruselas

13) ¿Qué es una democracia?

- Forma de Estado en la que una persona tiene todo el poder.
- Forma de Estado en la que el pueblo gobierna, en la práctica mediante una representación popular o parlamento.**
- Forma de Estado en la que el pueblo gobierna, en la práctica a través de los partidos políticos que constituyen la base principal del poder.
- No lo sé.

14) En su opinión, ¿es España más una democracia o una partitocracia? (Partitocracia= sistema en el que los partidos políticos ejercen el poder)

	1	2	3	4	5	
Democracia	<input type="radio"/>	Partitocracia				

15) En su opinión, ¿la UE es más una democracia o una partitocracia? (Partitocracia= sistema en el que los partidos políticos ejercen el poder)

	1	2	3	4	5	
Democracia	<input type="radio"/>	Partitocracia				

16) ¿Cree que la UE hace cosas útiles?

	1	2	3	4	5	
En absoluto	<input type="radio"/>	Absolutamente				

17) ¿Cuál es el himno de la UE?

- Canción folclórica
- Oda a la alegría
- Brabançonne
- Dios salve a la Reina
- Marseillaise
- No lo sé.
- La UE no tiene himno.

18) ¿En qué medida se siente español?

	1	2	3	4	5	
En absoluto	<input type="radio"/>	Absolutamente				

19) ¿Hasta qué punto se siente valenciano?

	1	2	3	4	5	
En absoluto	<input type="radio"/>	Absolutamente				

20) ¿Hasta qué punto se siente europeo?

	1	2	3	4	5	
En absoluto	<input type="radio"/>	Absolutamente				

21) ¿En qué medida cree que las instituciones políticas españolas funcionan bien?

	1	2	3	4	5	
Muy mal	<input type="radio"/>	Muy bueno				

22) ¿En qué medida cree que las instituciones políticas valencianas funcionan bien?

	1	2	3	4	5	
Muy mal	<input type="radio"/>	Muy bueno				

23) ¿En qué medida cree que las instituciones políticas europeas funcionan bien?

	1	2	3	4	5	
Muy mal	<input type="radio"/>	Muy bueno				

24) Indique el grupo político que NO está activo en el Parlamento Europeo.

- El Partido Popular Europeo
- Los Verdes/Alianza Libre Europea
- El Partido Laborista Nacional Socialista**
- La Alianza de Liberales y Demócratas
- No lo sé.

25) ¿Qué institución europea DISEÑA propuestas legislativas?

- Comisión Europea**
- El Consejo de la Comisión Europea
- No lo sé.
- Parlamento Europeo
- Presidente Europeo

26) ¿Qué institución europea VOTA las propuestas legislativas?

- Comisión Europea
- El Consejo de la Comisión Europea
- Parlamento Europeo**
- No lo sé.
- Presidente Europeo
- Parlamento Federal

27) Cuando vote en las elecciones europeas, ¿a qué representantes votara?

- Representantes de la Comisión Europea
- Representantes del Parlamento Europeo**
- Representantes de la Casa de Europa
- No lo sé.

28) ¿Qué país/países NO forman parte de la Unión Europea? (Son posibles varias respuestas)

- Albania**
- Noruega**
- Italia
- Reino Unido**
- Lituania
- Croacia
- No lo sé.

29) ¿Qué cambios se produjeron durante la fase de transición del Brexit en 2020?

- Se prohibieron los viajes dentro de la UE para las personas de este país.
- ✓ **Nada, los cambios no entraron en vigor hasta el 1 de enero de 2021.**
- Los acuerdos comerciales se volvieron más costosos para ambas partes.
- Ya no se administraría la ayuda económica a este país desde el Banco Central Europeo.
- No lo sé.

30) ¿Hay algún otro acuerdo entre el Reino Unido y la UE en esta fase?

- ✓ **Sí.**
- No.
- No lo sé.

31) ¿Cuál fue el tratado que oficializó la creación de la Unión Europea?

- Carbón y acero (CECA)
- Euratom
- Mercado común
- Espacio Schengen
- ✓ **Maastricht**
- No lo sé.

32) ¿Es posible que un Estado miembro de la Unión Europea utilice una moneda distinta del euro?

- ✓ **Sí.**
- No.
- No lo sé.

33) En su opinión, ¿por qué se empezó a prestar más atención a la cooperación europea?

- Para formar una alianza conjunta contra los ocupantes alemanes en la Primera Guerra Mundial.
- ✓ **Mediante la cooperación económica y política, garantizar una paz duradera tras la Segunda Guerra Mundial.**
- Para facilitar la colaboración en la reanudación de la economía tras el crack bursátil de 1929.
- No lo sé.

34) ¿Cómo se determina el poder de cada país dentro de la UE?

- ✓ **Se distribuyen entre los Estados miembros (aproximadamente) en proporción al número de habitantes de un país.**
- Se distribuyen entre los Estados miembros (aproximadamente) en proporción al tamaño de las economías de los países.
- Se distribuyen entre los Estados miembros (aproximadamente) en proporción a la superficie de los países.
- No lo sé.

35) ¿Hasta qué punto cree que los países perderán su identidad si la UE consigue un mayor control sobre las políticas de los Estados miembros?

	1	2	3	4	5	
En absoluto	<input type="radio"/>	Completamente				

36) Cuando pienso en la "Unión Europea", pienso en ... (rellene usted mismo algunas palabras, separadas por una coma)

.....

.....

37) ¿Quién coordina la política de adquisición de vacunas a nivel de la UE?

- España
- Los Estados miembros
- Las regiones de los Estados miembros
- Las ciudades y pueblos
- Comisión Europea**
- Parlamento Europeo
- No lo sé.

38) ¿Cree que la UE nos hace más débiles o más fuertes como Estados miembros separados?

1 2 3 4 5

Más bien débil Bastante más fuerte

39) Creo que sé lo suficiente sobre la Unión Europea.

1 2 3 4 5

En absoluto Absolutamente

40) España debería abandonar la Unión Europea.

1 2 3 4 5

No estoy de acuerdo en absoluto Estoy totalmente de acuerdo

41) ¿Cuál de los siguientes países es miembro de la Unión Europea? (Son posibles varias respuestas)

- Francia**
- Bulgaria**
- Noruega
- Suiza
- Turquía
- Hungría**
- Estonia**
- No lo sé.

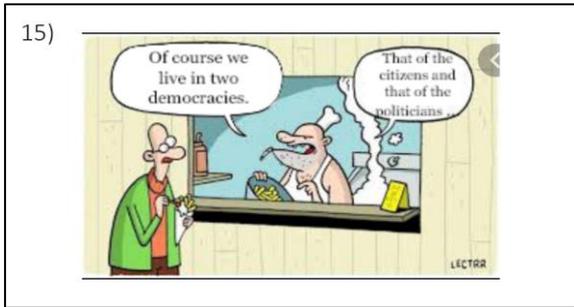
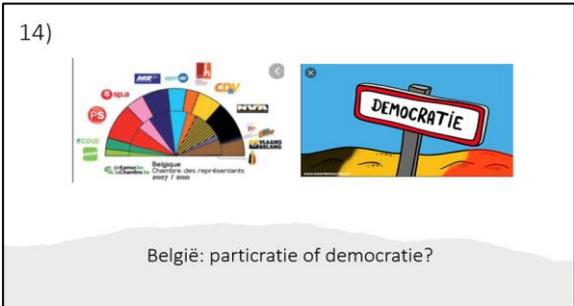
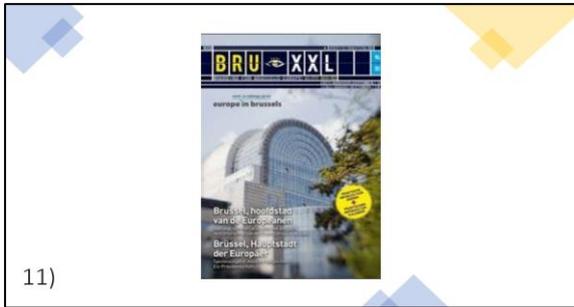
42) En las próximas elecciones que pueda votar, creo que es importante emitir mi voto.

1 2

No estoy de acuerdo en absoluto (

Annex 5: Didactic PowerPoint (Dutch)

Kennis en perceptie over de EU



17) Volkslied van de EU



18) Worden we allen pas Belg als het WK begint?



19) Of toch eerder Vlamingen?

- <https://peterderoover.be/nl/zijn-we-nu-vlaming-toch-belg> Zijn we nu Vlaming of toch Belg?



20) Of toch eerder Europeanen?



21) Functioneren de Belgische politieke instellingen voldoende?



22) Functioneren de Vlaamse politieke instellingen voldoende?

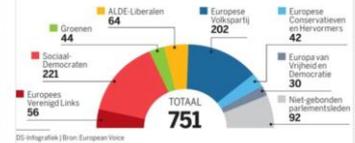


23) Functioneren de Europese politieke instellingen voldoende?



24) Fracties EU-parlement

Zetelverdeling Europees Parlement volgens de peiling



25) Europese wetsvoorstellen ontwerpen:



26) Europese wetsvoorstellen stemmen:



27) EU-verkiezingen: ik stem voor...



Europees Parlement

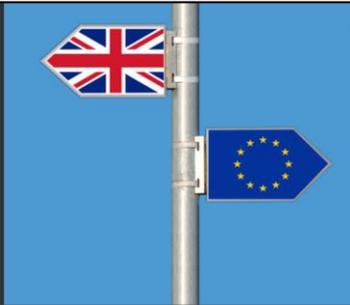
28) Welke land(en) behoren niet tot de EU?

Albanië
Noorwegen
Verenigd Koninkrijk



29) Veranderingen overgangsfase Brexit?

GEEN, pas vanaf Brexit zelf (01/01/2021) veranderingen.



30) Nog regeling nodig tussen EU en VK over Brexit?

Ja.

31) Oprichting EU werd officieel door...



Verdrag van Maastricht (1992) - Wikipedia
nl.wikipedia.org



32) Lidstaat EU zonder gebruik van euro als munteenheid. Vb: Kroatië

33) Waarom meer Europese samenwerking?

Na WOII: nood aan blijvende vrede en economische samenwerking.



34) Machtverdeling v/d lidstaten binnen EU?

Op basis van bevolkingsaantal.



"EU leidt tot verlies nationale identiteit"



35) Identiteitsverlies door EU-lidmaatschap?

36) Wat komt in je op als je denkt aan de EU?



37) Bevoegdheid aankoopbeleid vaccins voor de EU?



Heb je het gevoel dat de EU ons als aparte lidstaten eerder zwakker of sterker maakt?

DEBAT

38)



39) Ik heb het gevoel dat ik genoeg weet over de Europese Unie..?

Waarom wel/niet?
→ klasgesprek



40) Moet België de EU verlaten?

Bexit
BELGIUM EXIT EU



41) Welke landen behoren wel tot de EU?

Frankrijk
Bulgarije
Hongarije
Estland



42) Vind je het belangrijk om te stemmen voor de Europese verkiezingen (in 2024)?

DEBAT



Annex 6: Didactic PowerPoint (Spanish)

Conocimiento y percepción de la UE

8) Charles Michel



9) Presidente de la Comisión Europea



10)



11)



Sesión plenaria en Estrasburgo

Plenaire vergadering in Straatsburg



12)

13)



14)



España: ¿participación o democracia?

15)



16)

DEBATE

En su opinión, ¿la UE hace cosas útiles?



17) Himno de la UE



18)

19)



20) ¿O más bien europeos?



21) ¿Funcionan adecuadamente las instituciones políticas españolas?



22) ¿Funcionan adecuadamente las instituciones políticas valencianas?

23) ¿Funcionan adecuadamente las instituciones políticas europeas?



24) Grupos políticos del Parlamento Europeo



25) Elaboración de propuestas legislativas europeas:



26) Propuestas legislativas europeas:



27) Elecciones a la UE: Yo voto por...



28) ¿Qué país o países no forman parte de la UE?

Albania
Noruega
Reino Unido



29) ¿Cambios en la fase de transición del Brexit?

NADA, sólo desde el propio Brexit (01/01/2021) cambia.



30) ¿Sigue siendo necesario un acuerdo entre la UE y el Reino Unido sobre el Brexit?

Sí.

31) El establecimiento de la UE se hizo oficial por...

Tratado de Maastricht

- * Foi assinado em 1992 na cidade de holandesa de Maastricht
- * Este tratado esta estreitamente relacionado com a União Europeia
- * Alterou profundamente os outros Tratados

Según el Tratado de Maastricht, también conocido por Tratado de Unión Europea, representamos un fuerte avance en el proceso de integración europea. Créase a Unión Europea (EU) e con esta surge un espaço de paz, liberdade e de bem-estar.



32) Estado miembro de la UE que no utiliza el euro como moneda. Ejemplo: Croacia

33) ¿Por qué más cooperación europea?

Después de la Segunda Guerra Mundial: necesidad de una paz duradera y de cooperación económica.



34) ¿Distribución del poder entre los Estados miembros dentro de la UE?

Basado en la población.



35) La UE lleva a la pérdida de la identidad nacional?

36) ¿Qué le viene a la mente cuando piensa en la UE?



37) ¿Competencia para comprar vacunas para la UE?



¿Cree que la UE nos hace más débiles en lugar de más fuertes como Estados miembros separados?



DEBATE

38)

39) Siento que sé lo suficiente sobre la Unión Europea...

¿Por qué o por qué no?
→ discusión en clase



40) ¿Debe España abandonar la UE?



41) ¿Qué países pertenecen a la UE?

Francia
Bulgaria
Hungría
Estonia



42) ¿Cree que es importante votar para las elecciones europeas (en 2024)?

DEBATE



Annex 7: Selection of final attainment levels related to the EU

Curriculum first grade	
Explicitly related to the EU	
<p>GESa28 De leerlingen lichten principes van een democratie en een rechtstaat toe vanuit hedendaags en historisch perspectief. -Basisbeginselen, Bestuur, Inspraak, Vertegenwoordiging, Besluitvorming, Verband tussen verkiezingen, vertegenwoordiging en bestuur, Rechten: burgerrechten, mensen- en kinderrechten, Vormen van rechtvaardigheid: sociale en politiek, Actief gebruik van de begrippen 'democratie' en 'rechtstaat', Voor de hedendaagse democratie wordt uitgegaan van het referentiekader "Competences for democratic culture" - Raad van Europa. Hedendaags perspectief omvat zowel de eigen leefwereld als de actualiteit</p>	<p>GESa29 De leerlingen onderscheiden het samenleven in een historische of actuele democratie en een rechtstaat van het samenleven in andere historische of actuele regimes. Basisbeginselen, Bestuur. Inspraak. Vertegenwoordiging. Besluitvorming. (Schending van) rechten: burgerrechten, mensen- en kinderrechten. Vormen van rechtvaardigheid: sociale en politieke. Voor de hedendaagse democratie wordt uitgegaan van het referentiekader "Competences for democratic culture" - Raad van Europa.</p>
<p>GESa30 De leerlingen kennen de volgende bestuursniveaus: gemeente, provincie, gemeenschappen en gewesten (met inbegrip van Vlaanderen), België, Europese Unie en de erkende symbolen van de Vlaamse gemeenschap, België en de Europese Unie.</p>	<p>E+Oa19 De leerlingen illustreren de rol van de nationale en internationale overheid aan de hand van actuele voorbeelden uit de eigen leefwereld.</p>
<p>M&Sa27 De leerlingen lichten toe hoe de overheid impact heeft op de samenleving door: inkomsten: belastingen en sociale zekerheidsbijdragen; uitgaven; het herverdelingsmechanisme.</p> <p>Wenk 1. Via voorbeelden uit de actualiteit kan je illustreren dat de overheid zorg draagt voor de samenleving via uitgaven zoals onderwijs, gezondheidszorg, infrastructuur ... Daarnaast is het solidariteitsprincipe in onze samenleving belangrijk. Via het herverdelingsmechanisme zorgt de overheid voor een aanvullend en/of vervangend inkomen (pensioenen, kinderbijslag, tegemoetkomingen voor iedereen of voor doelgroepen ...). In hun directe omgeving vangen leerlingen via ouders of media allerhande signalen op over de rol van de overheid. Het is dus aangewezen om leerlingen de nodige kennis en inzichten bij te brengen om die informatie in een correct en volledig kader te kunnen plaatsen. Het is dus niet de bedoeling om het achterliggende systeem van bv. de sociale zekerheid uit te leggen.</p>	<p style="text-align: center; color: green;">Implicitly related to the EU</p>
<p>GESa7 Sociaal: nomadische samenleving, sedentaire samenleving, standenmaatschappij, patriarchale samenleving, migratie, ongelijkheid, slavernij, burgerrechten, oorlog en vrede; GESa7 Politiek: stadstaat, rijk, dynastie, republiek, autocratie, aristocratie, democratie, imperialisme, kolonisatie, ambtenaren;</p>	<p>E+Oa14 De leerlingen onderzoeken hoe een onderneming inspeelt op macrotrends in de maatschappij zoals: de toenemende heterogeniteit (diversiteit) in de samenleving; de versnelde technologische ontwikkelingen en digitalisering; sociaal-maatschappelijke ontwikkelingen; de toenemende bewustwording van het belang van ecologie en duurzaamheid.</p> <p>Wenk 1. Je kan de impact bespreken van de toenemende heterogeniteit in de maatschappij zoals de toenemende vergrijzing, de toename van het aantal singles, de urbanisatie, de toenemende diversiteit in de maatschappij (cultuur versus levensstijl) die een invloed hebben op behoeften rond wonen, mobiliteit, voeding, gezondheid.</p>

Attainment targets third grade

Explicitly related to the EU

7.13 De leerlingen onderscheiden randvoorwaarden van democratische besluitvorming aan de hand van actuele gebeurtenissen.

Met inbegrip van kennis

*Feitenkennis

- Grondrecht

- Randvoorwaarden zoals transparantie, overleg, draagvlak, gedeelde informatie, persvrijheid

*Conceptuele kennis - Grondrechten

Met inbegrip van context

* Ter ondersteuning bij het realiseren van deze eindterm kan volgend referentiekader gebruikt worden: '**Competences for democratic culture**' van de Raad van Europa.

Met inbegrip van dimensies eindterm

Cognitieve dimensie: beheersingsniveau begrijpen

7.14 De leerlingen lichten de invloed van lokaal, nationaal en Europees burgerschap toe op verschillende maatschappelijke domeinen.

Met inbegrip van kennis

*Feitenkennis

- **grondwet, wet, decreet, verdrag**

*Conceptuele kennis

- Grondwet, wet, decreet, verdrag

- Overdracht van **bevoegdheden aan Europese organen** zoals het vrije verkeer van kapitaal, arbeid, goederen en personen

- Relatie tussen **bestuursniveau en bevoegdheid**

Met inbegrip van context

* Ter ondersteuning bij het realiseren van deze eindterm kan volgend referentiekader gebruikt worden: '**Competences for democratic culture**' van de Raad van Europa. Met inbegrip van dimensies eindterm

Cognitieve dimensie: beheersingsniveau begrijpen

Democratische besluitvorming op lokaal, nationaal en internationaal niveau duiden.

7.16 De leerlingen lichten de invloed van lokaal, nationaal en Europees burgerschap toe op verschillende maatschappelijke domeinen.

Met inbegrip van kennis

*Feitenkennis

- grondwet, wet, decreet, verdrag

*Conceptuele kennis

- Grondwet, wet, decreet, verdrag

- Overdracht van bevoegdheden aan **Europese organen** zoals het vrije verkeer van kapitaal, arbeid, goederen en personen

- Relatie tussen bestuursniveau en bevoegdheid

Met inbegrip van context

* De referentiekaders bij het realiseren van deze eindterm zijn 'Universele Verklaring van de Rechten van de Mens', 'Europees Verdrag tot Bescherming van de Rechten van de Mens en de Fundamentele Vrijheden' en 'Kinderrechtenverdrag'.

* Ter ondersteuning bij het realiseren van deze eindterm kan volgend referentiekader gebruikt worden: '**Competences for democratic culture**' van de Raad van Europa.

7.18 De leerlingen onderscheiden in concrete situaties het belang en de impact van mensenrechten.

Met inbegrip van kennis

*Conceptuele kennis

- Impact van **mensenrechten** op het eigen leven en dat van anderen - **Verenigde Naties**

- **Mensenrechtenorganisatie**

Met inbegrip van context

* De referentiekaders bij het realiseren van deze eindterm zijn 'Universele Verklaring van de Rechten van de Mens', 'Europees Verdrag tot Bescherming van de Rechten van de Mens en de Fundamentele Vrijheden' en 'Kinderrechtenverdrag'.

* Ter ondersteuning bij het realiseren van deze eindterm kan volgend referentiekader gebruikt worden: '**Competences for democratic culture**' van de Raad van Europa. Met inbegrip van dimensies eindterm

Cognitieve dimensie: beheersingsniveau begrijpen

7.19 De leerlingen onderscheiden de dynamiek van de **rechtsstaat**, die gebaseerd is op **grondrechten** en wederkerigheid.

Met inbegrip van kennis

*Feitenkennis

- Terminologie in verband met grondrechten zoals vrijheid van meningsuiting, vrijheid van geweten, vrijheid van vereniging, recht op onderwijs, vrijheid van ondernemen, stakingsrecht, rechten van minderheden, recht op een eerlijk proces

*Conceptuele kennis

- Dynamiek van de rechtsstaat: de manier waarop grondrechten zich tot elkaar verhouden en soms met elkaar op gespannen voet staan

Met inbegrip van context

* Ter ondersteuning bij het realiseren van deze eindterm kan volgend referentiekader gebruikt worden: '**Competences for democratic culture**' van de Raad van Europa.

7.20 De leerlingen onderzoeken in concrete situaties het **belang en de impact van mensenrechten**

Met inbegrip van kennis

*Feitenkennis - Verenigde Naties

*Conceptuele kennis - **Impact van mensenrechten op het eigen leven en dat van anderen** - Verenigde Naties, het **Europees Hof voor de Rechten van de Mens** - **De soorten mensenrechten en hun onderlinge relatie: burgerlijke, politieke, economische, sociale en culturele rechten**

*Procedurele kennis - Toepassen van strategieën om in concrete situaties het belang en de impact van **mensenrechten** te onderzoeken

Met inbegrip van context

* De referentiekaders bij het realiseren van deze eindterm zijn 'Universele Verklaring van de Rechten van de Mens', 'Europees Verdrag tot Bescherming van de Rechten van de Mens en de Fundamentele Vrijheden' en 'Kinderrechtenverdrag'.

* Ter ondersteuning bij het realiseren van deze eindterm kan volgend referentiekader gebruikt worden: **'Competences for democratic culture' van de Raad van Europa**. Met inbegrip van dimensies eindterm Cognitieve dimensie: beheersingsniveau analyseren

Implicitly related to the EU

Inzicht hebben in taal, in het bijzonder het Nederlands, als exponent en deel van een cultuur en een maatschappij.

2.15 De leerlingen analyseren het effect van taaluitingen, taalvariëteiten en talen op **identiteitsvorming en sociale omgang**.

Met inbegrip van kennis

*Conceptuele kennis

(...)

- **Relatie tussen taal en identiteit**

*Procedurele kennis

- Leggen van verbanden tussen vormen van taalvariatie enerzijds en identiteitsvorming en sociale omgang anderzijds

- Leggen van verbanden tussen het ontstaan van talen en taalverwantschap enerzijds en identiteit anderzijds

*Metacognitieve kennis

- Relatie tussen eigen taal(gebruik) en identiteit

Inzicht hebben in vreemde talen als exponenten en delen van culturen en maatschappijen.

3.12 De leerlingen onderscheiden bij het lezen en beluisteren van teksten **overeenkomsten en verschillen tussen aspecten van de eigen maatschappij en cultuur en aspecten van maatschappijen en culturen** waarin de doeltaal wordt gesproken.

Met inbegrip van kennis

*Conceptuele kennis

- **Enkele kenmerkende aspecten van de eigen maatschappij en cultuur (bv. op vlak van dagelijks leven, leefomstandigheden, interpersoonlijke verhoudingen, waarden, overtuigingen, houdingen, lichaamstaal, sociale conventies, ritueel gedrag)**

- Enkele kenmerkende aspecten van maatschappijen en culturen waarin de doeltaal wordt gesproken (bv. op vlak van dagelijks leven, leefomstandigheden, interpersoonlijke verhoudingen, normen, waarden, overtuigingen, houdingen, lichaamstaal, sociale conventies, ritueel gedrag)

Enkele mogelijke gevolgen van stereotiepe voorstellingen van maatschappijen en culturen waarin de doeltaal wordt gesproken

- Uniceit en eigenheid van maatschappijen en culturen

- Taal als exponent en deel van culturen en maatschappijen

7. Burgerschapscompetenties met inbegrip van competenties inzake samenleven

De dynamiek en de gelaagdheid van (eigen) identiteiten duiden.

7.1 De leerlingen onderzoeken de interactie tussen **verschillende lagen van identiteiten**.

Met inbegrip van kennis

*Feitenkennis

- Meerderheid, minderheid, verbondenheid, wij-zij denken

*Conceptuele kennis

- Meerderheid, minderheid

- De eigen identiteit als een authentiek individu, behorend tot verschillende groepen

- Het **relationele en dynamische karakter van identiteiten en gerelateerde concepten zoals sociale cohesie, verbondenheid, solidariteit, discriminatie, wij-zij- denken, mensbeeld en wereldbeeld**

*Procedurele kennis

- Toepassen van strategieën om de interactie tussen de verschillende lagen van identiteiten te onderzoeken

*Metacognitieve kennis

- Aspecten van de eigen **identiteiten**

Met inbegrip van context

* Ter ondersteuning bij het realiseren van deze eindterm kan volgend referentiekader gebruikt worden: '**Global Citizenship Education -Topics and Learning Objectives - UNESCO (2015)**'.

Met inbegrip van dimensies eindterm

Cognitieve dimensie: beheersingsniveau analyseren

Affectieve dimensie°: **Handelen vanuit een persoonlijk kader waarin voorkeuren voor waarden, opvattingen, gedragingen , gebeurtenissen, informatie, taken, strategieën,...** geïnternaliseerd zijn, maar waarbij nog aandacht nodig is voor de balans tussen conflicterende aspecten.

Omgaan met diversiteit in het samenleven en het samenwerken.

7.2 De leerlingen gaan **respectvol en constructief** om met individuen en groepen in een **diverse samenleving**.° (attitudinaal)

7.3 De leerlingen hanteren strategieën om **respectvol en constructief** samen te werken in een **diverse samenleving**.

Met inbegrip van kennis

*Feitenkennis

- **Compromis, consensus, win-win-oplossing, meningsverschil**

*Conceptuele kennis

- **Compromis, consensus, win-win-oplossing, meningsverschil**

- **Solidariteit, vreedzaam samenwerken en samenleven**

- **Machtsverhoudingen** tussen de betrokkenen, belangen van de betrokkenen *Procedurele kennis

- Toepassen van strategieën om **democratisch en respectvol te onderhandelen over conflicterende standpunten zoals socratisch gesprek, handelen op basis van wederkerigheid en rekening houden met verschillende perspectieven, belangen en machtsverhoudingen, deliberatie over conflicterende thema's**

7.5 De leerlingen reflecteren kritisch over de voordelen en de uitdagingen verbonden aan diversiteit.

Met inbegrip van kennis

*Conceptuele kennis

- De impact van **diversiteit op verschillende maatschappelijke domeinen zoals het economische, het sociale, het culturele en het politieke**

- Eigenschappen van verschillende vormen van samenleven zoals multiculturalisme, monoculturalisme, integratie, assimilatie, inclusie, exclusie
- Tolerantie en de grenzen ervan

*Procedurele kennis

- Toepassen van strategieën om de voordelen en de uitdagingen verbonden aan samenleven en samenwerken in diversiteit te evalueren- Toepassen van reflectievaardigheden
- > Cultureel: kenmerken zoals tradities en gewoonten; mens- en wereldbeelden; kunst- en cultuuruitingen; culturele en artistieke stromingen; filosofie; levensbeschouwing en levensbeschouwelijke organisatie; secularisatie; moderniteit; **multiculturele samenleving**; ethnocentrisme; diversiteit; fundamentalisme; wetenschappen en technologie; **onderwijs; informatie- en communicatie(r)evolutie; propaganda; voedingspatronen; vrijetijdsbeleving**

7.6 De leerlingen lichten met historische en **actuele voorbeelden mechanismen achter onverdraagzaamheid, discriminatie en racisme toe.**

Met inbegrip van kennis

*Conceptuele kennis

- De betekenis en impact van onverdraagzaamheid, discriminatie en racisme
- De mechanismen achter onverdraagzaamheid, discriminatie en racisme zoals angst, wij-zij denken, groepsgevoel, uitsluiting, ontmenselijking, zondebokmechanisme, stereotypering, polarisering

Met inbegrip van dimensies eindterm

Cognitieve dimensie: beheersingsniveau begrijpen

7.9 De leerlingen zijn bereid om zich te engageren in de samenleving.° (attitudinaal)

7.10 De leerlingen **reflecteren kritisch** over de manier waarop ze zich **individueel en als groepslid kunnen engageren en actie ondernemen omtrent lokale, regionale, nationale of mondiale kwesties en over de mogelijke gevolgen ervan.**

Met inbegrip van kennis

*Feitenkennis

- **Rollen en verantwoordelijkheden** van individuen en groepen, zoals vrijwilligers, verenigingen, middenveldorganisaties, die zich engageren en actie ondernemen omtrent lokale, regionale, nationale en mondiale kwesties

*Conceptuele kennis

- Rollen en verantwoordelijkheden van individuen en groepen, zoals vrijwilligers, verenigingen, middenveldorganisaties, die zich engageren en actie ondernemen omtrent lokale, regionale, nationale en mondiale kwesties

*Procedurele kennis

- Toepassen van strategieën om de manier waarop iemand zich als individu en als groepslid kan engageren en actie ondernemen te evalueren- Toepassen van reflectievaardigheden*Metacognitieve kennis- Eigen rol en verantwoordelijkheid bij een engagement en een actie voor lokale, regionale, nationale of mondiale kwesties

7.11 De leerlingen hanteren strategieën om **inspraak, participatie** en besluitvorming toe te passen rekening houdend met de **rechten en plichten** van iedereen.

Met inbegrip van kennis

*Feitenkennis

- **Inspraak, participatie** en besluitvorming

*Conceptuele kennis

- Inspraak, **participatie** en besluitvorming zoals in schoolse situaties, jeugd- en vrijetijdsorganisaties, benefietacties, drukkingsgroepen

*Procedurele kennis

- Toepassen van strategieën voor inspraak, **participatie en besluitvorming, rekening houdend met de rechten en plichten van iedereen zoals stemmen, overleggen, petitie organiseren, lobbyen, opinies delen**

7.15 De leerlingen vergelijken **politieke partijen** en **ideologische stromingen**.

Met inbegrip van kennis *Feitenkennis

- **Politieke partij**

- **Ideologische stromingen**

*Conceptuele kennis

- **Politieke partij**

- **Principes van verkiezingen, vertegenwoordiging en bestuur en de onderlinge relatie**

- Maatschappelijke breuklijnen

- Ideologische stromingen

Met inbegrip van dimensies eindterm

Cognitieve dimensie: beheersingsniveau begrijpen

Democratische principes en democratische cultuur kaderen binnen de moderne rechtsstaat.

Democratische besluitvorming op lokaal, nationaal en internationaal niveau duiden: 7.17 De leerlingen vergelijken politieke partijen en **ideologische stromingen**. Met inbegrip van kennis

*Feitenkennis

- Politieke partij

- Ideologische stromingen

*Conceptuele kennis

- Politieke partij

- Principes van **verkiezingen**, vertegenwoordiging en bestuur en de onderlinge relaties

- Maatschappelijke breuklijnen

- Ideologische stromingen

Met inbegrip van dimensies eindterm Cognitieve dimensie: beheersingsniveau begrijpen

Democratische principes en democratische cultuur kaderen binnen de moderne rechtsstaat.

7.18 De leerlingen komen op voor de **eerbiediging van de rechten van de mens** en het kind en voor sociale rechtvaardigheid.° (attitudinaal)

Democratische besluitvorming op lokaal, nationaal en internationaal niveau duiden.

7.19 De leerlingen appreciëren de **democratische principes** en het samenleven in een **democratie**.° (attitudinaal)

> Politiek: kenmerken zoals staats(her)vorming en veranderende territoriale invulling; imperialisme; (neo)kolonialisme; dekolonisatie; **politieke ideologieën**; breuklijnen; natie; bestuurlijke organisatie en **staatsvorm** (zoals totalitaire staat, rechtsstaat, dictatuur, **democratie**); mensenrechten; supranationale en intergouvernementele organisaties

Democratische principes en democratische cultuur kaderen binnen de moderne rechtsstaat.

7.22 De leerlingen lichten toe hoe wederkerigheid en solidariteit aan de basis liggen van de welvaartsstaat. Met inbegrip van kennis *Feitenkennis - Welvaartsstaat, solidariteit, sociale zekerheid
*Conceptuele kennis - Sociale rechtvaardigheid - Wederkerigheid, welvaartsstaat, solidariteit, sociale zekerheid - Sociale uitdagingen voor de welvaartsstaat zoals op het vlak van pensioenen, onderwijs, gezondheidszorg - Sociale voorzieningen, sociale rechten en sociale partners

8. Competenties met betrekking tot historisch bewustzijn Historische fenomenen situeren in een historisch referentiekader.

8.2 De leerlingen onderscheiden voor de moderne tijd en de hedendaagse tijd kenmerken van westerse en niet-westerse samenlevingen, gelijkenissen en verschillen in kenmerken tussen samenlevingen, gelijkenissen en verschillen in kenmerken van samenlevingen uit vorige periodes, evenals kenmerken van interculturele contacten

Met inbegrip van kennis

*Feitenkennis - **Kenmerken van westerse en niet-westerse samenlevingen uit de moderne tijd en de hedendaagse tijd voor elk van de maatschappelijke domeinen:**

> **Politiek:** kenmerken zoals staats(her)vorming en veranderende territoriale invulling; imperialisme; (neo)kolonialisme; dekolonisatie; politieke ideologieën; breuklijnen; natie; bestuurlijke organisatie en staatsvorm (zoals totalitaire staat, **rechtsstaat**, dictatuur, democratie); **mensenrechten**; supranationale en intergouvernementele organisaties

8.11 De leerlingen reflecteren kritisch over betekenissen die gegeven worden aan historische fenomenen uit de moderne tijd en de hedendaagse tijd.

Met inbegrip van kennis

*Feitenkennis (...) - Betekenisgeving aan het verleden: het belang voor een grote groep mensen, de impact en gevolgen voor latere periodes en samenlevingen, de band met het heden, **de rol in persoonlijke en collectieve identiteitsontwikkeling**, de rol in waardenoverdracht, de rol in het nastreven van sociale cohesie.

Enkele vragen over Europa

1.771 antwoorden

[Analyse publiceren](#)

Als ik denk aan de 'Europese Unie', dan denk ik aan... (vul zelf enkele woorden in, wat er eerst bij je opkomt, gescheiden door een komma).

1.771 antwoorden

Europa

Politiek

Brexit

politiek

Euro

europa

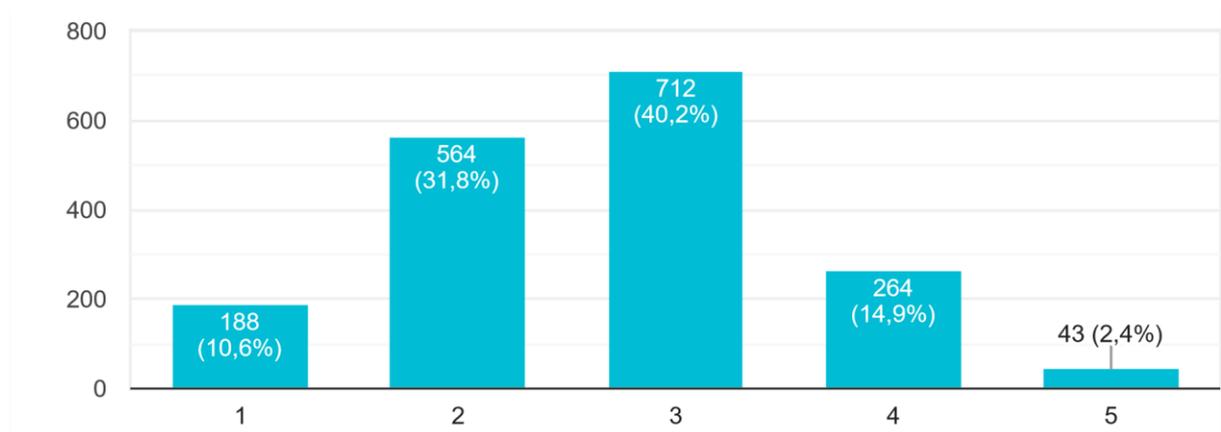
De euro

Brussel

euro

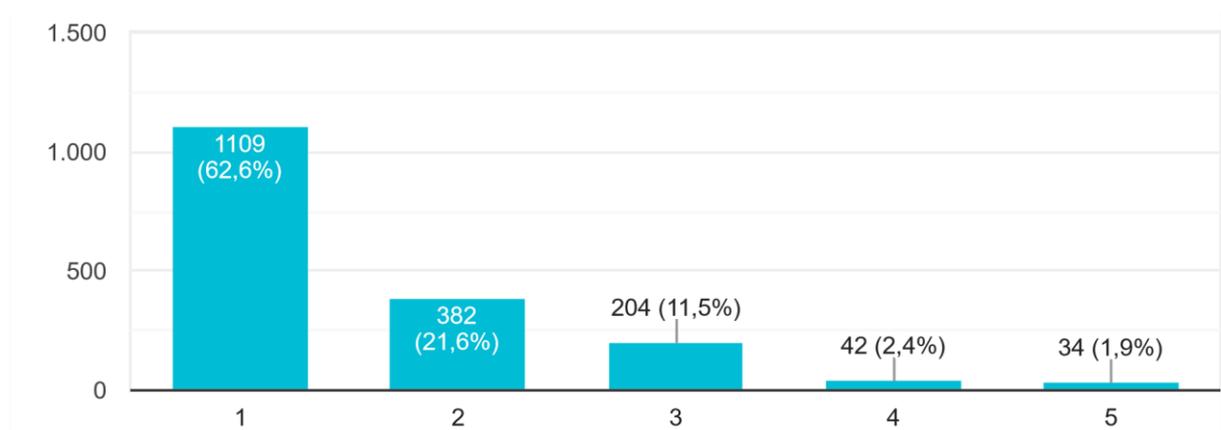
Ik heb het gevoel dat ik genoeg weet over de Europese Unie.

1.771 antwoorden



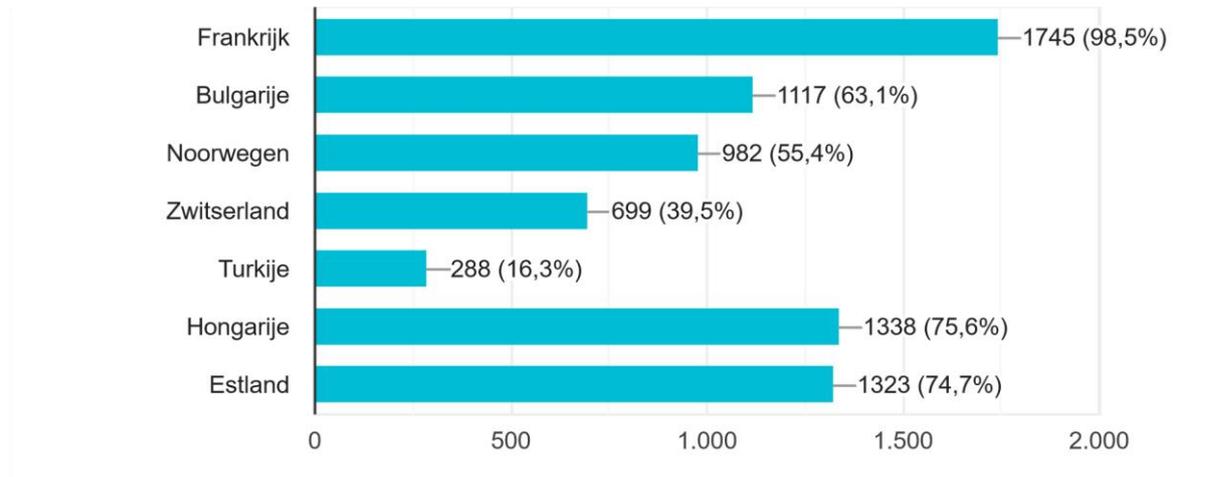
België zou beter uit de Europese Unie stappen

1.771 antwoorden



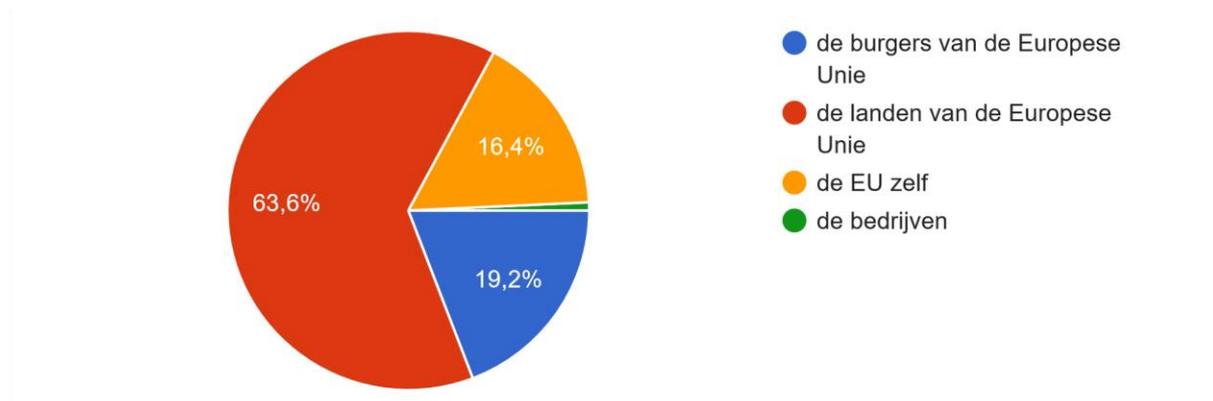
Welke van de landen hieronder zijn WEL lid van de Europese Unie? (meerdere mogelijk)

1.771 antwoorden



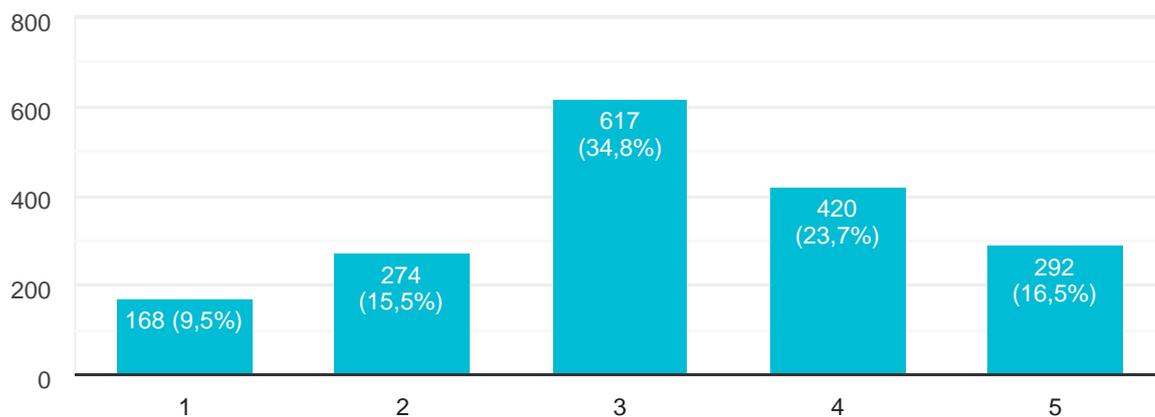
Het Europees Parlement spreekt als Europese instelling in naam van...

1.771 antwoorden



De volgende Europese verkiezingen zijn in 2019. Ik vind het belangrijk om mijn stem uit te brengen.

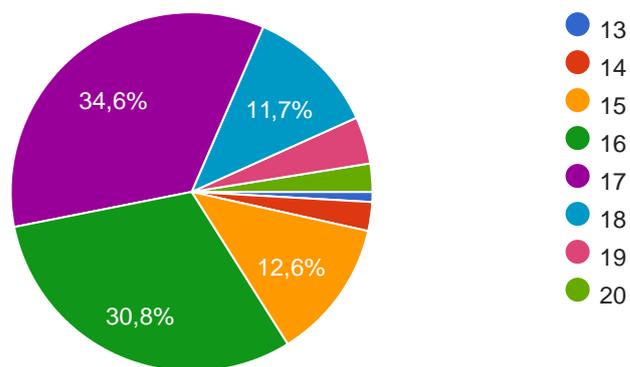
1.771 antwoorden



Over jou

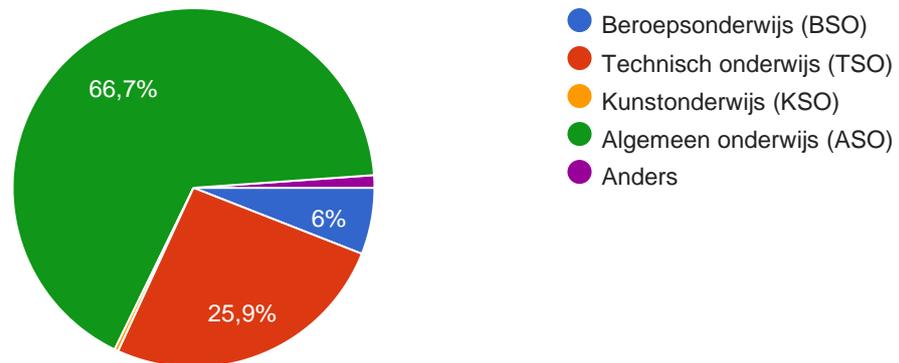
Hou oud ben je nu?

1.771 antwoorden



Je bent een leerling in het

1.771 antwoorden



Naam van de school:

611 antwoorden

Spes Nostra Kuurne

Sancta Maria Kasterlee

Spes nostra kuurne

Sint-Bavohumaniora

OLVC Bevegem

VTI Tielt

Sint-Dimpnacollege

Makz

Spes nostra Kuurne

Results assessment point two (May-June 2018)

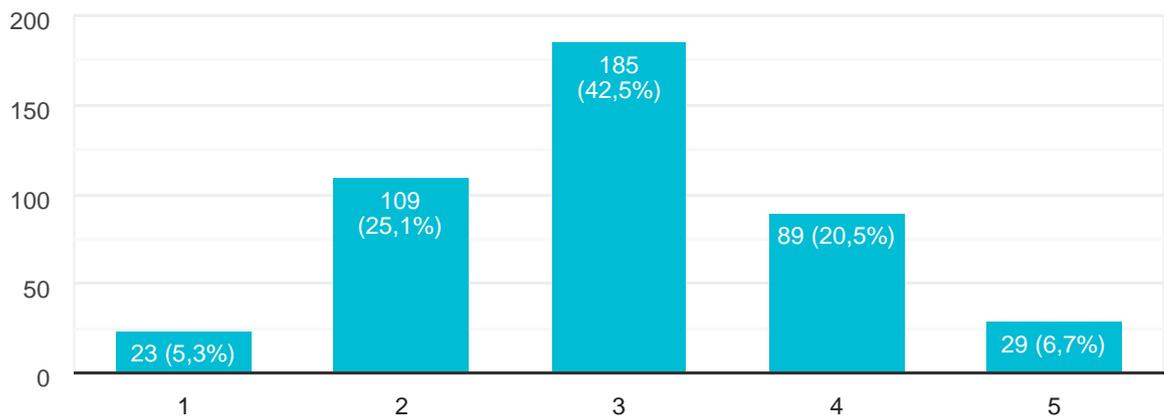
Enkele vragen over Europa

435 antwoorden

[Analyse publiceren](#)

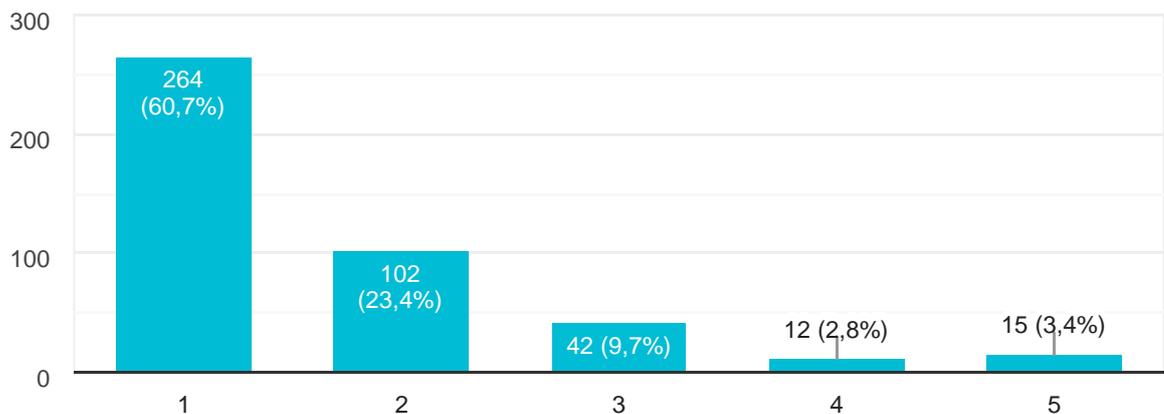
Ik heb genoeg kennis over de Europese Unie.

435 antwoorden



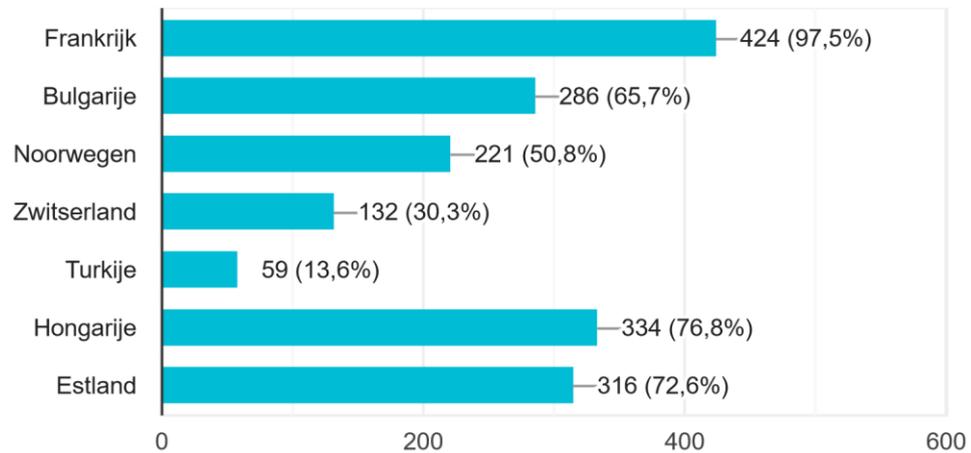
België zou beter uit de Europese Unie stappen

435 antwoorden



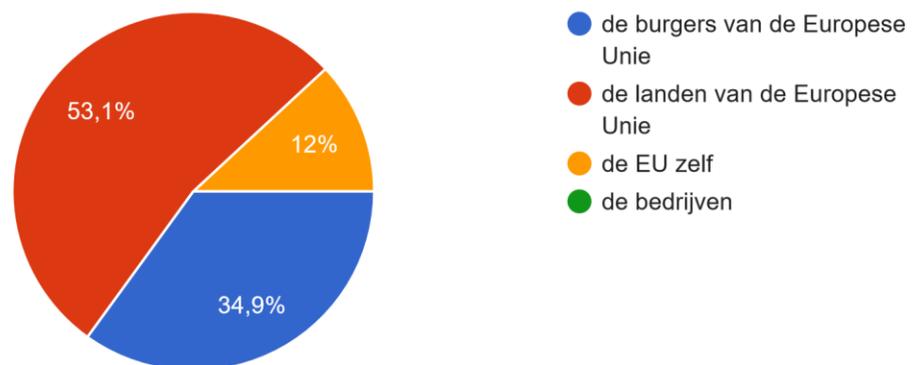
Welke van de landen hieronder zijn WEL lid van de Europese Unie? (meerdere mogelijk)

435 antwoorden



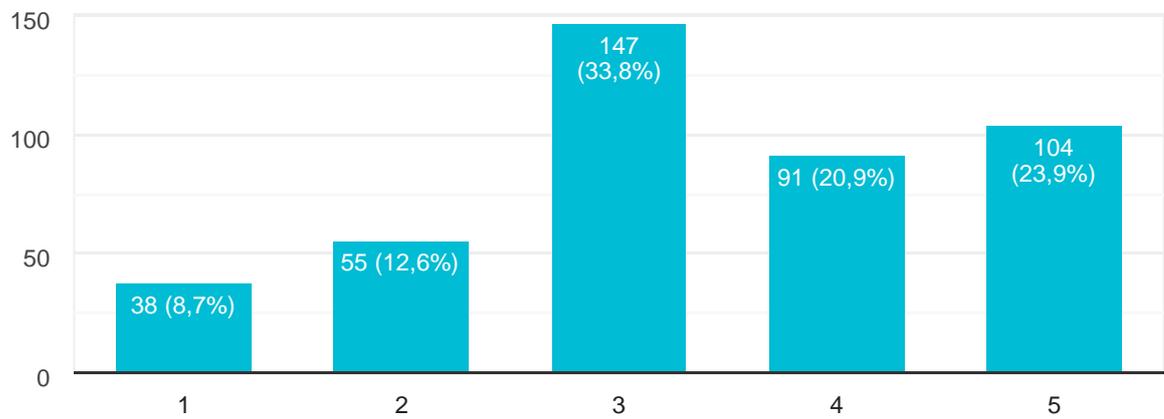
Het Europees Parlement spreekt als Europese instelling in naam van...

435 antwoorden



De volgende Europese verkiezingen zijn in 2019. Ik vind het belangrijk om mijn stem uit te brengen.

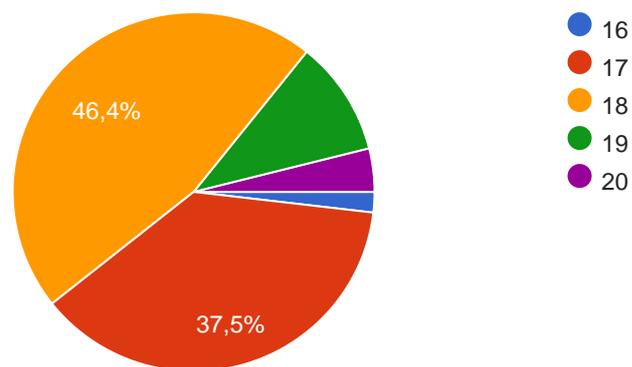
435 antwoorden



Over jou

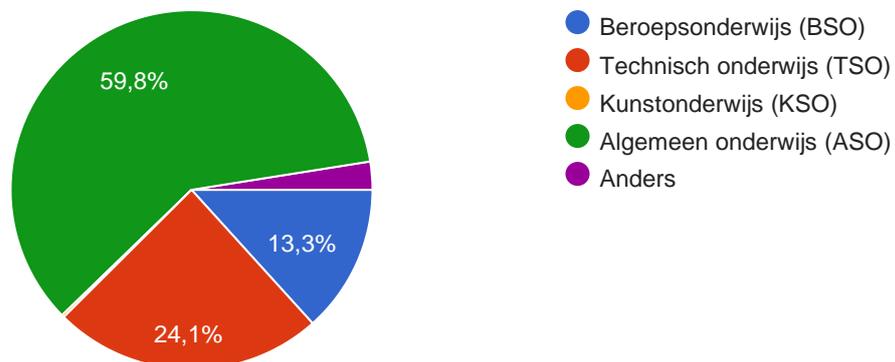
Je leeftijd

435 antwoorden



Je bent een leerling in het

435 antwoorden



Naam van de school:

435 antwoorden

Bernarduscollege Oudenaarde

Virgo Sapiens

Barnum

Virgo sapiens

Gitok

Sint-Pietersinstituut

Bernarduscollege

Bernarduscollege Oudenaarde

Bernarduscollege oudenaarde

Results assessment point three (May-June 2019)

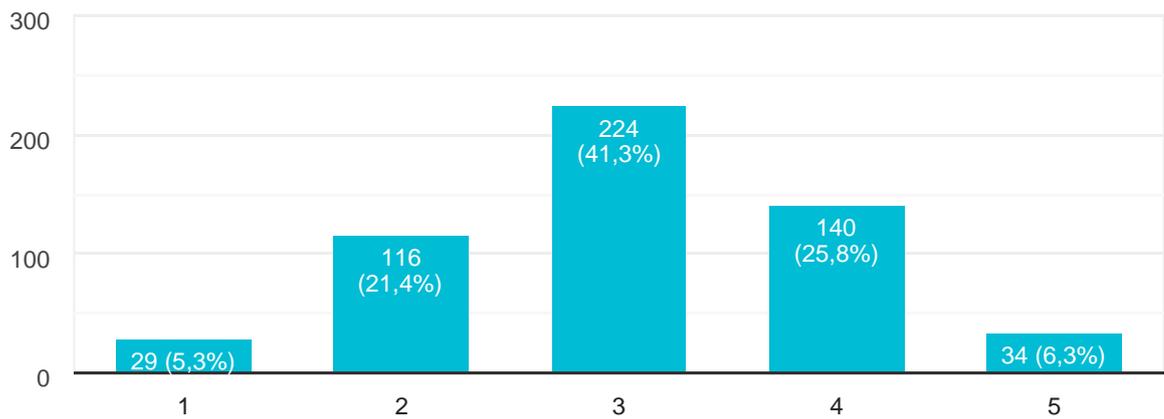
Enkele vragen over Europa

543 antwoorden

[Analyse publiceren](#)

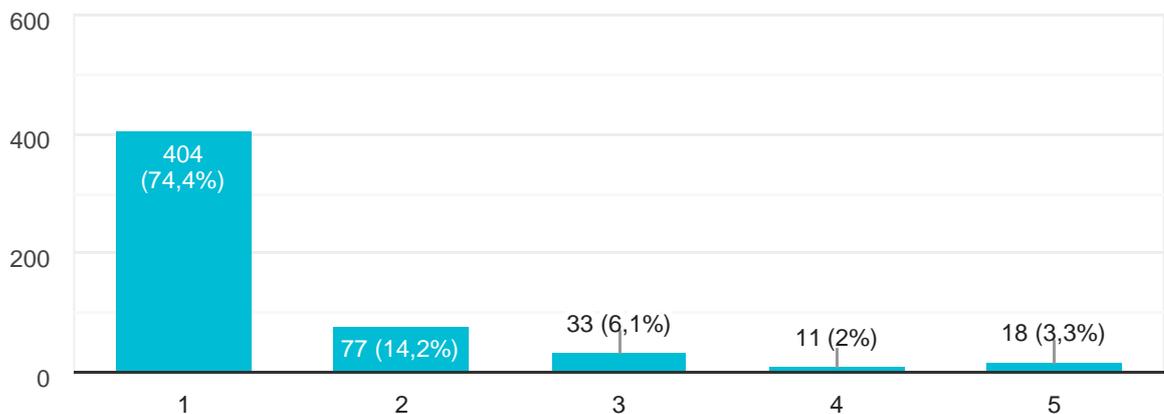
Ik heb genoeg kennis over de Europese Unie.

543 antwoorden



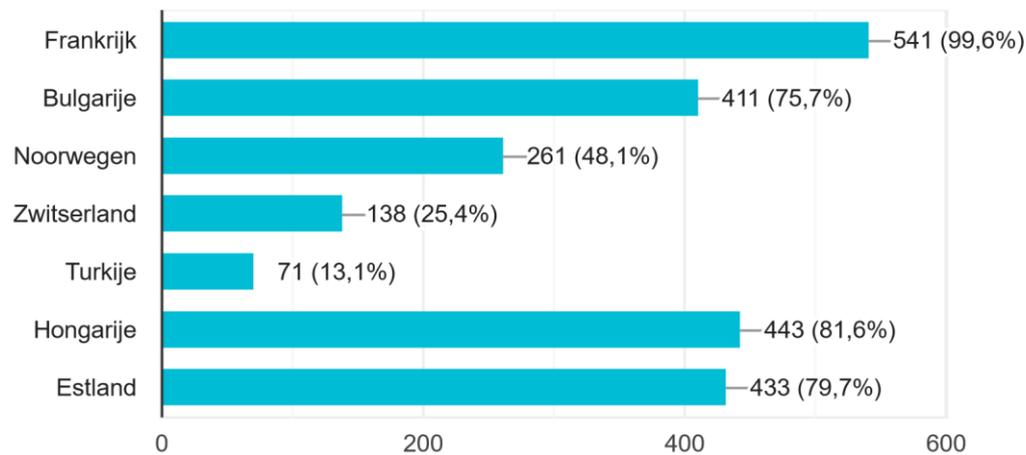
België zou beter uit de Europese Unie stappen

543 antwoorden



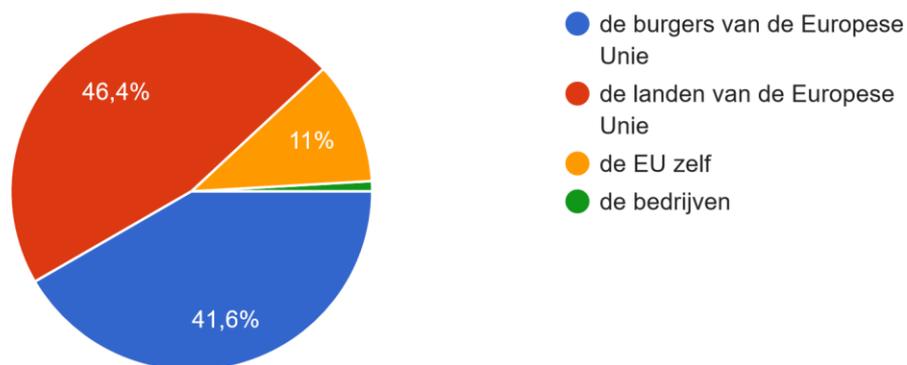
Welke van de landen hieronder zijn WEL lid van de Europese Unie? (meerdere mogelijk)

543 antwoorden



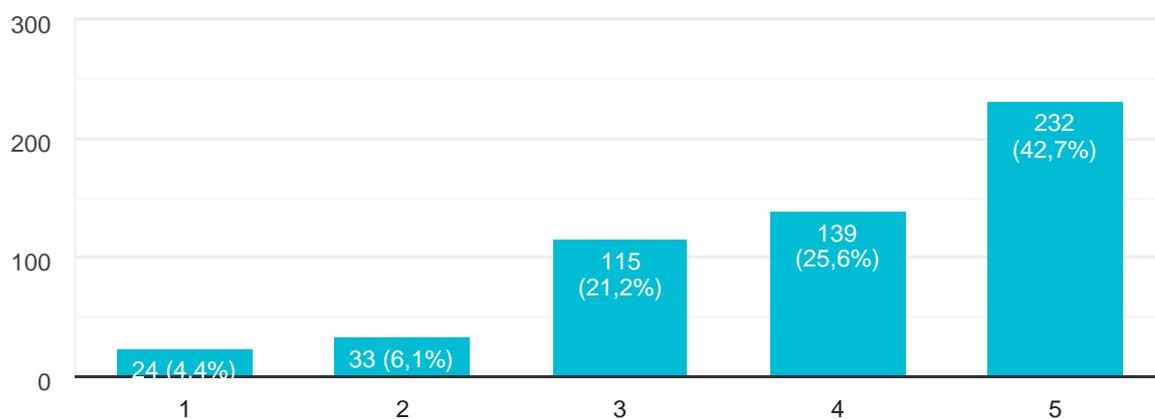
Het Europees Parlement spreekt als Europese instelling in naam van...

543 antwoorden



De volgende Europese verkiezingen zijn in 2019. Ik vind het belangrijk om mijn stem uit te brengen.

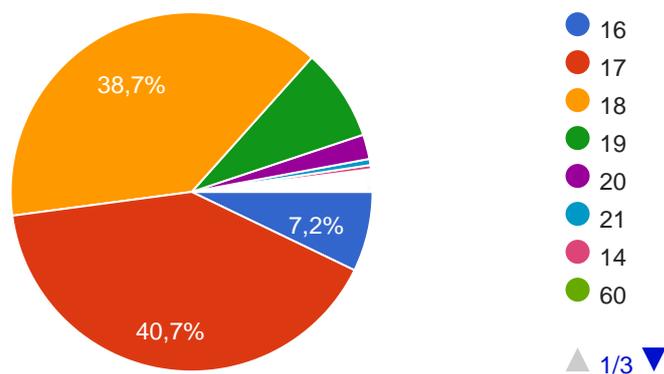
543 antwoorden



Over jou

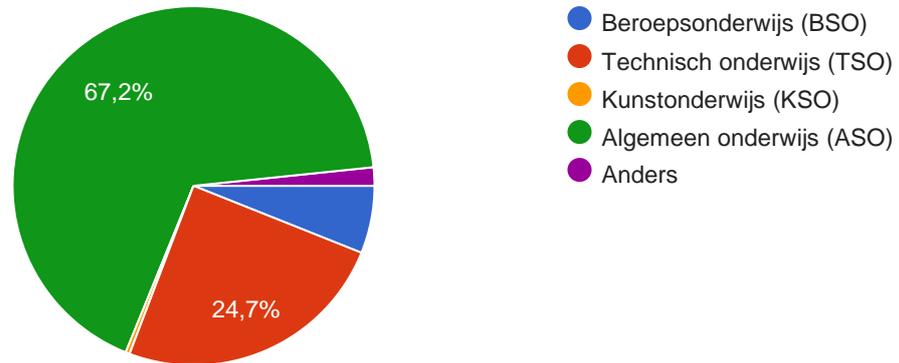
Je leeftijd

543 antwoorden



Je bent een leerling in het

543 antwoorden

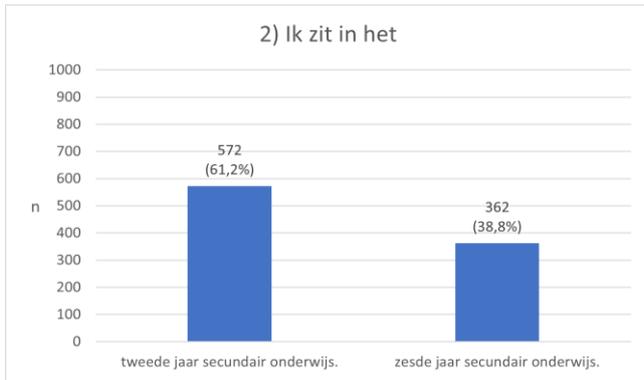


Naam van de school:

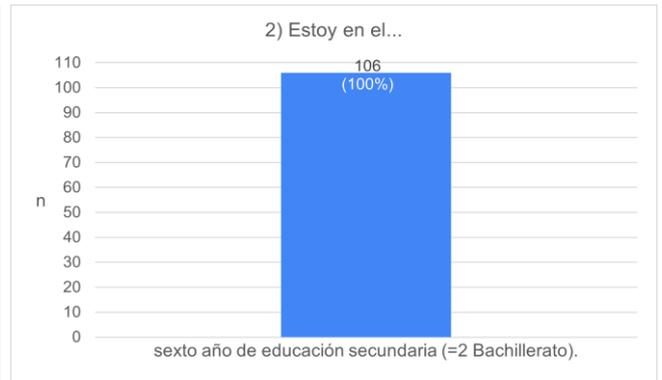
543 antwoorden

- Gitok
- Lyceum Genk
- Virgo Sapiens
- Sint-Pietersinstituut Gent
- OLVC Bevegem
- Virgo sapiens
- Gitok bovenbouw
- Lyceum genk
- Olvc Bevegem

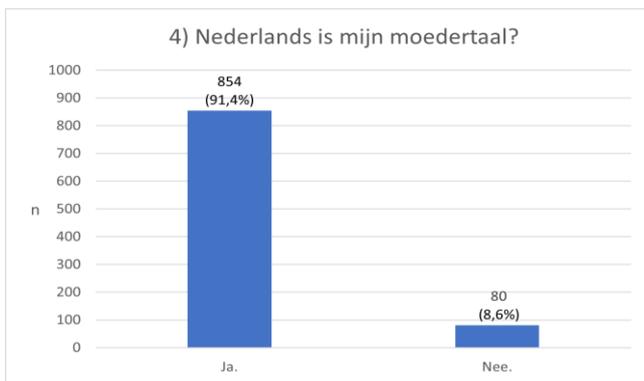
Annex 9: Knowledge and perception on the EU – results



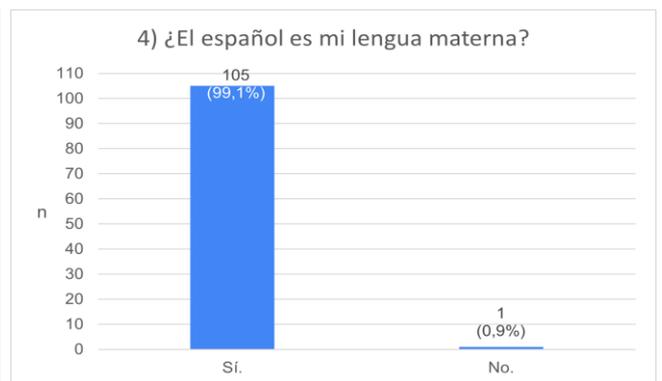
Graph 1: survey population - Flanders



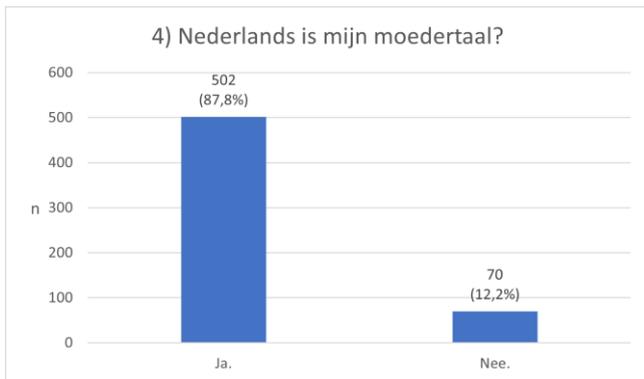
Graph 2: survey population – (3rd grade) Spain



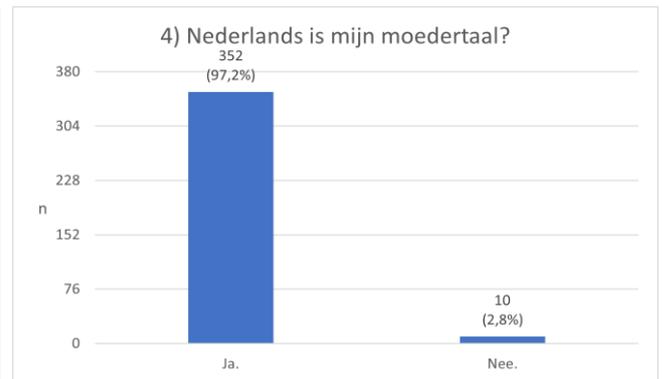
Graph 3: "Dutch is my mother tongue?" - Flanders



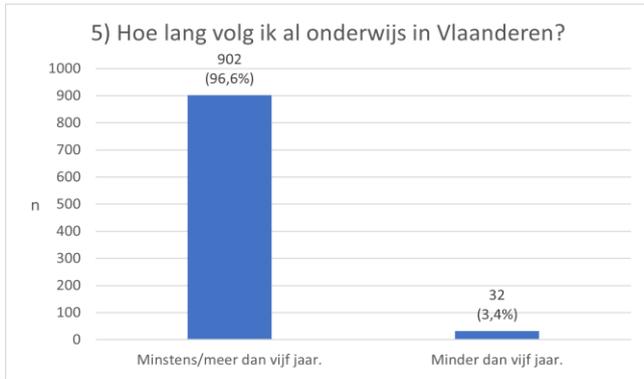
Graph 4: "Spanish is my mother tongue?" – (3rd grade) Spain



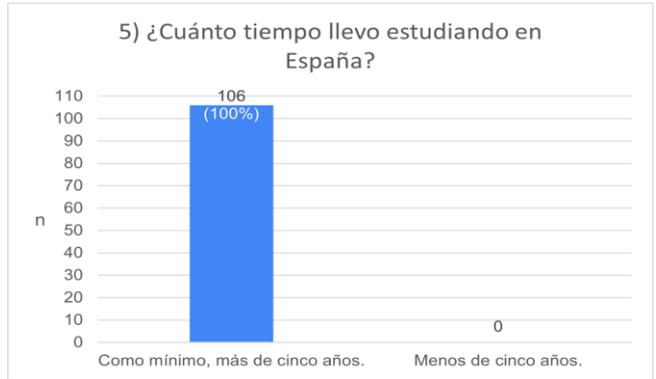
Graph 5: "Dutch is my mother tongue?" – 1st grade Flanders



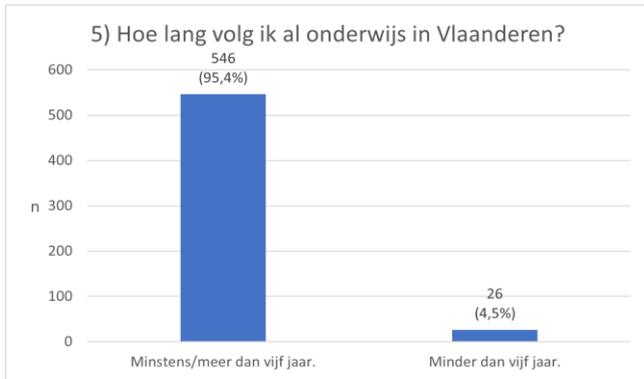
Graph 6: "Dutch is my mother tongue?" – 3rd grade Flanders



Graph 7: "How long have I been enrolled in Flemish education?"
- Flanders



Graph 8: "How long have I been enrolled in Spanish education?"
- (3rd grade) Spain



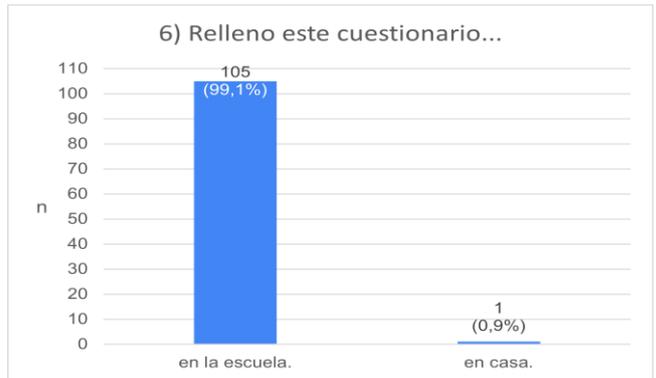
Graph 9: "How long have I been enrolled in Flemish education?"
- 1st grade Flanders



Graph 10: "How long have I been enrolled in Flemish education?"
- 3rd grade Flanders



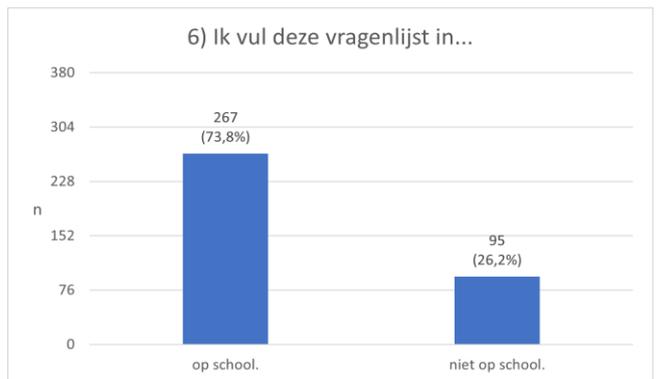
Graph 11: "I'm doing this survey at...(home/school)" - Flanders



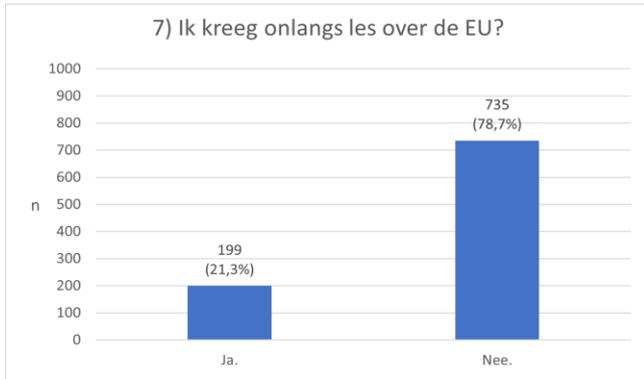
Graph 12: "I'm doing this survey at...(home/school)"
- (3rd grade) Spain



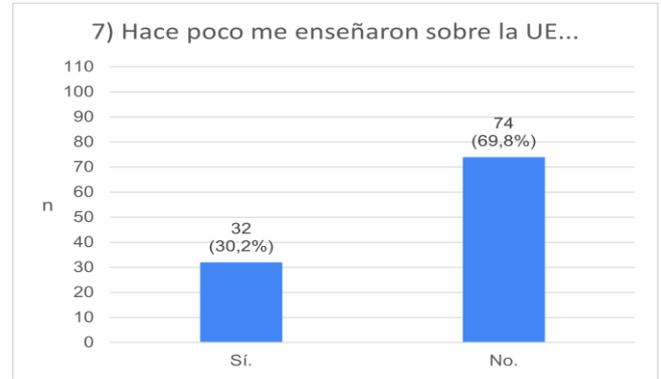
Graph 13: "I'm doing this survey at...(home/school)"
- 1st grade Flanders



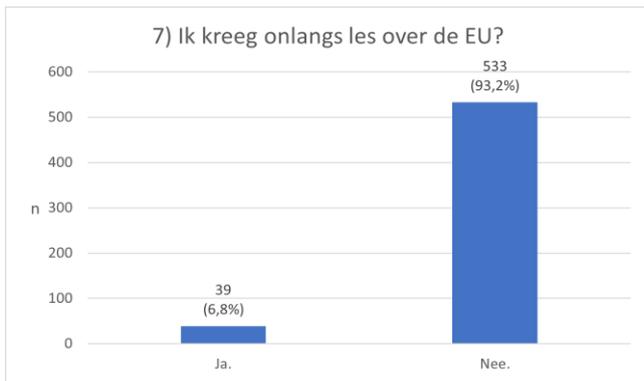
Graph 14: "I'm doing this survey at...(home/school)"
- 3rd grade Flanders



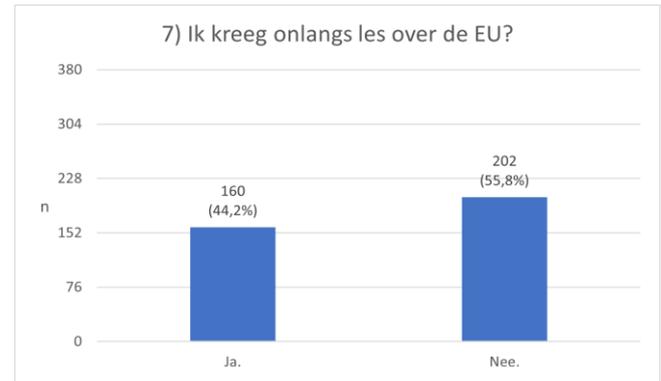
Graph 15: "Did I recently have class about the EU?" – Flanders



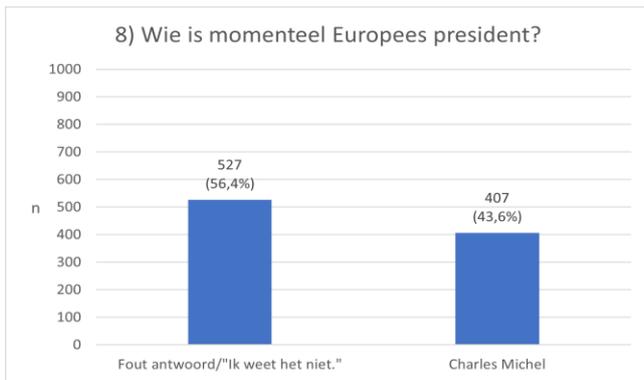
Graph 16: "Did I recently have class about the EU?" – (3rd grade) Spain



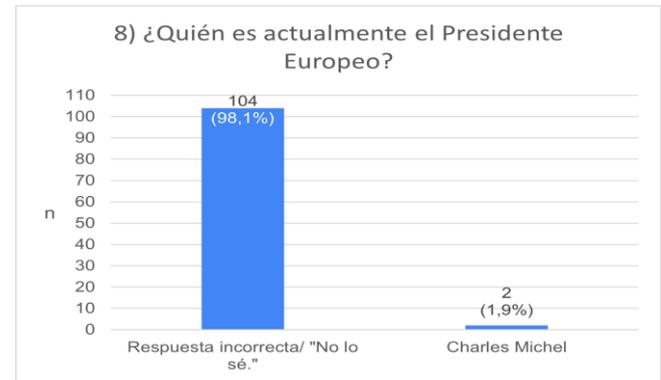
Graph 17: "Did I recently have class about the EU?" – 1st grade Flanders



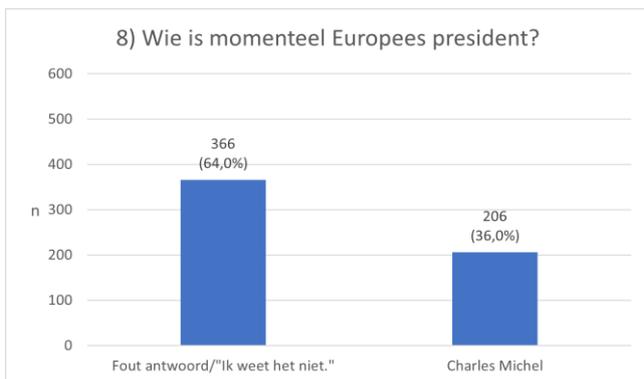
Graph 18: "Did I recently have class about the EU?" – 3rd grade Flanders



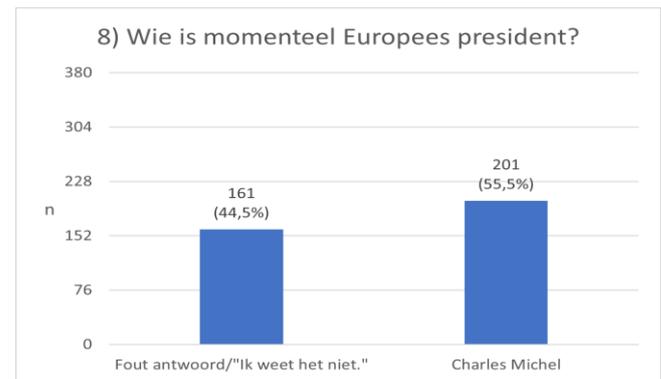
Graph 19: "Who is the President of the EU at the moment?" – Flanders



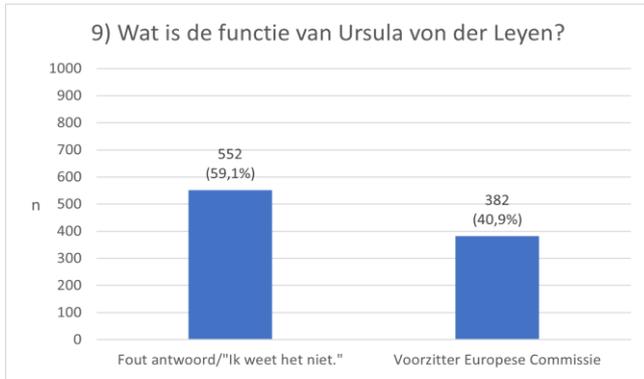
Graph 20: "Who is the President of the EU at the moment?" – (3rd grade) Spain



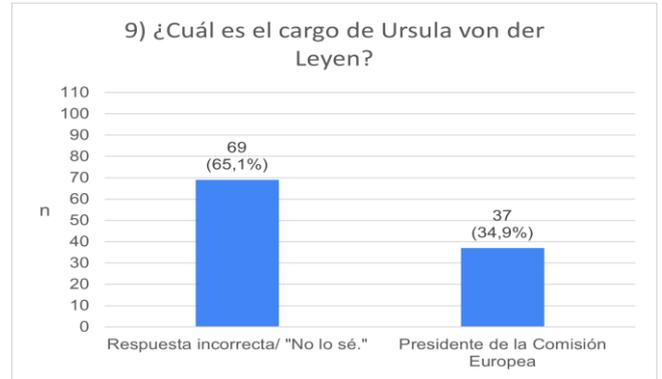
Graph 21: "Who is the President of the EU at the moment?" – 1st grade Flanders



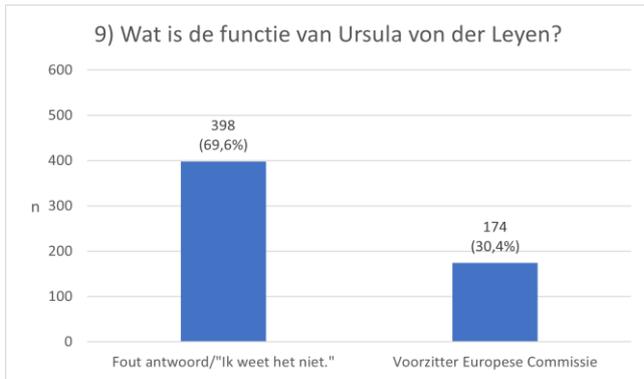
Graph 22: "Who is the President of the EU at the moment?" – 3rd grade Flanders



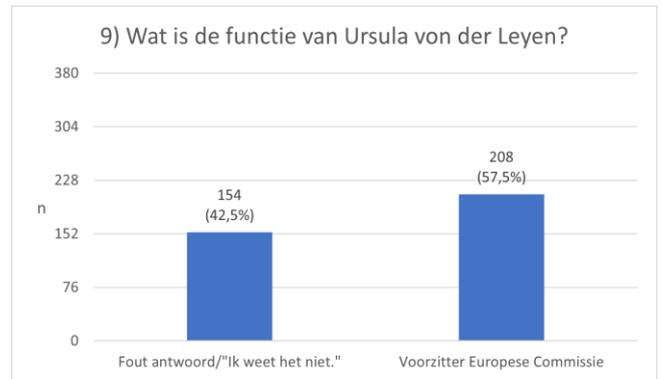
Graph 23: "What is Ursula von der Leyen's position?" – Flanders



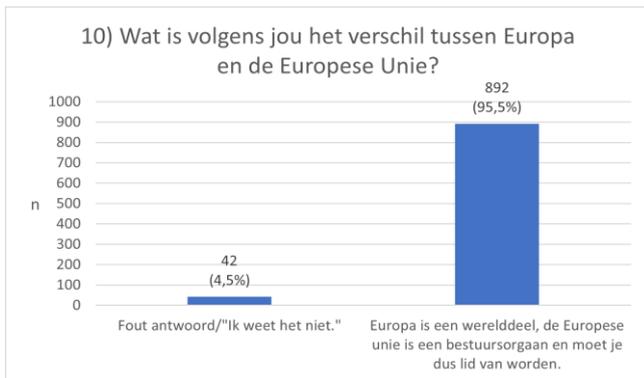
Graph 24: "What is Ursula von der Leyen's position?" – (3rd grade) Spain



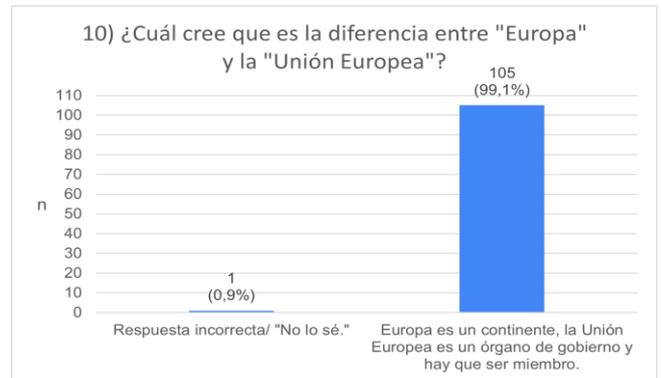
Graph 25: "What is Ursula von der Leyen's position?" – 1st grade Flanders



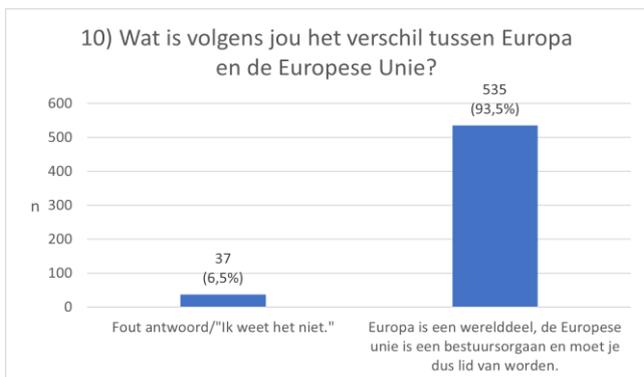
Graph 26: "What is Ursula von der Leyen's position?" – 3rd grade Flanders



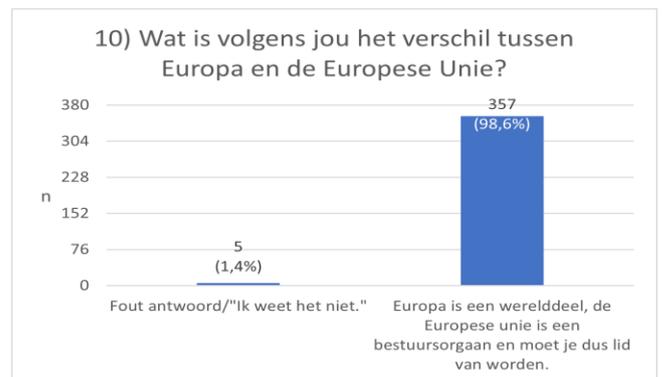
Graph 27: "What's the difference between Europe and the EU?" – Flanders



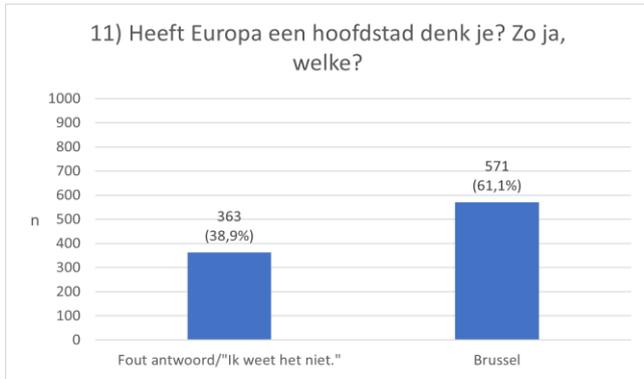
Graph 28: "What's the difference between Europe and the EU?" – (3rd grade) Spain



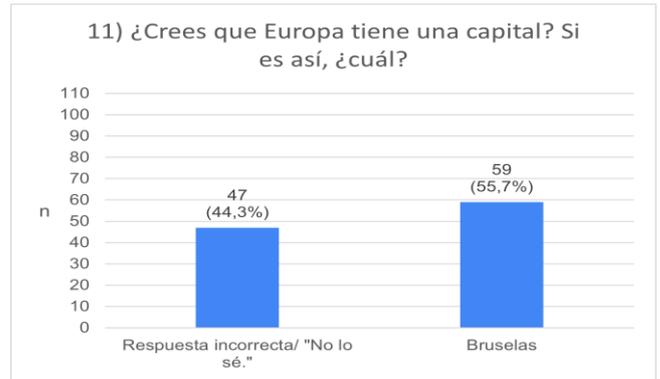
Graph 29: "What's the difference between Europe and the EU?" – 1st grade Flanders



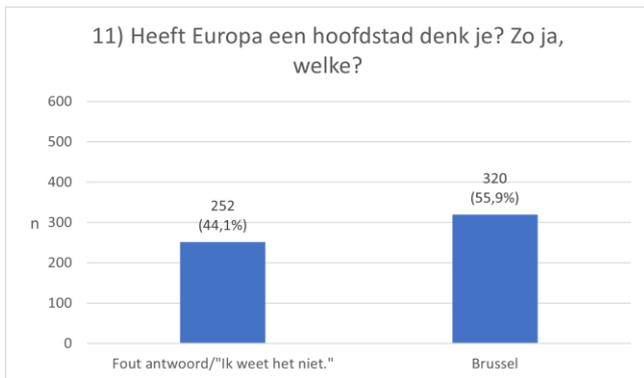
Graph 30: "What's the difference between Europe and the EU?" – 3rd grade Flanders



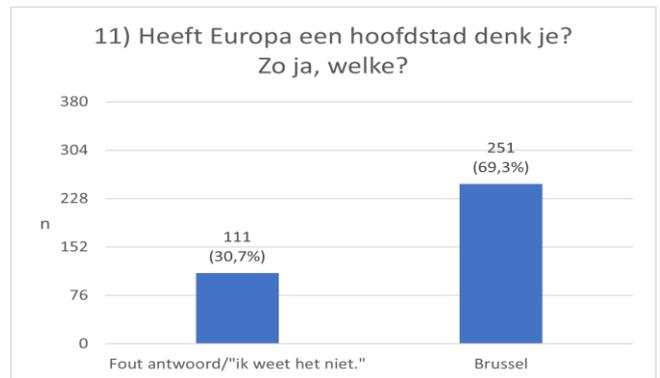
Graph 31: "Does Europe have a capital? If so, what is it?"
- Flanders



Graph 32: "Does Europe have a capital? If so, what is it?"
- (3rd grade) Spain



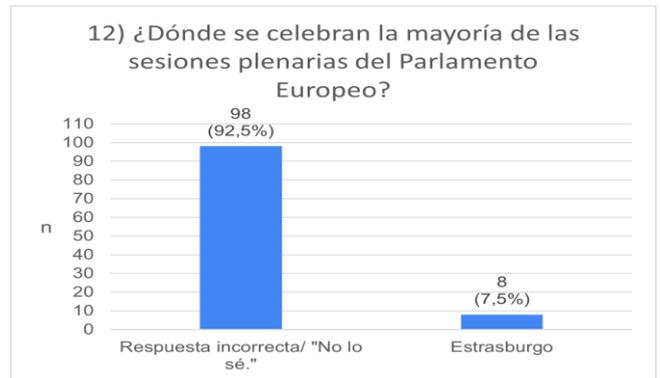
Graph 33: "Does Europe have a capital? If so, what is it?"
- 1st grade Flanders



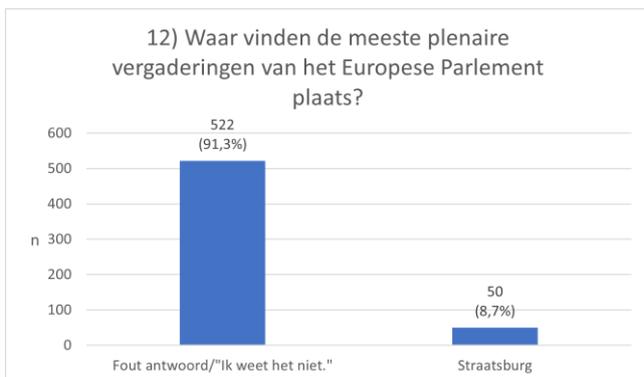
Graph 34: "Does Europe have a capital? If so, what is it?"
- 3rd grade Flanders



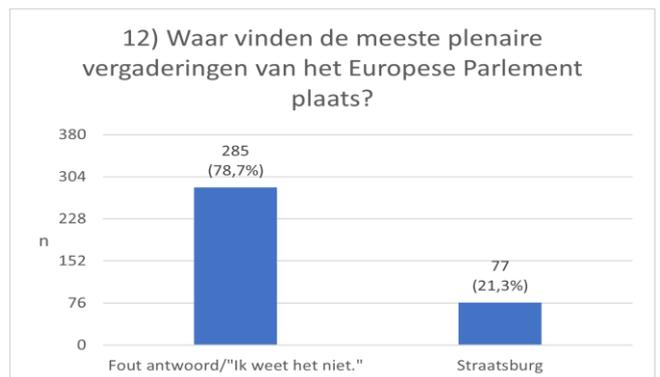
Graph 35: "Where do most of the plenary meetings of the EU Parliament take place?" - Flanders



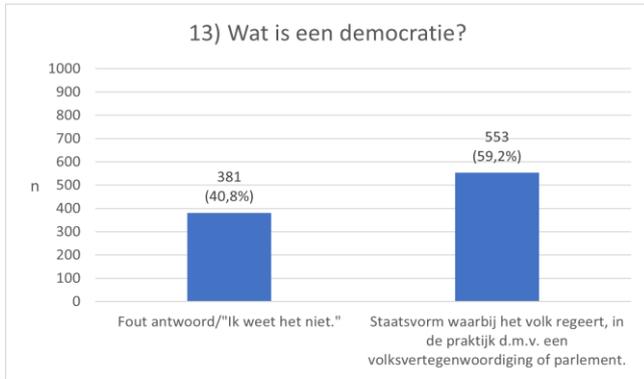
Graph 36: "Where do most of the plenary meetings of the EU Parliament take place?" - (3rd grade) Spain



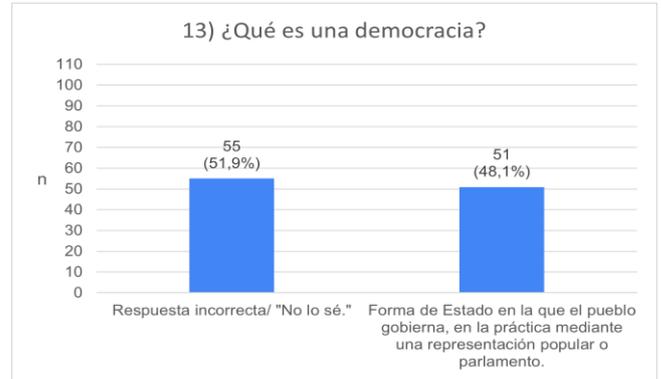
Graph 37: "Where do most of the plenary meetings of the EU Parliament take place?" - 1st grade Flanders



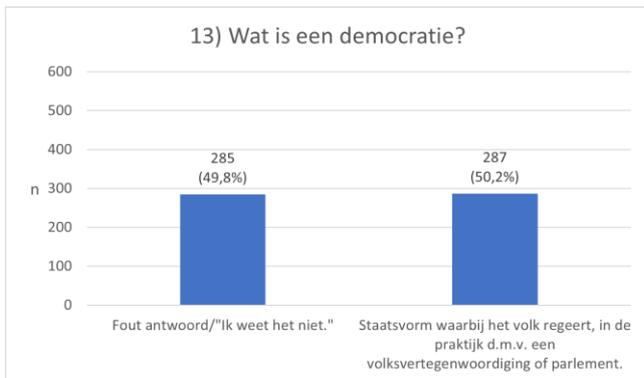
Graph 38: "Where do most of the plenary meetings of the EU Parliament take place?" - 3rd grade Flanders



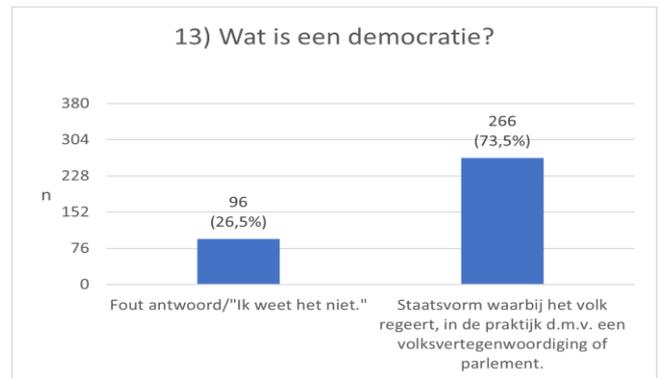
Graph 39: "What is a democracy?" – Flanders



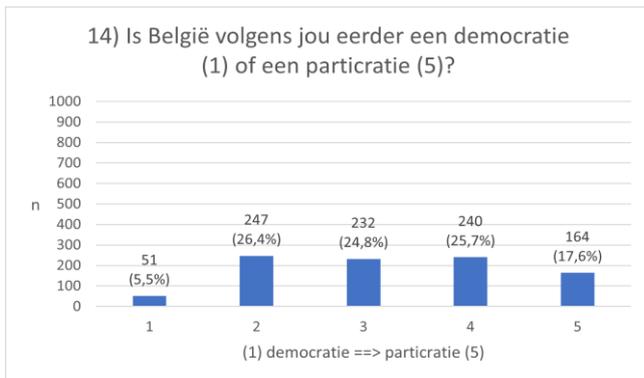
Graph 40: "What is a democracy?" – (3rd grade) Spain



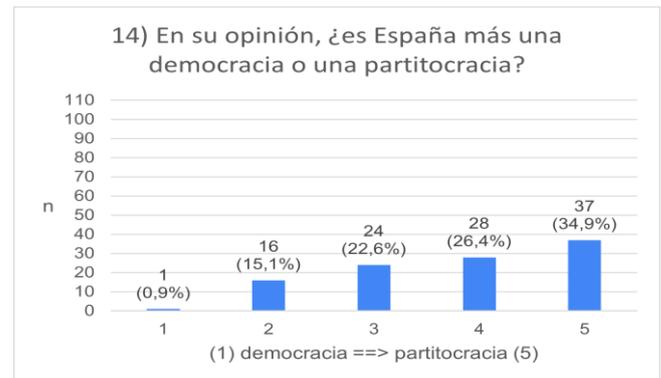
Graph 41: "What is a democracy?" – 1st grade Flanders



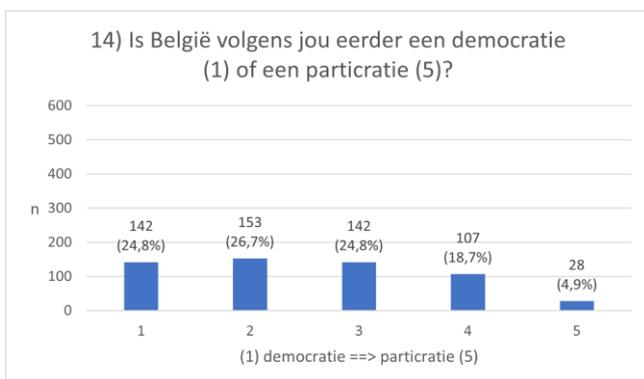
Graph 42: "What is a democracy?" – 3rd grade Flanders



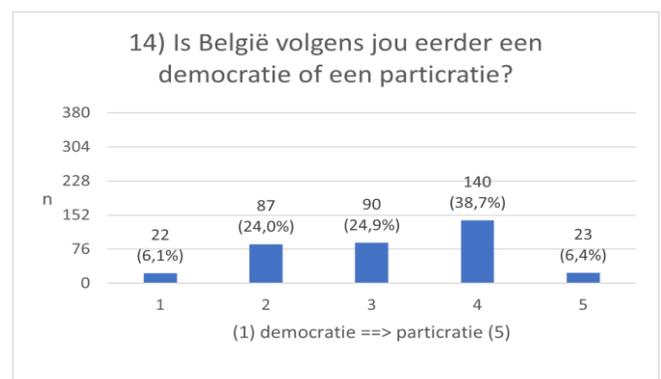
Graph 43: "Do you feel that Belgium is more like a democracy (1) or a partocracy (5)?" – Flanders



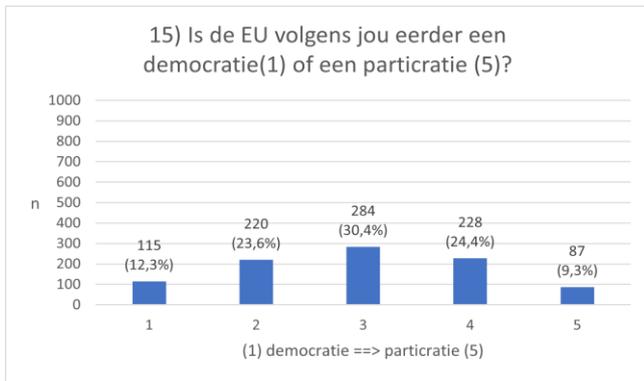
Graph 44: "Do you feel that Spain is more like a democracy (1) or a partocracy (5)?" – (3rd grade) Spain



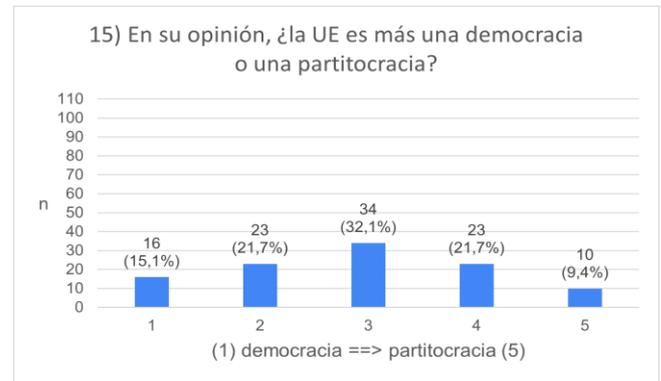
Graph 45: "Do you feel that Belgium is more like a democracy (1) or a partocracy (5)?" – 1st grade Flanders



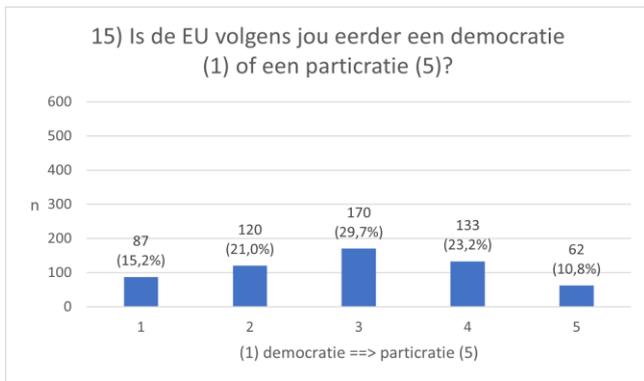
Graph 46: "Do you feel that Belgium is more like a democracy (1) or a partocracy (5)?" – 3rd grade Flanders



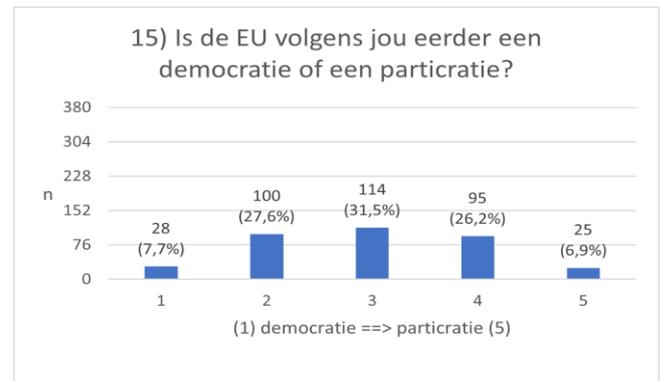
Graph 47: “Do you feel that the EU is more like a democracy (1) or a partocracy (5)?” – Flanders



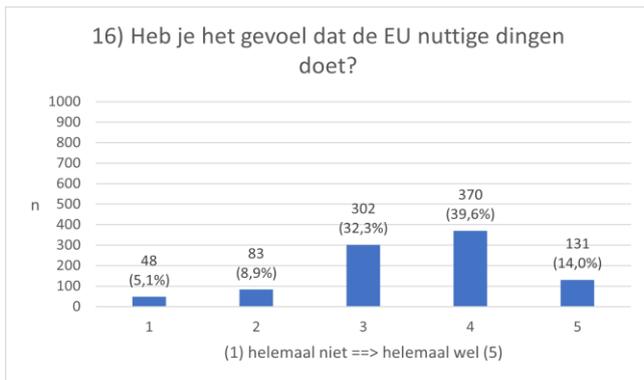
Graph 48: “Do you feel that the EU is more like a democracy (1) or a partocracy (5)?” – (3rd grade) Spain



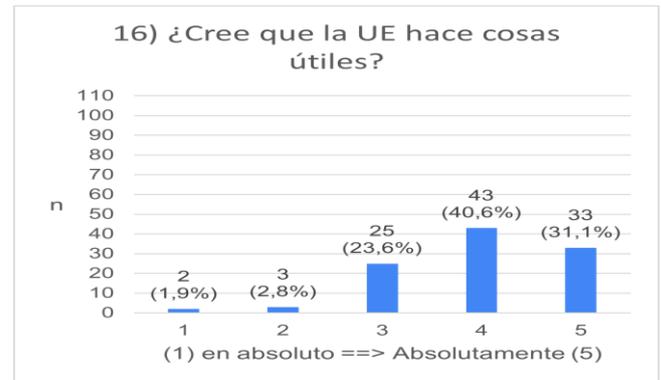
Graph 49: “Do you feel that the EU is more like a democracy (1) or a partocracy (5)?” – 1st grade Flanders



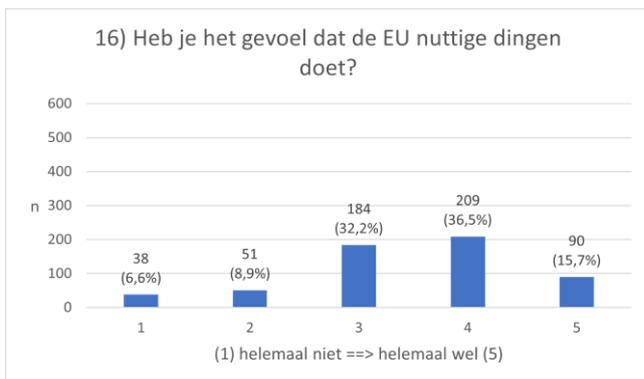
Graph 50: “Do you feel that the EU is more like a democracy (1) or a partocracy (5)?” – 3rd grade Flanders



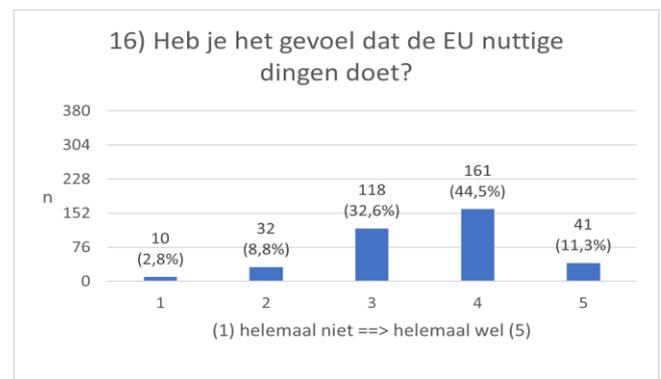
Graph 51: “Do you feel that the EU does useful things?” – Flanders



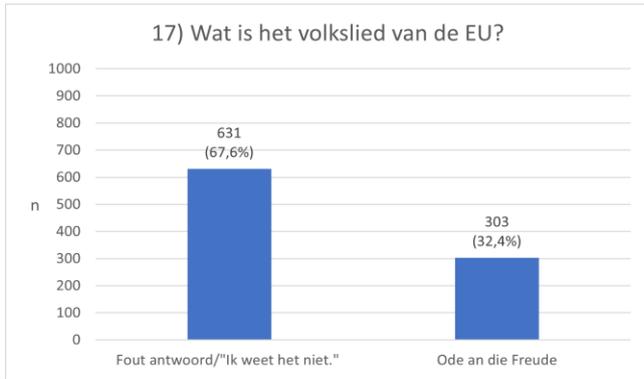
Graph 52: “Do you feel that the EU does useful things?” – (3rd grade) Spain



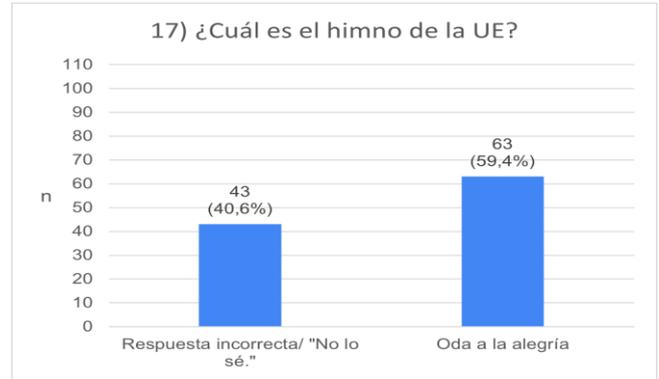
Graph 53: “Do you feel that the EU does useful things?” – 1st grade Flanders



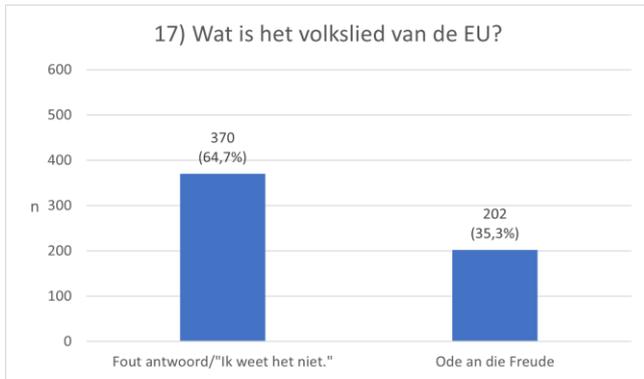
Graph 54: “Do you feel that the EU does useful things?” – 3rd grade Flanders



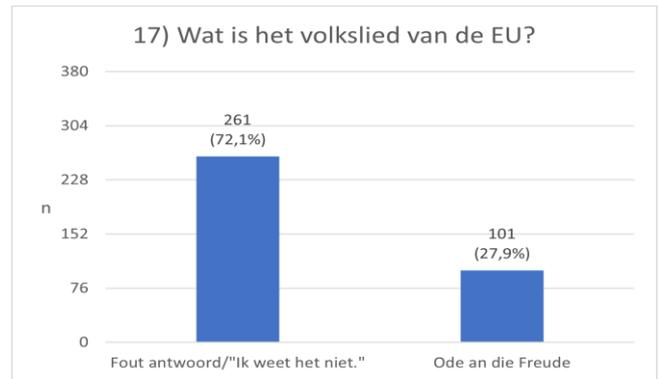
Graph 55: "What is the anthem of the EU?" – Flanders



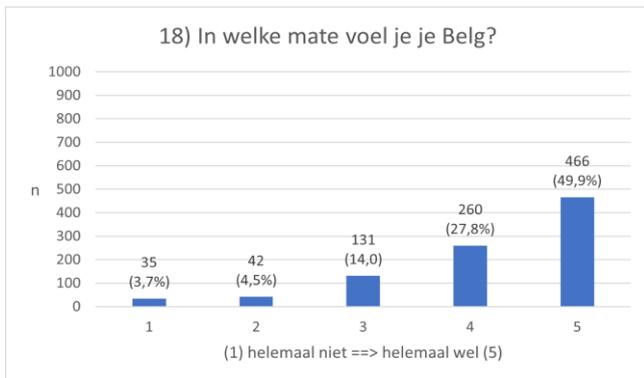
Graph 56: "What is the anthem of the EU?" – (3rd grade) Spain



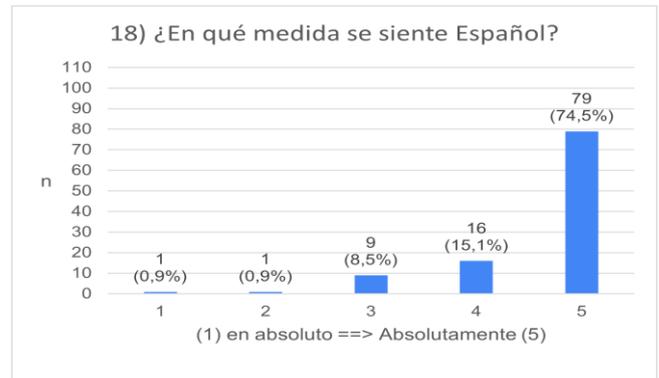
Graph 57: "What is the anthem of the EU?" – 1st grade Flanders



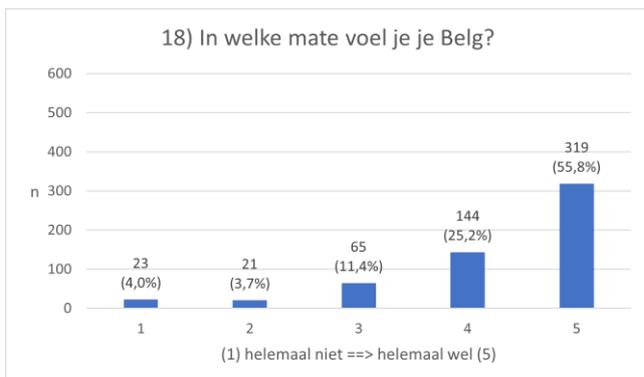
Graph 58: "What is the anthem of the EU?" – 3rd grade Flanders



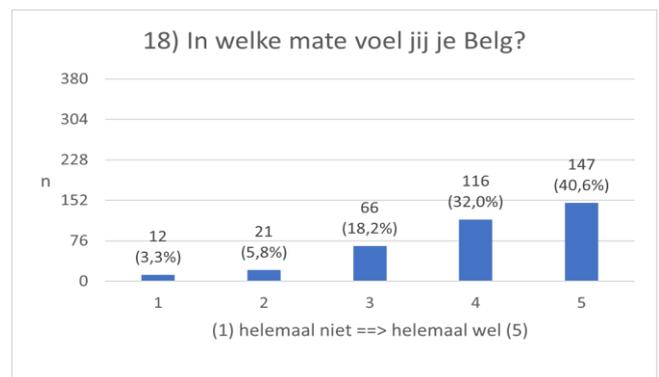
Graph 59: "To what extent do you feel Belgian?" – Flanders



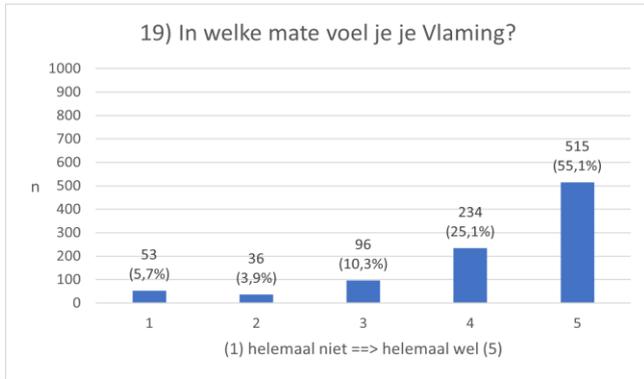
Graph 60: "To what extent do you feel Spanish?" – (3rd grade) Spain



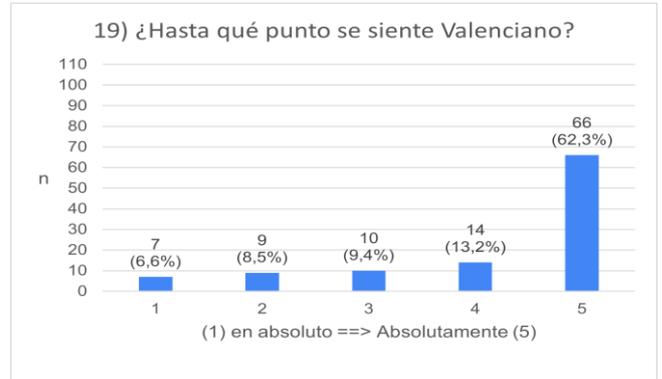
Graph 61: "To what extent do you feel Belgian?" – 1st grade Flanders



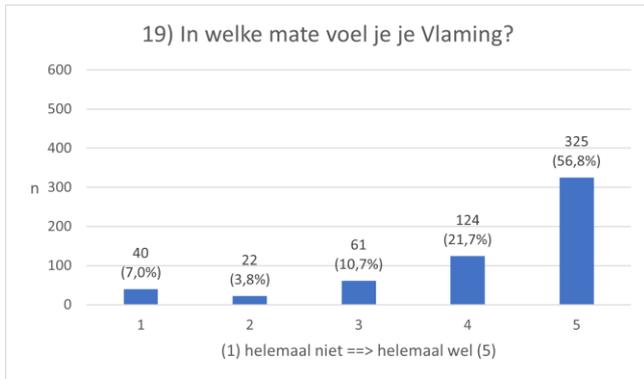
Graph 62: "To what extent do you feel Belgian?" – 3rd grade Flanders



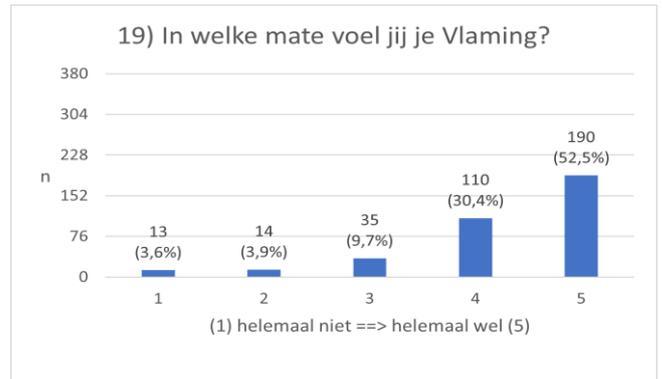
Graph 63: "To what extent do you feel Flemish?" – Flanders



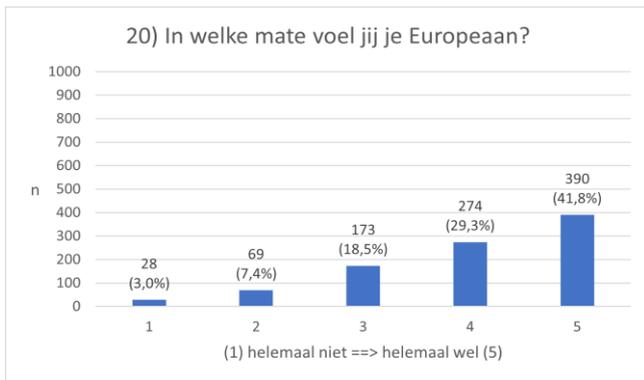
Graph 64: "To what extent do you feel Valencian?" – (3rd grade) Spain



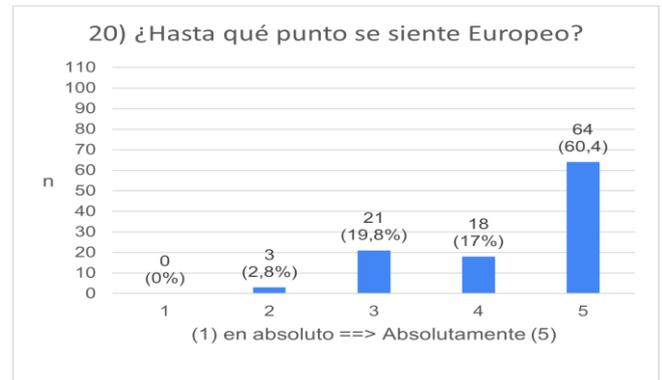
Graph 65: "To what extent do you feel Flemish?" – 1st grade Flanders



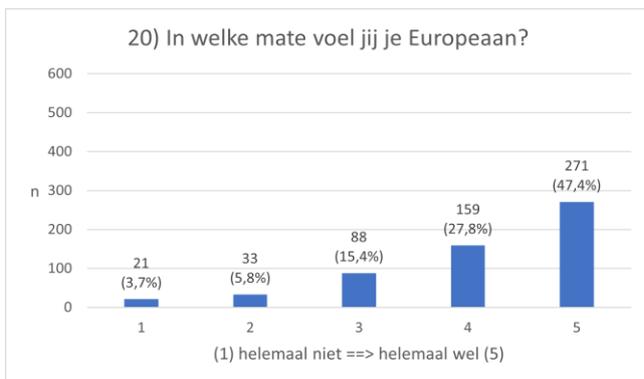
Graph 66: "To what extent do you feel Flemish?" – 3rd grade Flanders



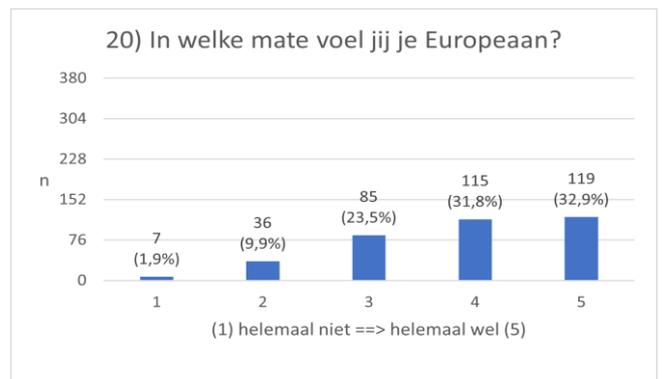
Graph 67: "To what extent do you feel European?" – Flanders



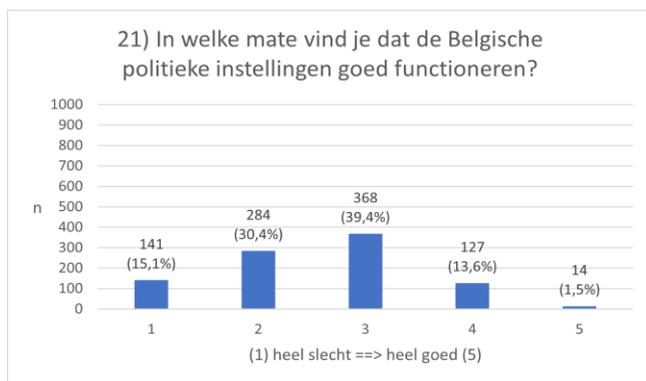
Graph 68: "To what extent do you feel European?" – (3rd grade) Spain



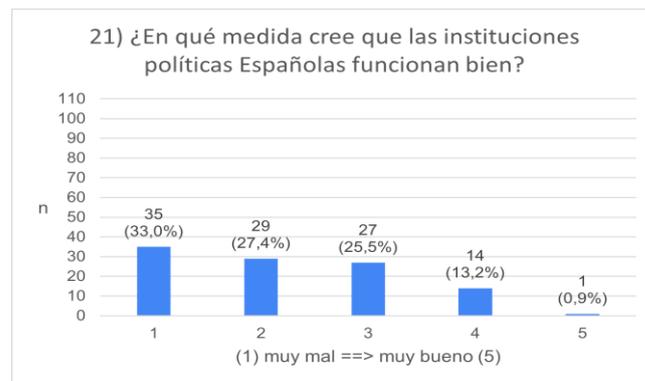
Graph 69: "To what extent do you feel European?" – 1st grade Flanders



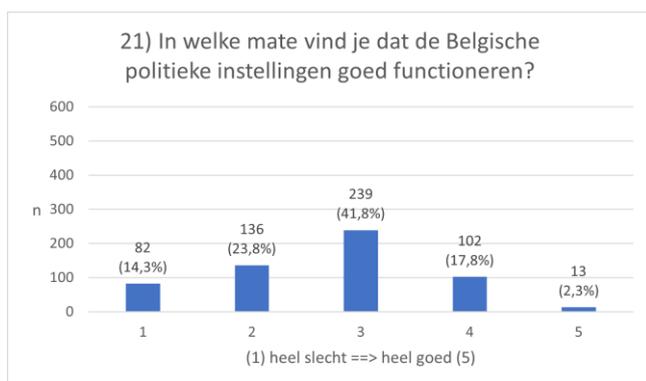
Graph 70: "To what extent do you feel European?" – 3rd grade Flanders



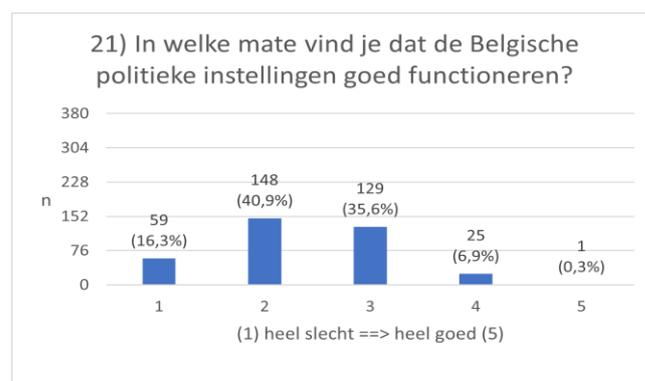
Graph 71: "To what extent do you feel that Belgian political bodies function well?" – Flanders



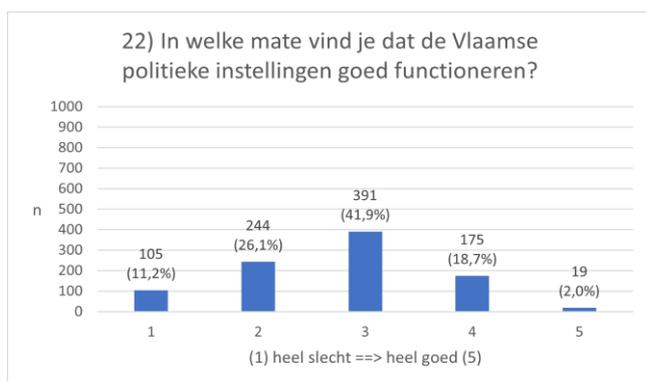
Graph 72: "To what extent do you feel that Spanish political bodies function well?" – (3rd grade) Spain



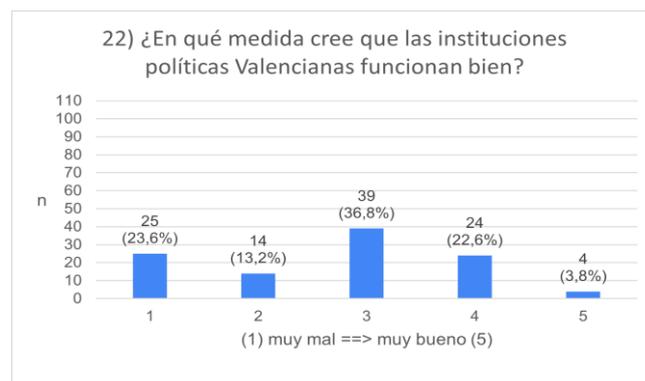
Graph 73: "To what extent do you feel that Belgian political bodies function well?" – 1st grade Flanders



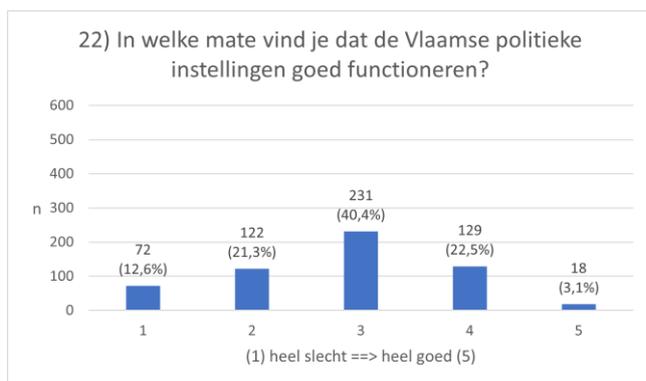
Graph 74: "To what extent do you feel that Belgian political bodies function well?" – 3rd grade Flanders



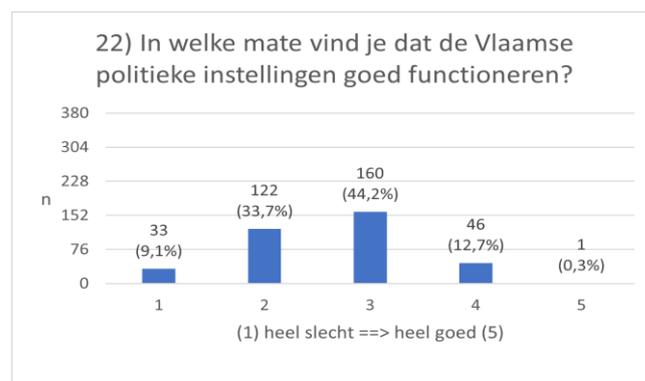
Graph 75: "To what extent do you feel that Flemish political bodies function well?" – Flanders



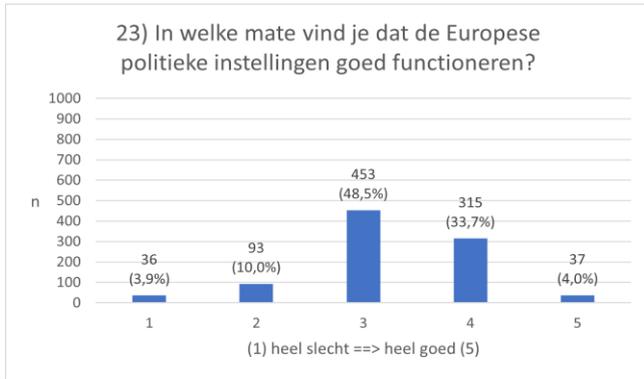
Graph 76: "To what extent do you feel that Valencian political bodies function well?" – (3rd grade) Spain



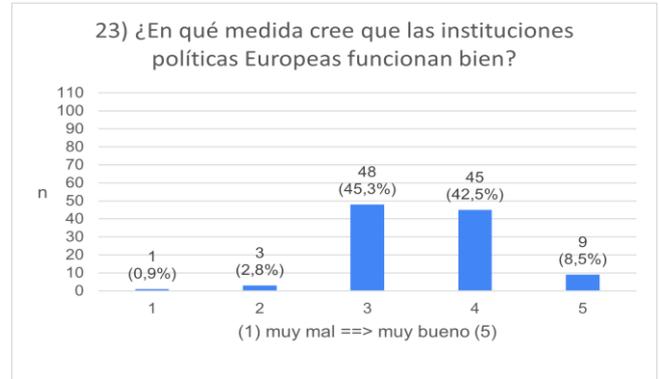
Graph 77: "To what extent do you feel that Flemish political bodies function well?" – 1st grade Flanders



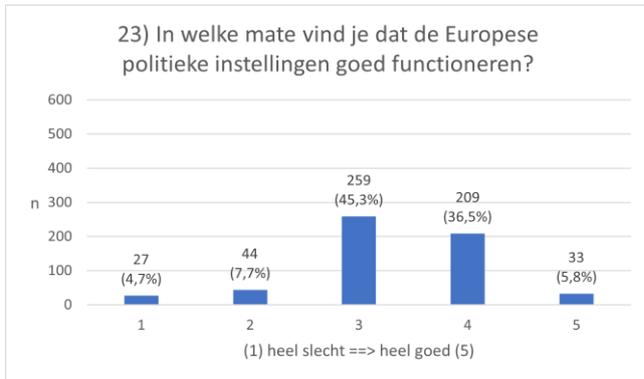
Graph 78: "To what extent do you feel that Flemish political bodies function well?" – 3rd grade Flanders



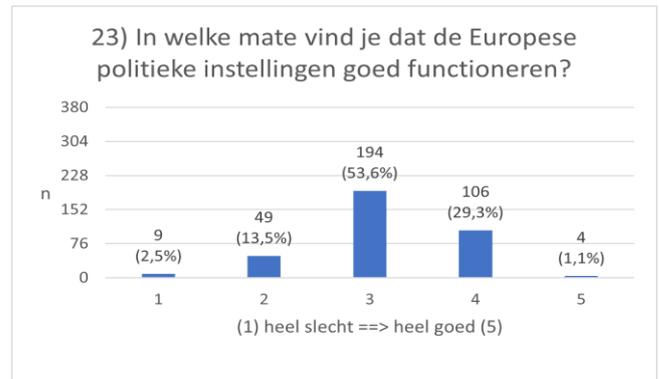
Graph 79: "To what extent do you feel that European political bodies function well?" – Flanders



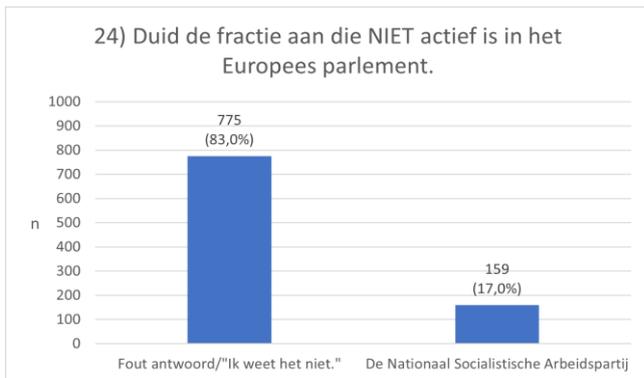
Graph 80: "To what extent do you feel that European political bodies function well?" – (3rd grade) Spain



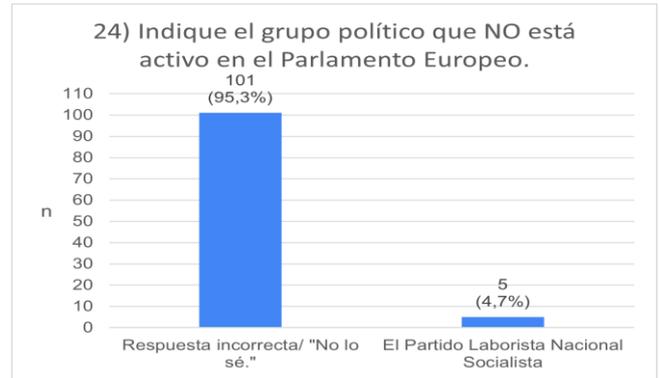
Graph 81: "To what extent do you feel that European political bodies function well?" – 1st grade Flanders



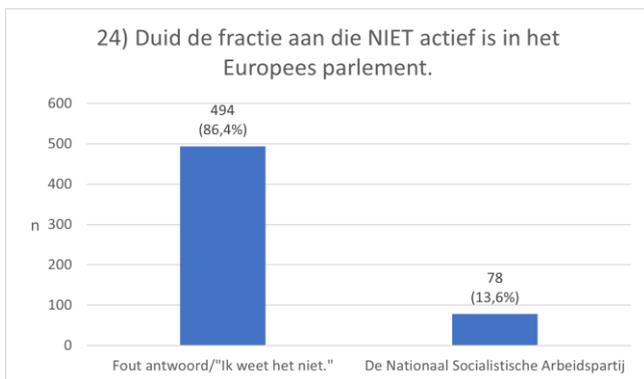
Graph 82: "To what extent do you feel that European political bodies function well?" – 3rd grade Flanders



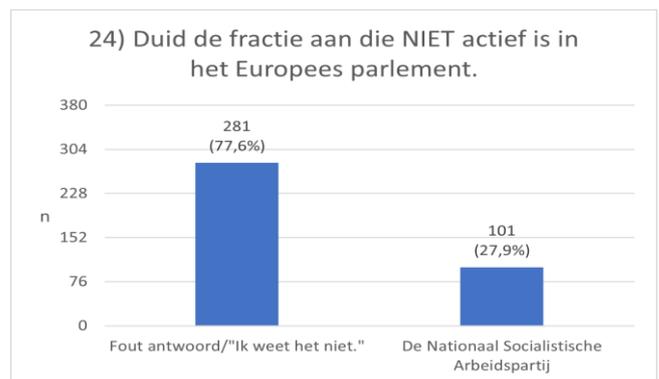
Graph 83: "Identify the political group that is not active in the European Parliament." – Flanders



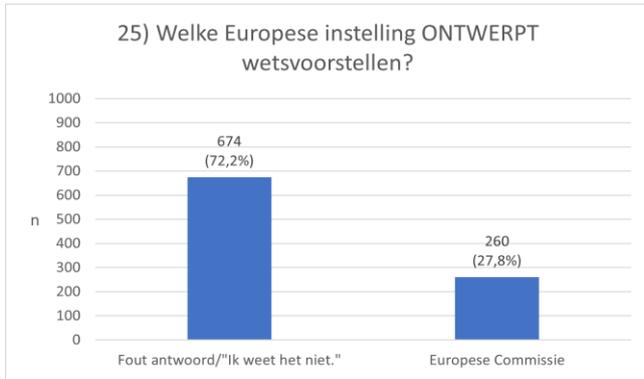
Graph 84: "Identify the political group that is not active in the European Parliament." – (3rd grade) Spain



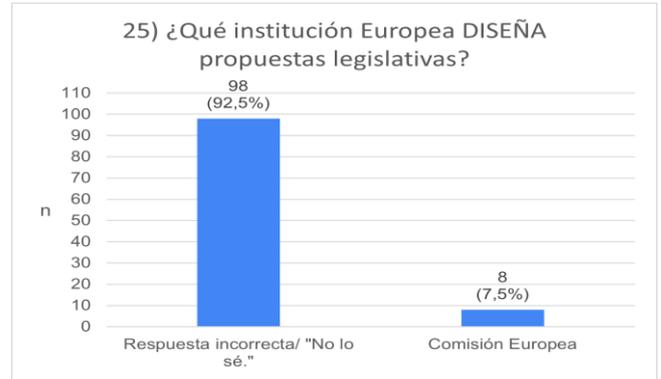
Graph 85: "Identify the political group that is not active in the European Parliament." – 1st grade Flanders



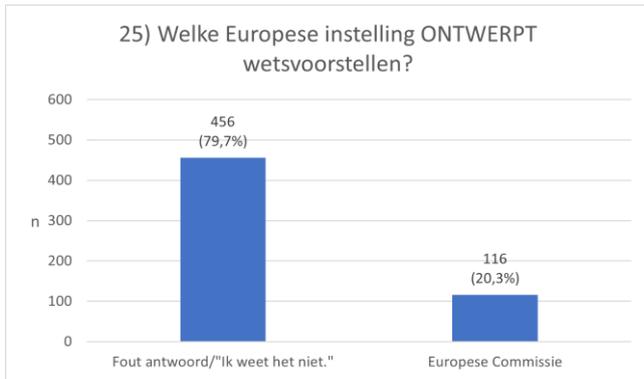
Graph 86: "Identify the political group that is not active in the European Parliament." – 3rd grade Flanders



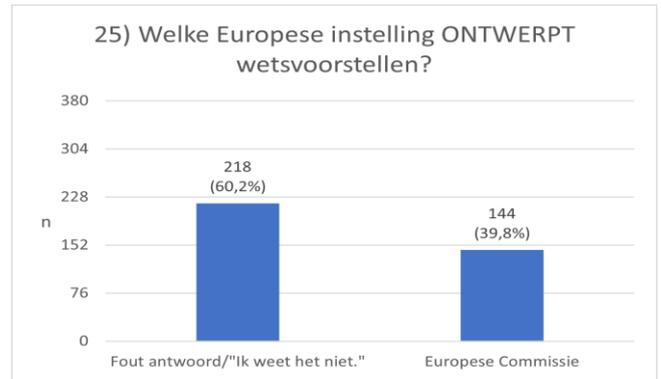
Graph 87: "Which European body drafts legislative proposals?"
- Flanders



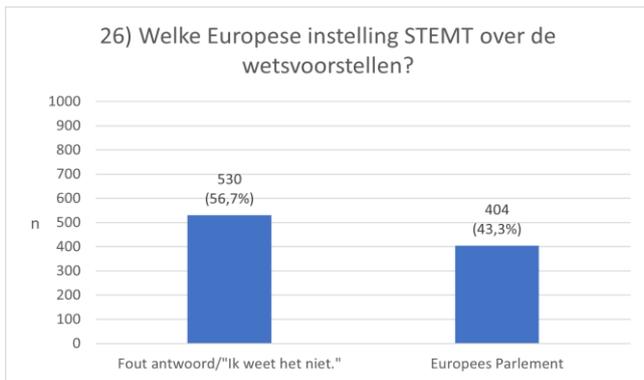
Graph 88: "Which European body drafts legislative proposals?"
- (3rd grade) Spain



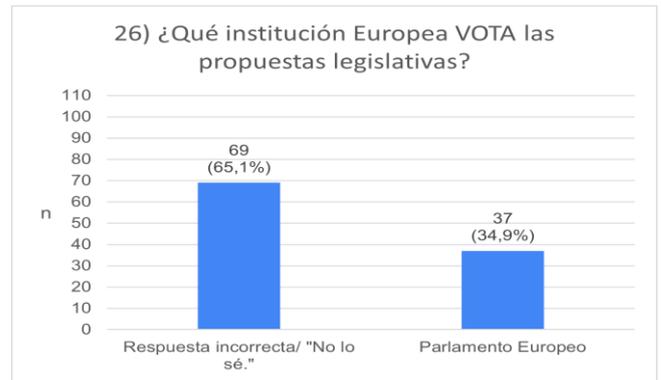
Graph 89: "Which European body drafts legislative proposals?"
- 1st grade Flanders



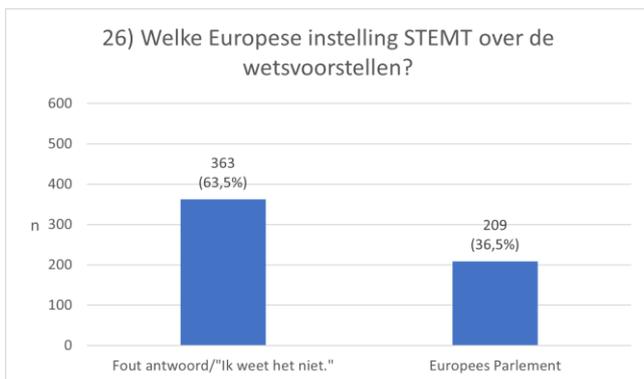
Graph 90: "Which European body drafts legislative proposals?"
- 3rd grade Flanders



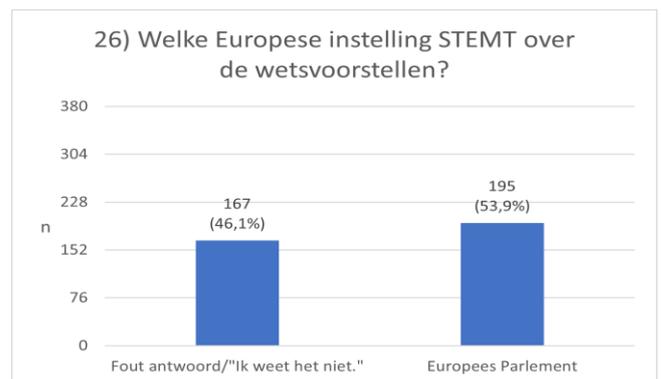
Graph 91: "Which European body votes legislative proposals?"
- Flanders



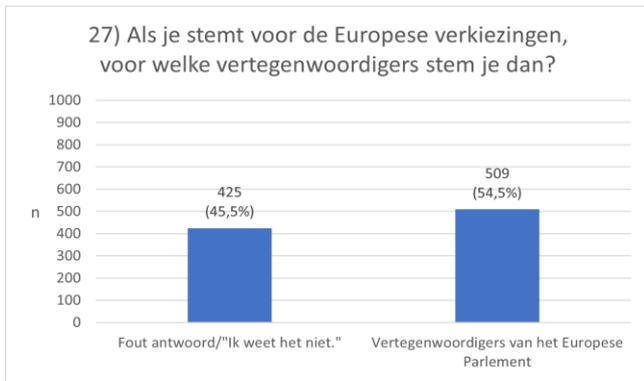
Graph 92: "Which European body votes legislative proposals?"
- (3rd grade) Spain



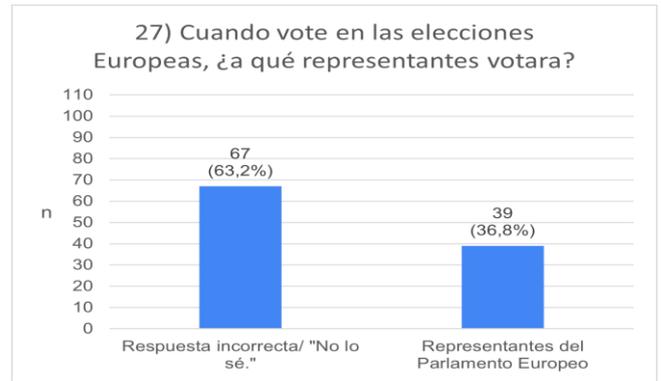
Graph 93: "Which European body votes legislative proposals?"
- 1st grade Flanders



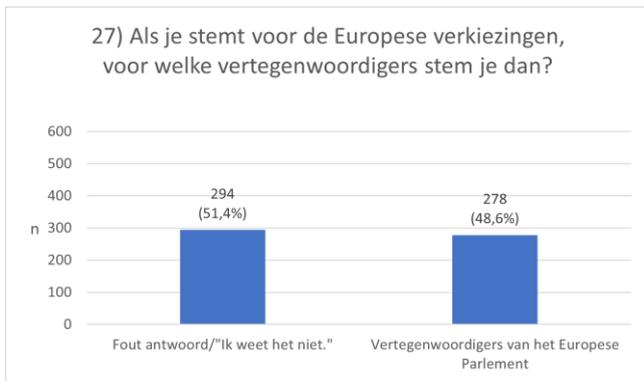
Graph 94: "Which European body votes legislative proposals?"
- 3rd grade Flanders



Graph 95: "When you vote for the European elections, which representatives do you vote for?" – Flanders



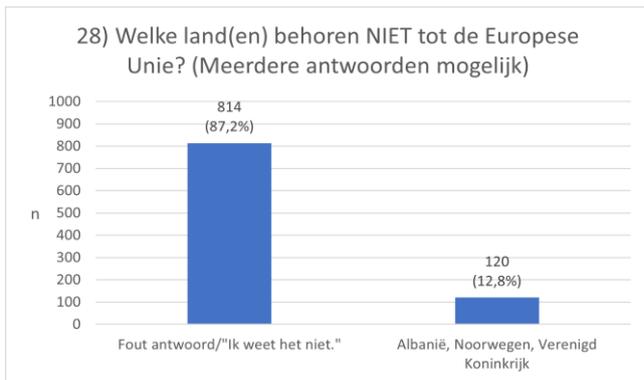
Graph 96: "When you vote for the European elections, which representatives do you vote for?" – (3rd grade) Spain



Graph 97: "When you vote for the European elections, which representatives do you vote for?" – 1st grade Flanders



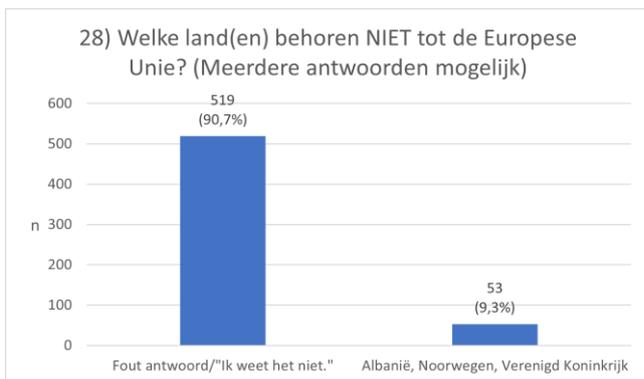
Graph 98: "When you vote for the European elections, which representatives do you vote for?" – 3rd grade Flanders



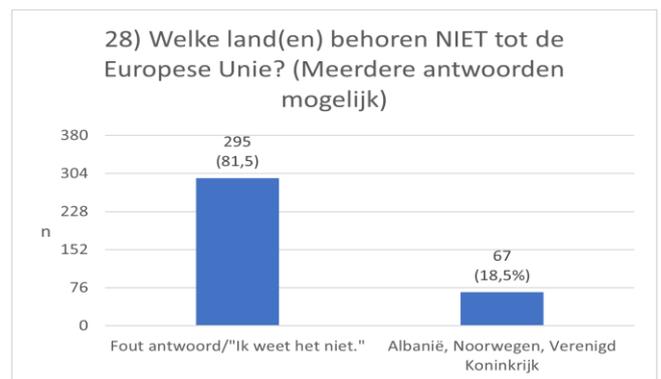
Graph 99: "Which country/countries do not belong to the EU?" – Flanders



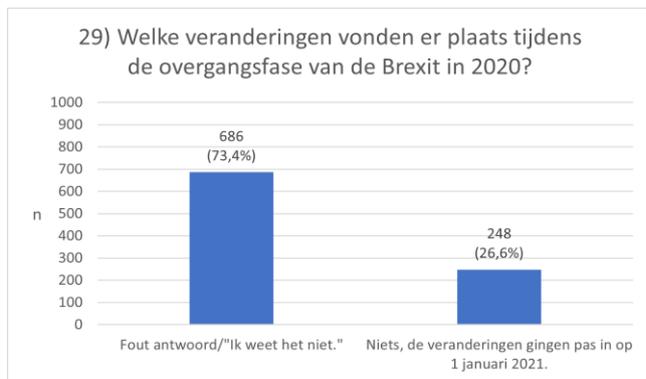
Graph 100: "Which country/countries do not belong to the EU?" – (3rd grade) Spain



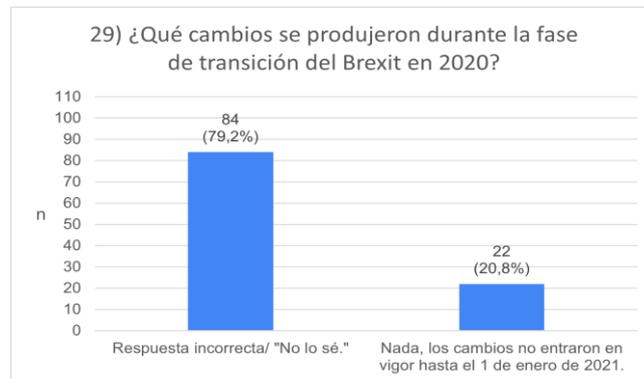
Graph 101: "Which country/countries do not belong to the EU?" – 1st grade Flanders



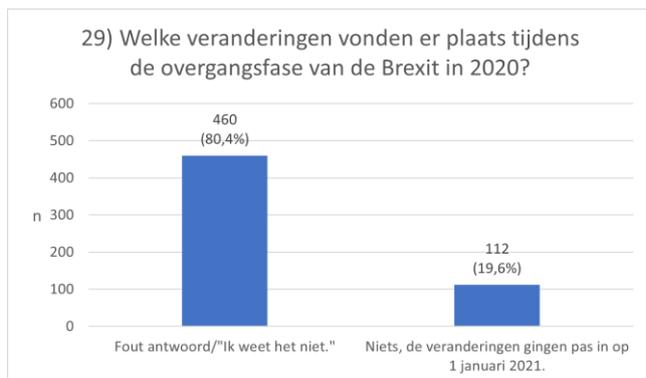
Graph 102: "Which country/countries do not belong to the EU?" – 3rd grade Flanders



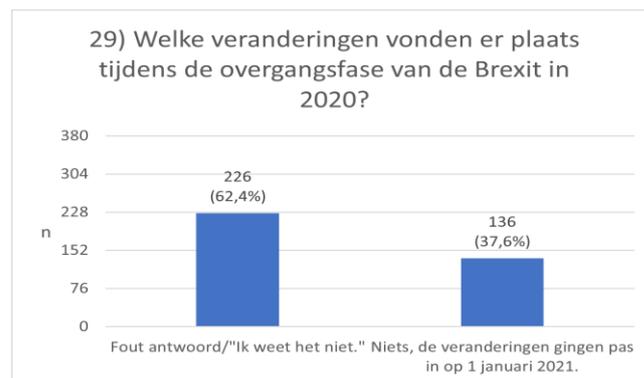
Graph 103: "Which changes happened during the transition phase of the Brexit in 2020?" – Flanders



Graph 104: "Which changes happened during the transition phase of the Brexit in 2020?" – (3rd grade) Spain



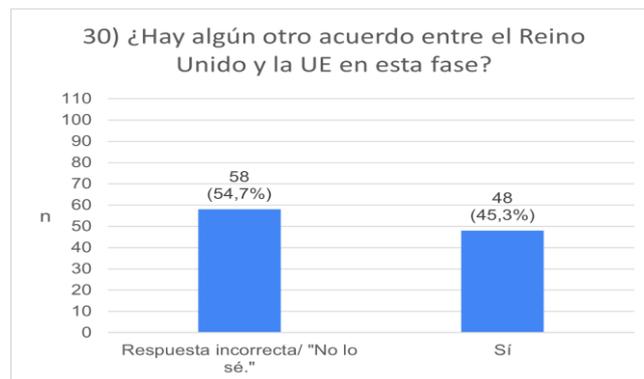
Graph 105: "Which changes happened during the transition phase of the Brexit in 2020?" – 1st grade Flanders



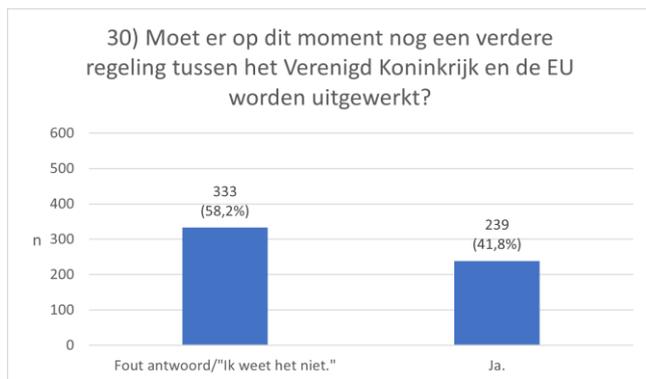
Graph 106: "Which changes happened during the transition phase of the Brexit in 2020?" – 3rd grade Flanders



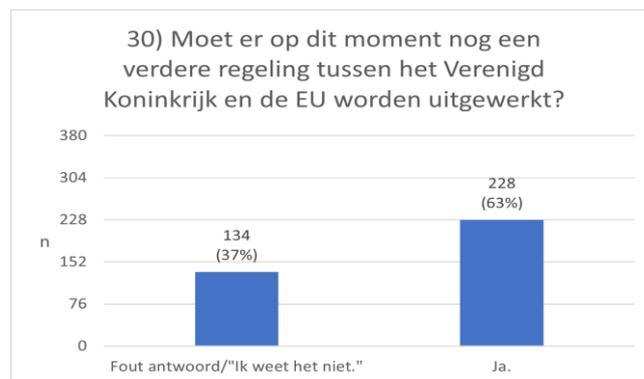
Graph 107: "Should a further arrangement between the UK and the EU be worked out at this moment?" – Flanders



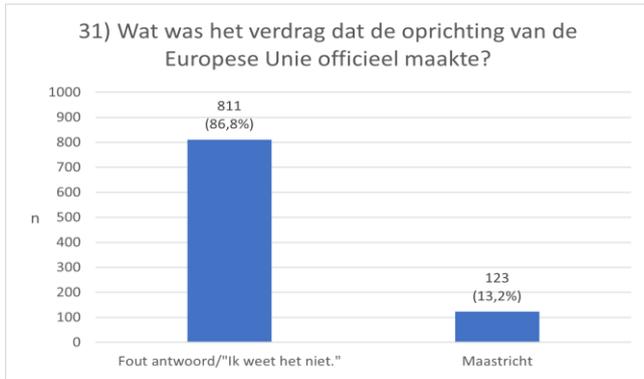
Graph 108: "Should a further arrangement between the UK and the EU be worked out at this moment?" – (3rd grade) Spain



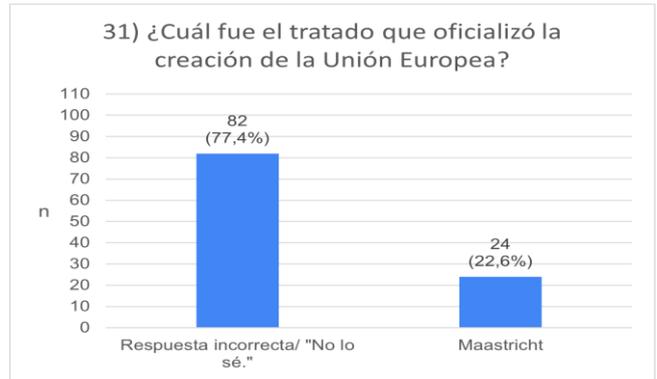
Graph 109: "Should a further arrangement between the UK and the EU be worked out at this moment?" – 1st grade Flanders



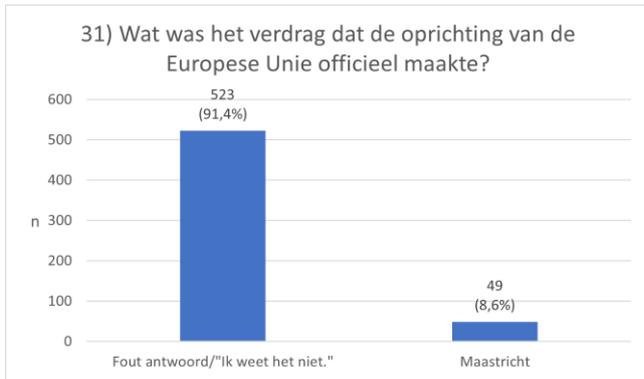
Graph 110: "Should a further arrangement between the UK and the EU be worked out at this moment?" – 3rd grade Flanders



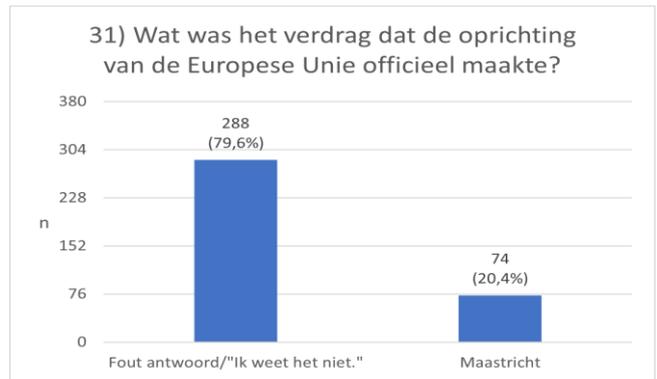
Graph 111: "What was the treaty that made the founding of the EU official?" – Flanders



Graph 112: "What was the treaty that made the founding of the EU official?" – (3rd grade) Spain



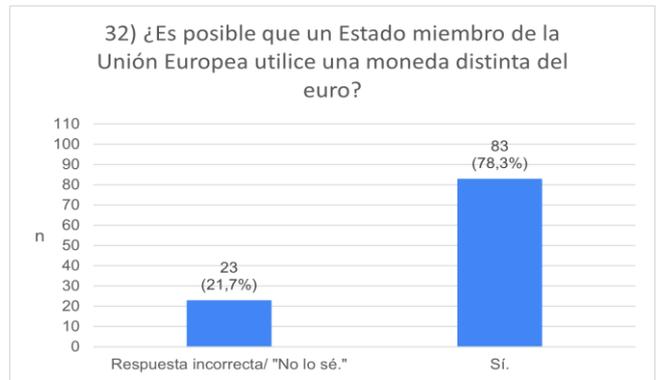
Graph 113: "What was the treaty that made the founding of the EU official?" – 1st grade Flanders



Graph 114: "What was the treaty that made the founding of the EU official?" – 3rd grade Flanders



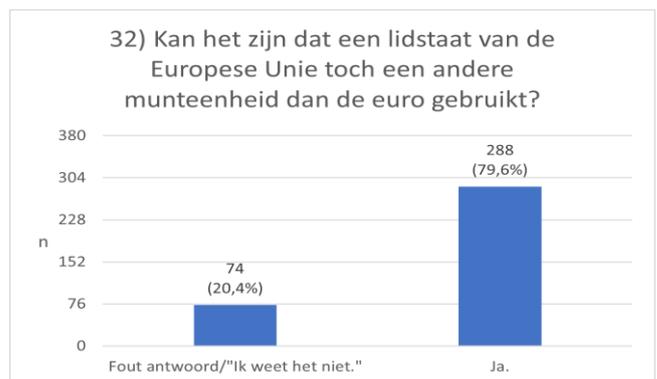
Graph 115: "Is it possible that a member state of the EU has a different currency than the euro?" – Flanders



Graph 116: "Is it possible that a member state of the EU has a different currency than the euro?" – (3rd grade) Spain



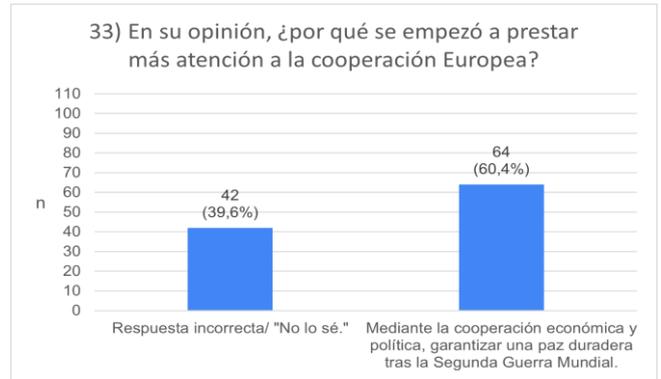
Graph 117: "Is it possible that a member state of the EU has a different currency than the euro?" – 1st grade Flanders



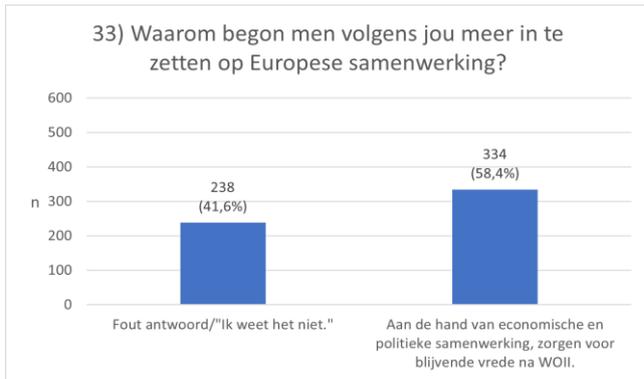
Graph 118: "Is it possible that a member state of the EU has a different currency than the euro?" – 3rd grade Flanders



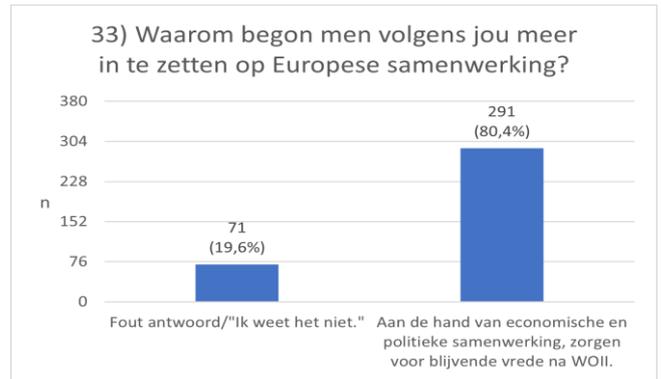
Graph 119: "Why did they invest more in European cooperation?" - Flanders



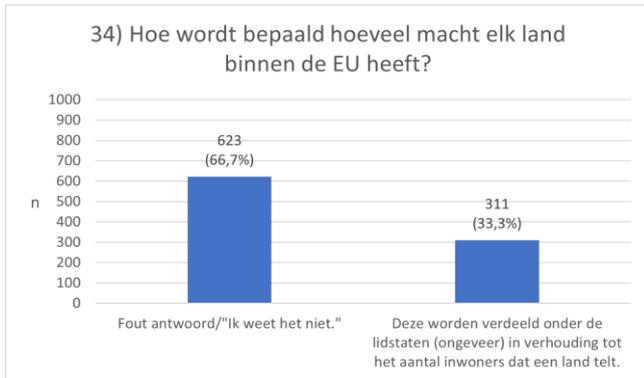
Graph 120: "Why did they invest more in European cooperation?" - (3rd grade) Spain



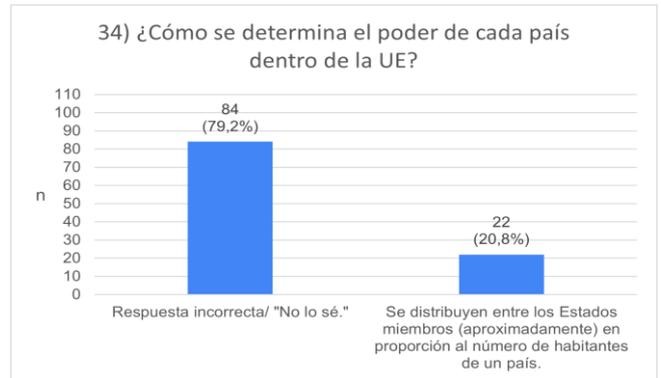
Graph 121: "Why did they invest more in European cooperation?" - 1st grade Flanders



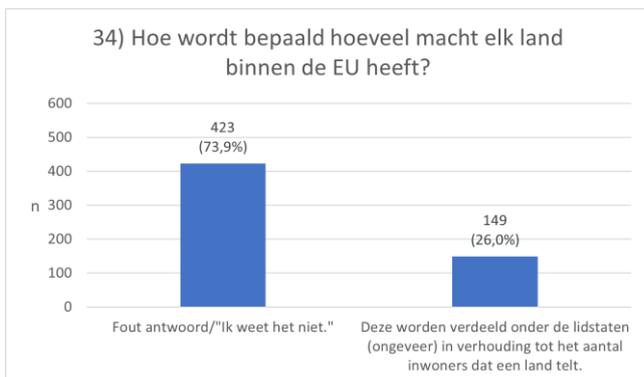
Graph 122: "Why did they invest more in European cooperation?" - 3rd grade Flanders



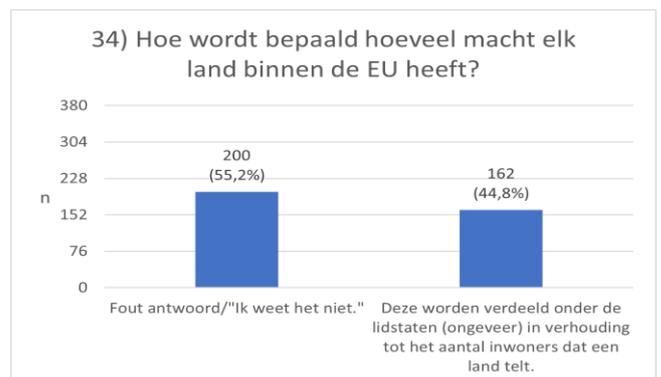
Graph 123: "How do they determine how much power each member state of the EU gets?" - Flanders



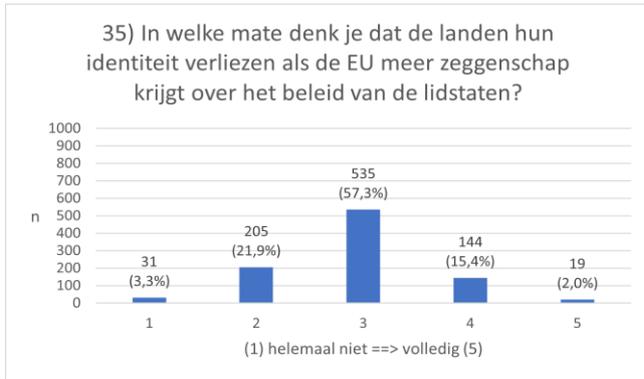
Graph 124: "How do they determine how much power each member state of the EU gets?" - (3rd grade) Spain



Graph 125: "How do they determine how much power each member state of the EU gets?" - 1st grade Flanders



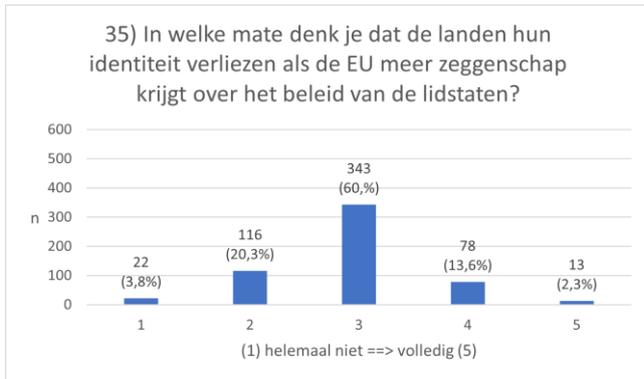
Graph 126: "How do they determine how much power each member state of the EU gets?" - 3rd grade Flanders



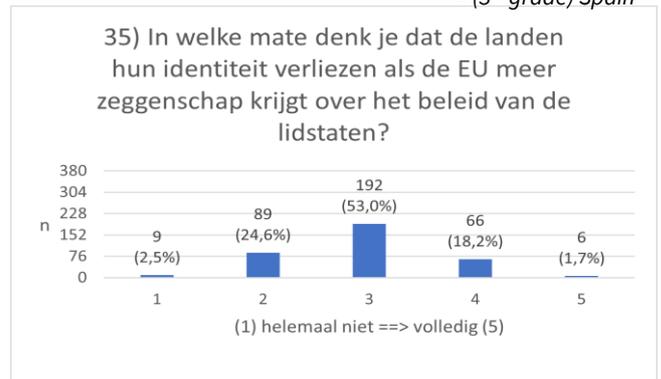
Graph 127: "To what extent do you feel that countries lose their identity if the EU gets more control over their policy?" - Flanders



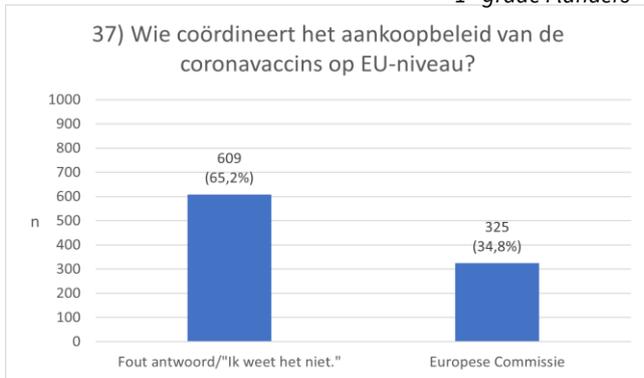
Graph 128: "To what extent do you feel that countries lose their identity if the EU gets more control over their policy?" - (3rd grade) Spain



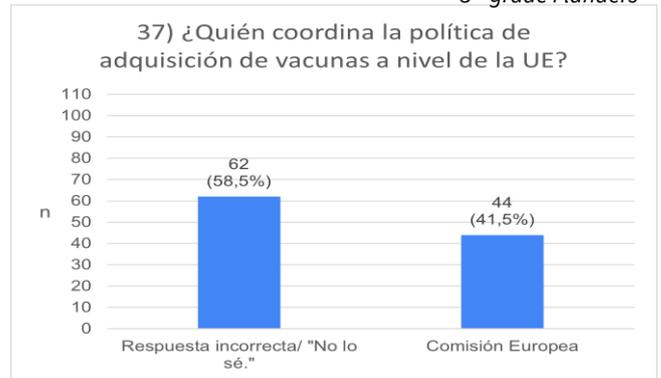
Graph 129: "To what extent do you feel that countries lose their identity if the EU gets more control over their policy?" - 1st grade Flanders



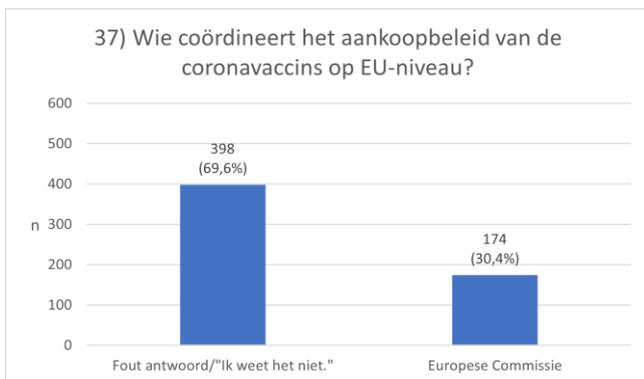
Graph 130: "To what extent do you feel that countries lose their identity if the EU gets more control over their policy?" - 3rd grade Flanders



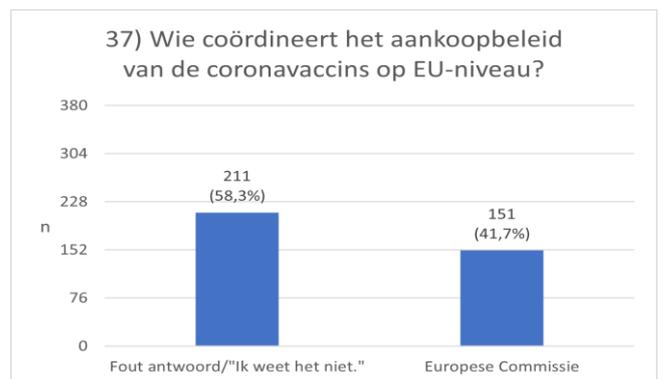
Graph 131: "Who coordinates the corona vaccine procurement policy at EU-level?" - Flanders



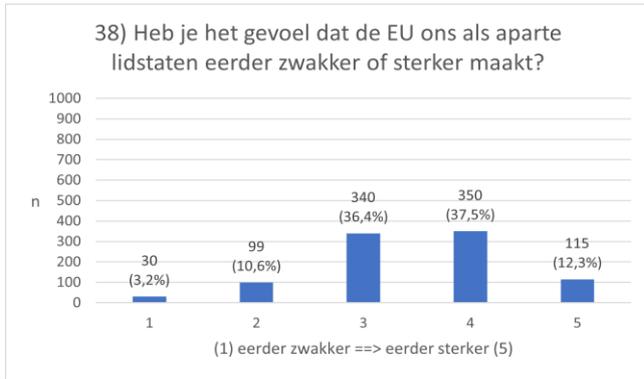
Graph 132: "Who coordinates the corona vaccine procurement policy at EU-level?" - (3rd grade) Spain



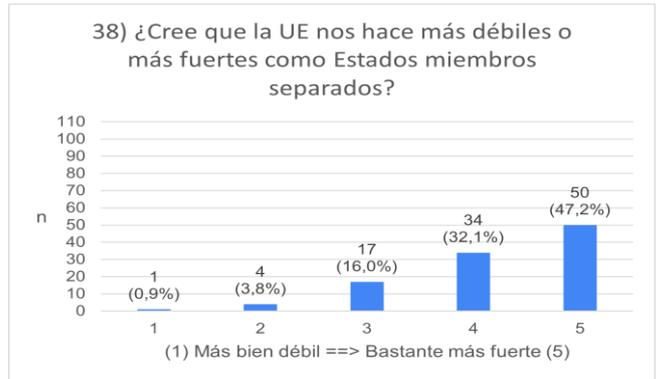
Graph 133: "Who coordinates the corona vaccine procurement policy at EU-level?" - 1st grade Flanders



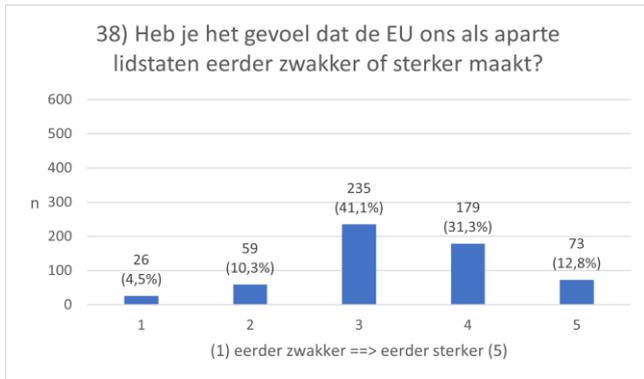
Graph 134: "Who coordinates the corona vaccine procurement policy at EU-level?" - 3rd grade Flanders



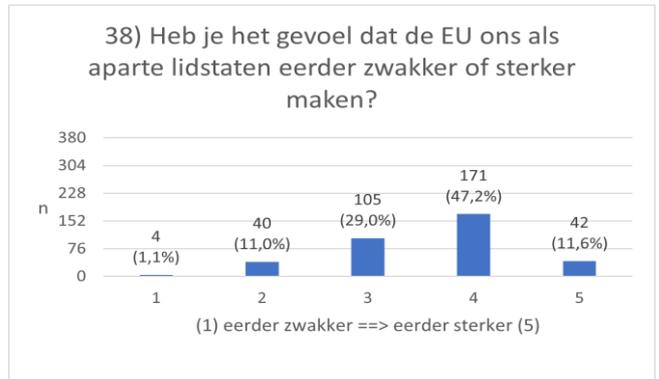
Graph 135: "Do you feel that the EU makes us, as member states, weaker (1) or stronger (5)?" - Flanders



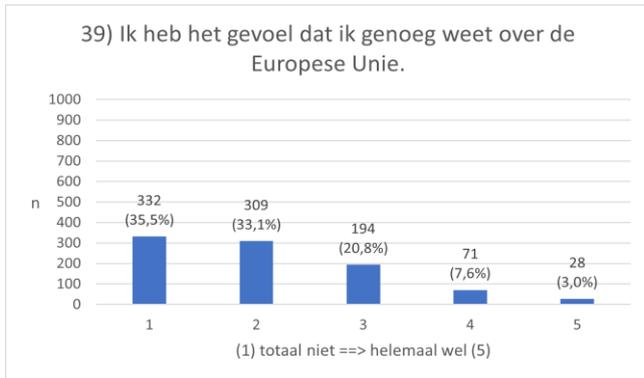
Graph 136: "Do you feel that the EU makes us, as member states, weaker (1) or stronger (5)?" - (3rd grade) Spain



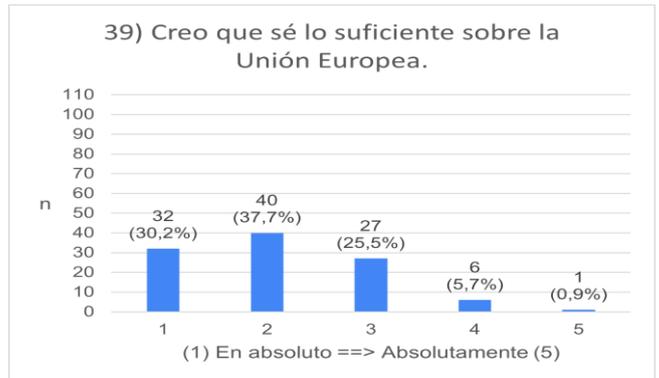
Graph 137: "Do you feel that the EU makes us, as member states, weaker (1) or stronger (5)?" - 1st grade Flanders



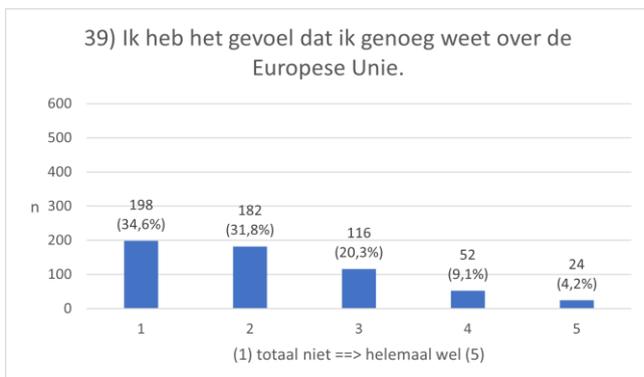
Graph 138: "Do you feel that the EU makes us, as member states, weaker (1) or stronger (5)?" - 3rd grade Flanders



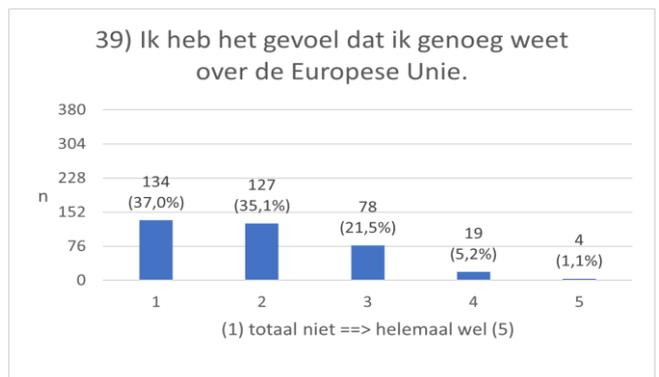
Graph 139: "I feel like I know enough about the EU" - Flanders



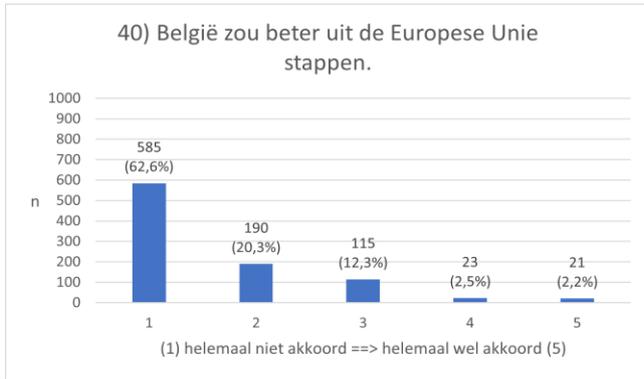
Graph 140: "I feel like I know enough about the EU" - (3rd grade) Spain



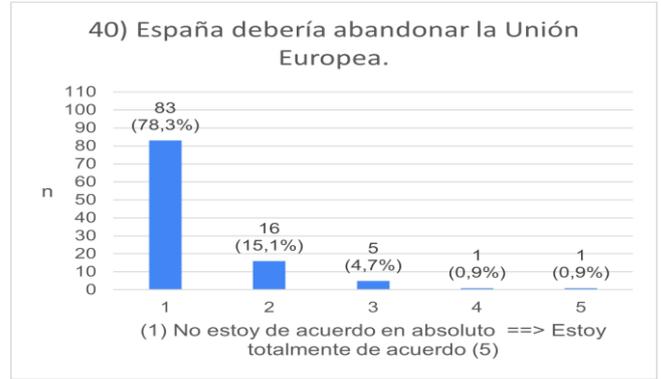
Graph 141: "I feel like I know enough about the EU" - 1st grade Flanders



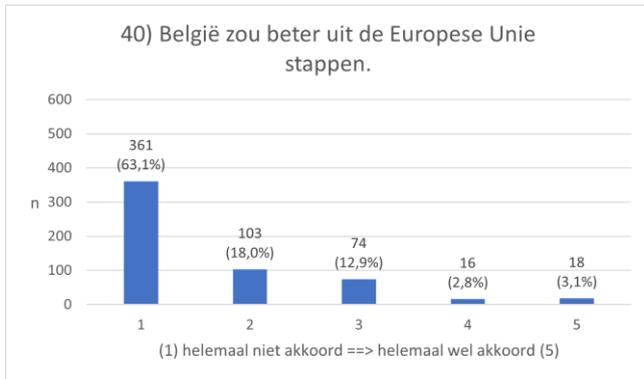
Graph 142: "I feel like I know enough about the EU" - 3rd grade Flanders



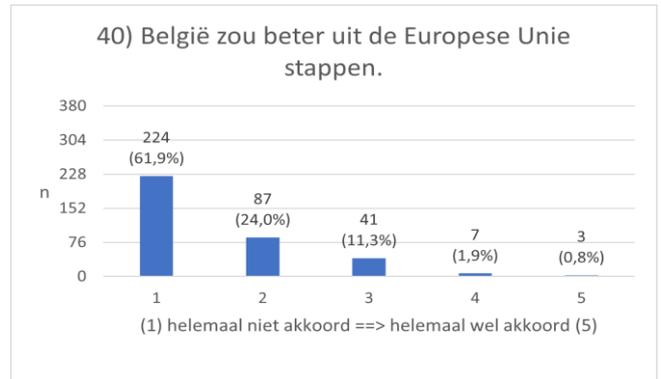
Graph 143: "Belgium should leave the EU." – Flanders



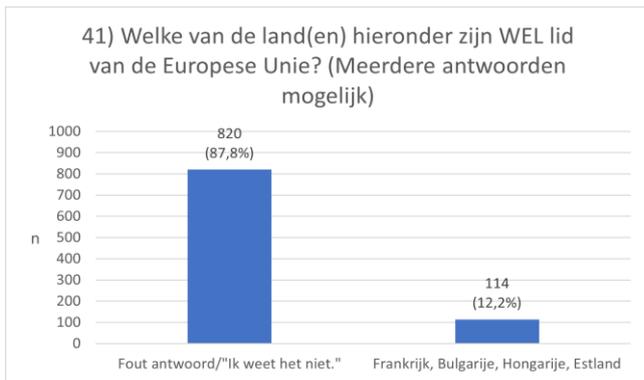
Graph 144: "Spain should leave the EU." – (3rd grade) Spain



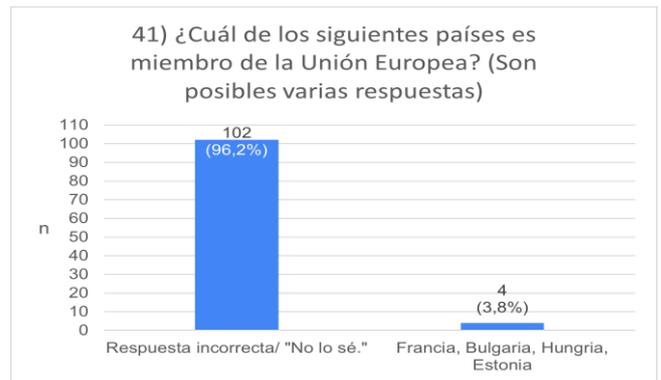
Graph 145: "Belgium should leave the EU." – 1st grade Flanders



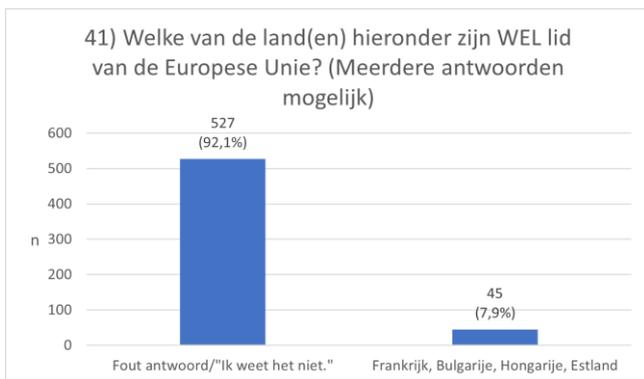
Graph 146: "Belgium should leave the EU." – 3rd grade Flanders



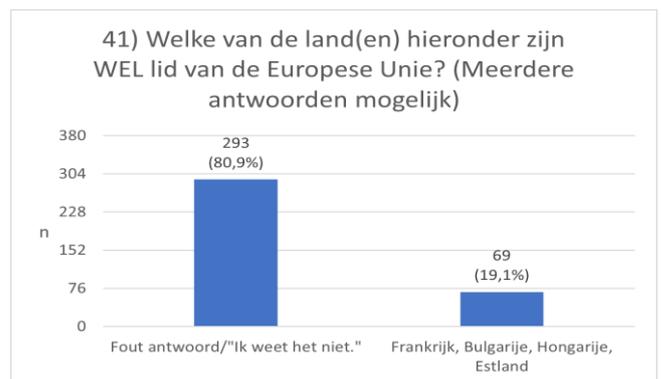
Graph 147: "Which of these countries are members of the EU?" – Flanders



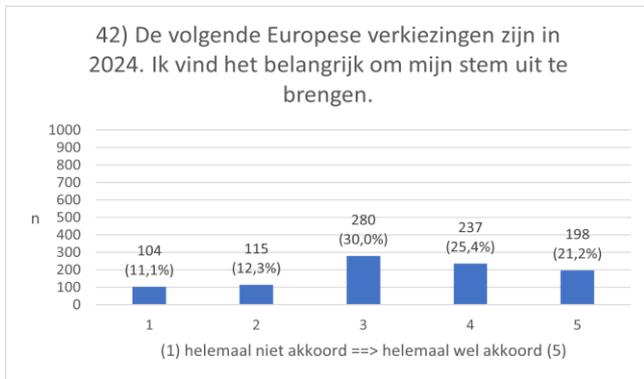
Graph 148: "Which of these countries are members of the EU?" – (3rd grade) Spain



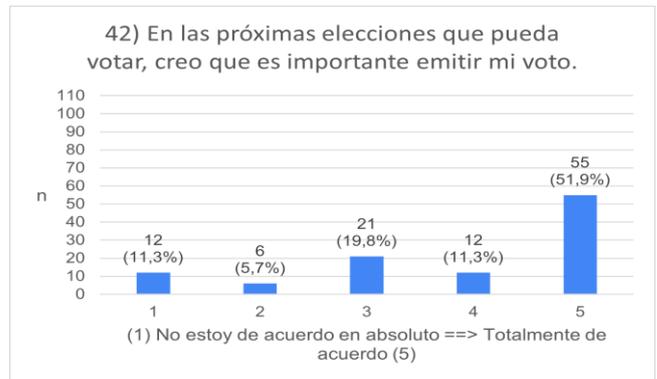
Graph 149: "Which of these countries are members of the EU?" – 1st grade Flanders



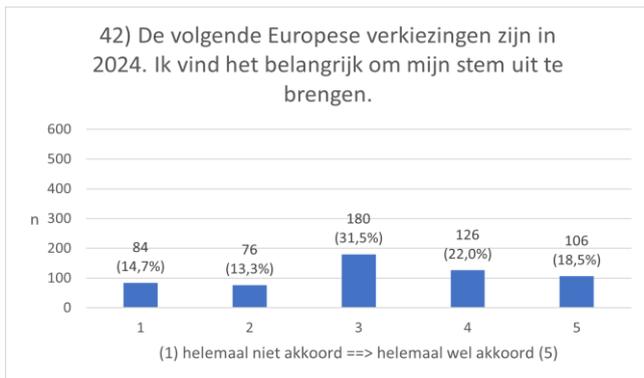
Graph 150: "Which of these countries are members of the EU?" – 3rd grade Flanders



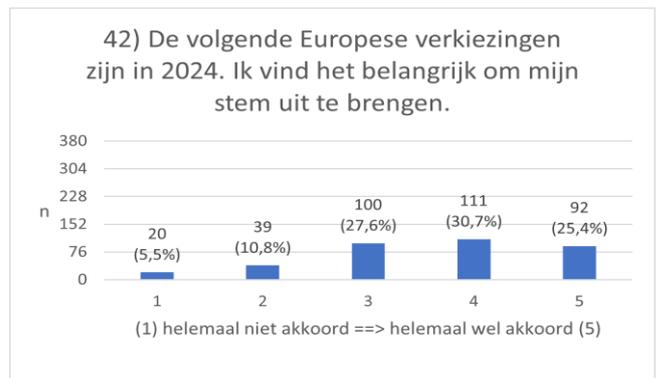
Graph 151: "The next European elections are in 2024, I think it's important to cast my vote." – Flanders



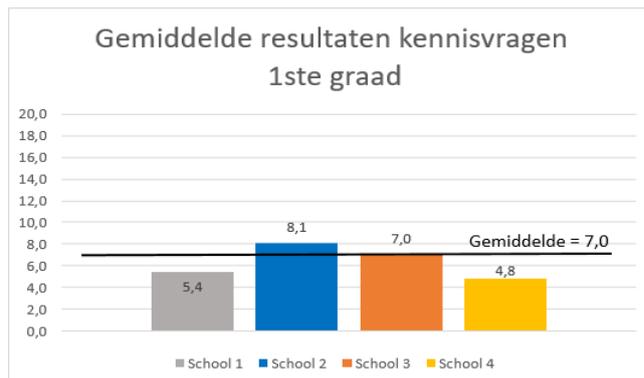
Graph 152: "In the next elections, I think it's important to cast my vote." – (3rd grade) Spain



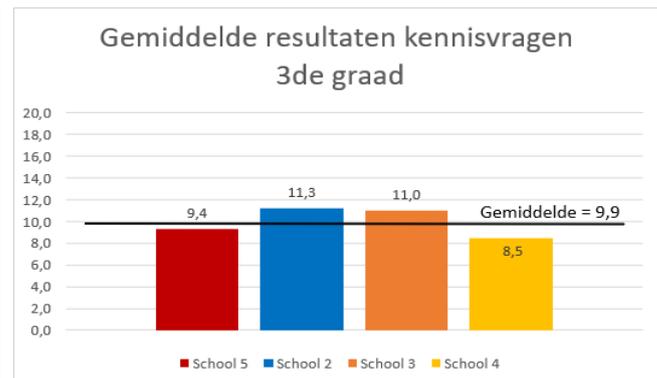
Graph 153: "The next European elections are in 2024, I think it's important to cast my vote." – 1st grade Flanders



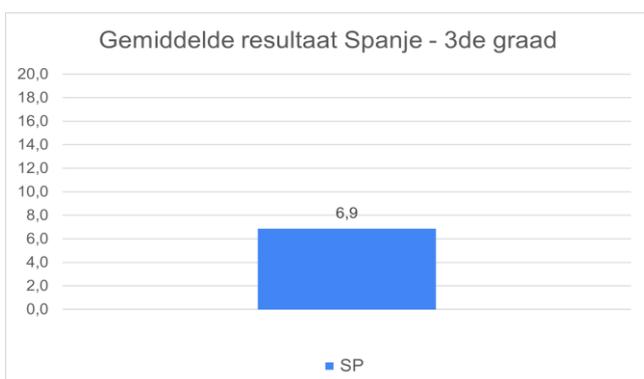
Graph 154: "The next European elections are in 2024, I think it's important to cast my vote." – 3rd grade Flanders



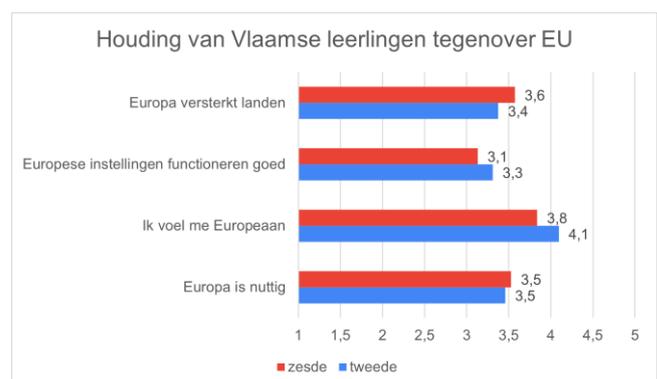
Graph 155: Average results knowledge-based questions – 1st grade Flanders



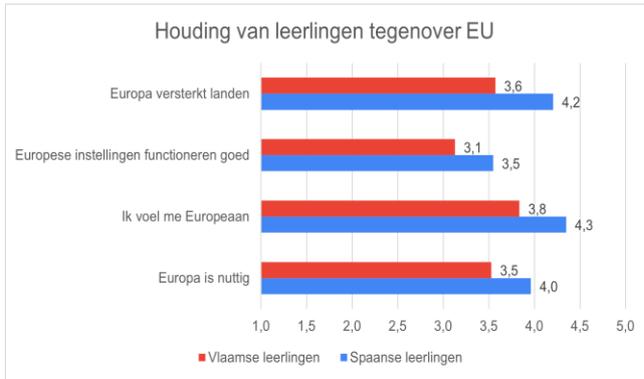
Graph 156: Average results knowledge-based questions – 3rd grade Flanders



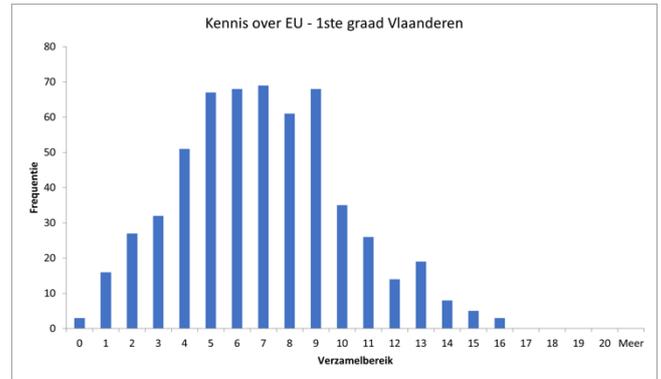
Graph 157: Average results knowledge-based questions – (3rd grade) Spain



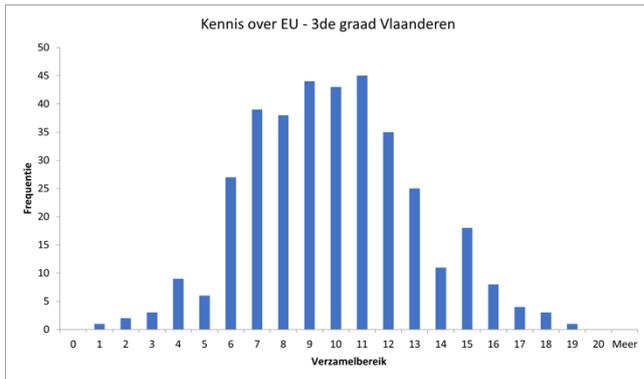
Graph 158: Attitude towards the EU – 1st grade VS 3rd Flanders



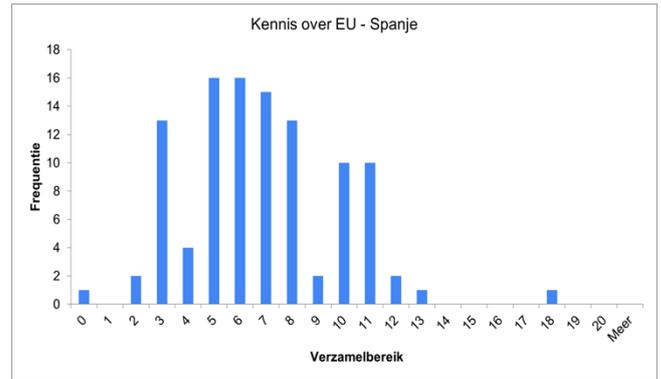
Graph 159: Attitude towards the EU – Flanders VS Spain



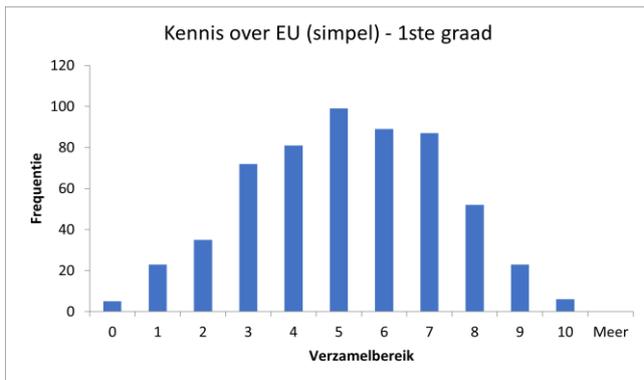
Graph 160: Knowledge about the EU – 1st grade Flanders



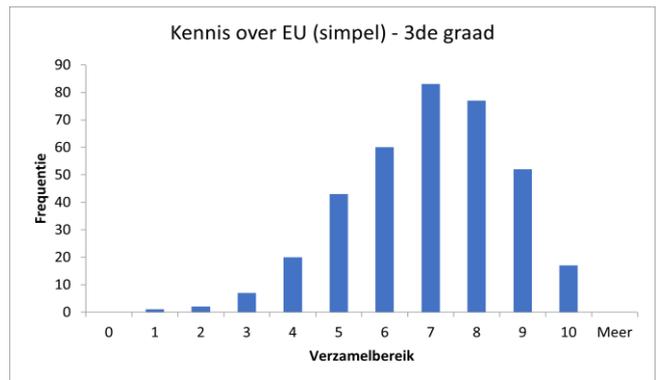
Graph 161: Knowledge about the EU – 3rd grade Flanders



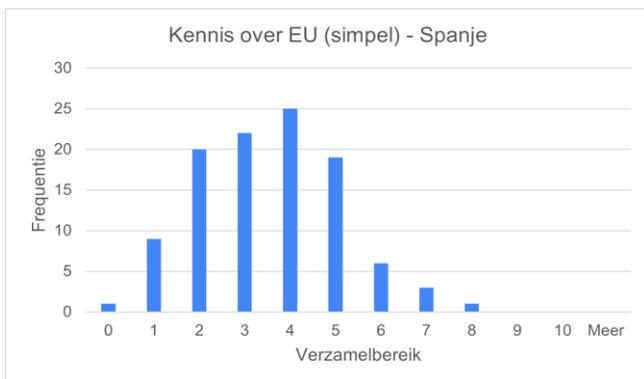
Graph 162: Knowledge about the EU – (3rd grade) Spain



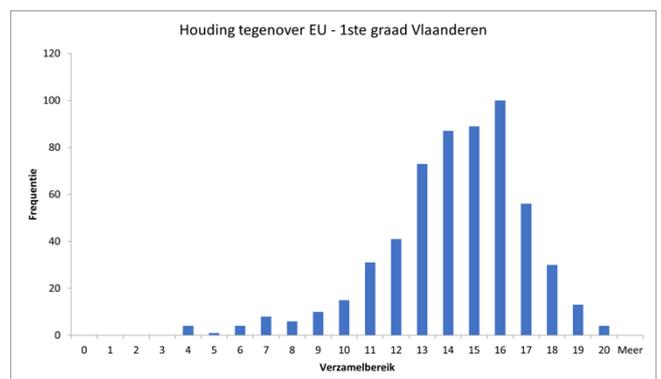
Graph 163: Knowledge about the EU (simple) – 1st grade Flanders



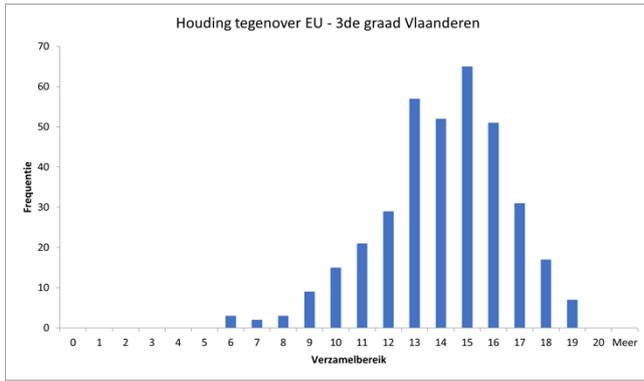
Graph 164: Knowledge about the EU (simple) – 3rd grade Flanders



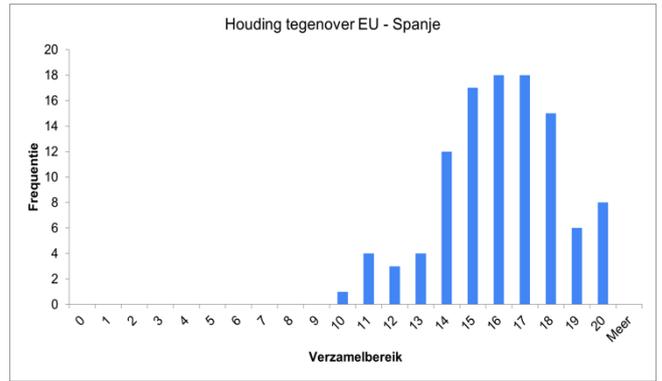
Graph 165: Knowledge about the EU (simple) – (3rd grade) Spain



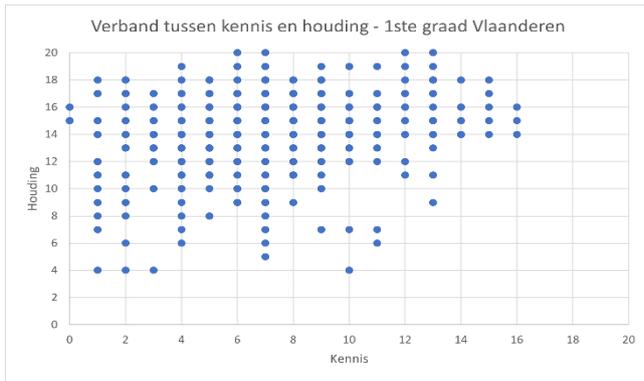
Graph 166: Attitude towards the EU – 1st grade Flanders



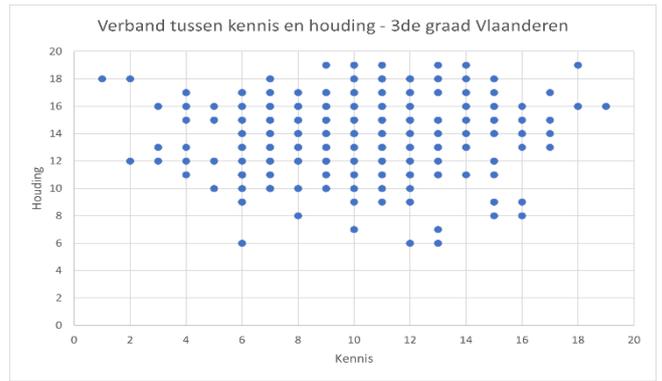
Graph 167: Attitude towards the EU – 3rd grade Flanders



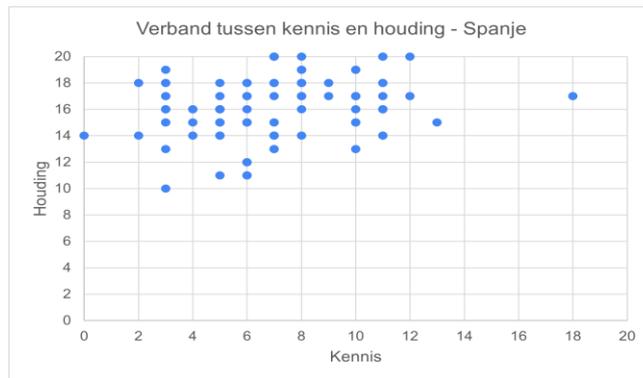
Graph 168: Attitude towards the EU – (3rd grade) Spain



Graph 169: Correlation between knowledge and attitude – 1st grade Flanders



Graph 170: Correlation between knowledge and attitude – 3rd grade Flanders



Graph 171: Correlation between knowledge and attitude – (3rd grade) Spain