



Unequal access to experienced participation at school. Results from ICCS 2016 and conclusions for a digital participation concept.

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Background

Conceptual Relevance of Student Participation

School as an embryonic society
(Dewey, 1916)

Important non-formal learning opportunity for CCE
(Hoskins et al. 2012; Scheerens, 2009; Youniss, 2011)

Learning politics <-> democracy learning
(vgl. Breit & Schiele, 2004)

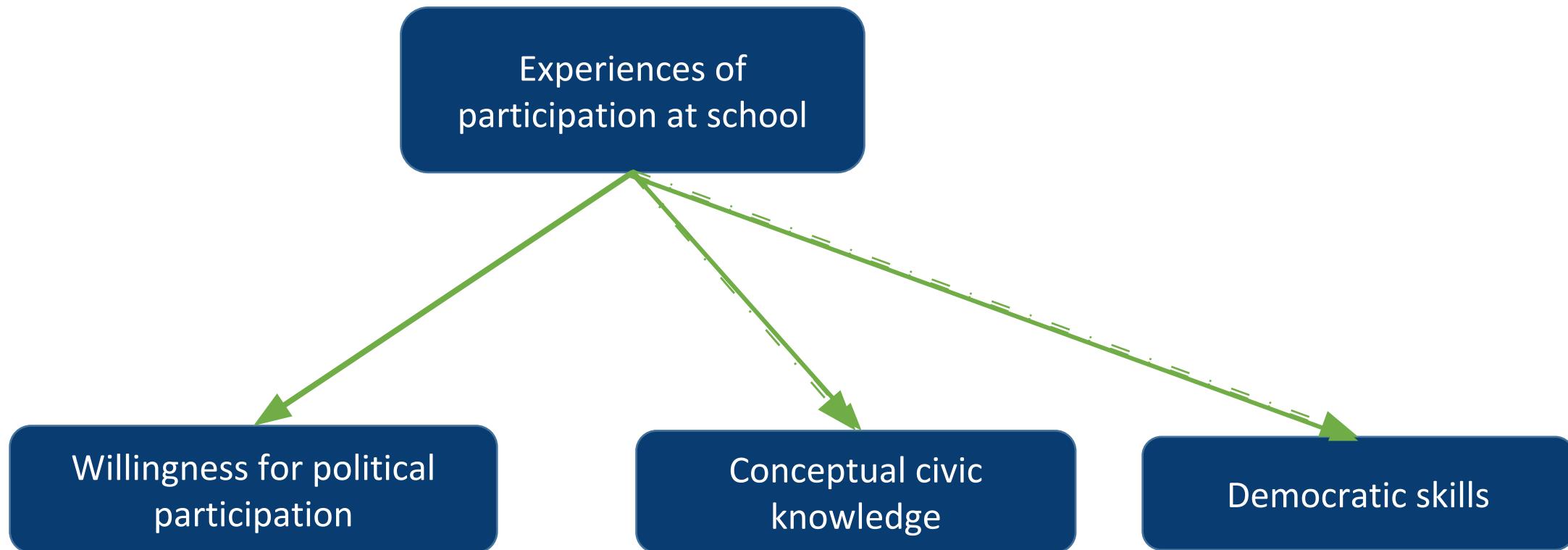
Experiences of
Participation at
School

Internationally reflected in many policy approaches of civic and citizenship education (CCE)
(Eurydice, 2017)

An essential part of the school educational mission (KMK, 2018)

In the constitutions of all German federal states: Education for democracy as an aim of schooling.
Student participation is governed by the Education Acts of each state
(NRW SchulG, §§65, 66, 74)

Empirical Evidences for Student Participation as a Civic Learning Opportunity

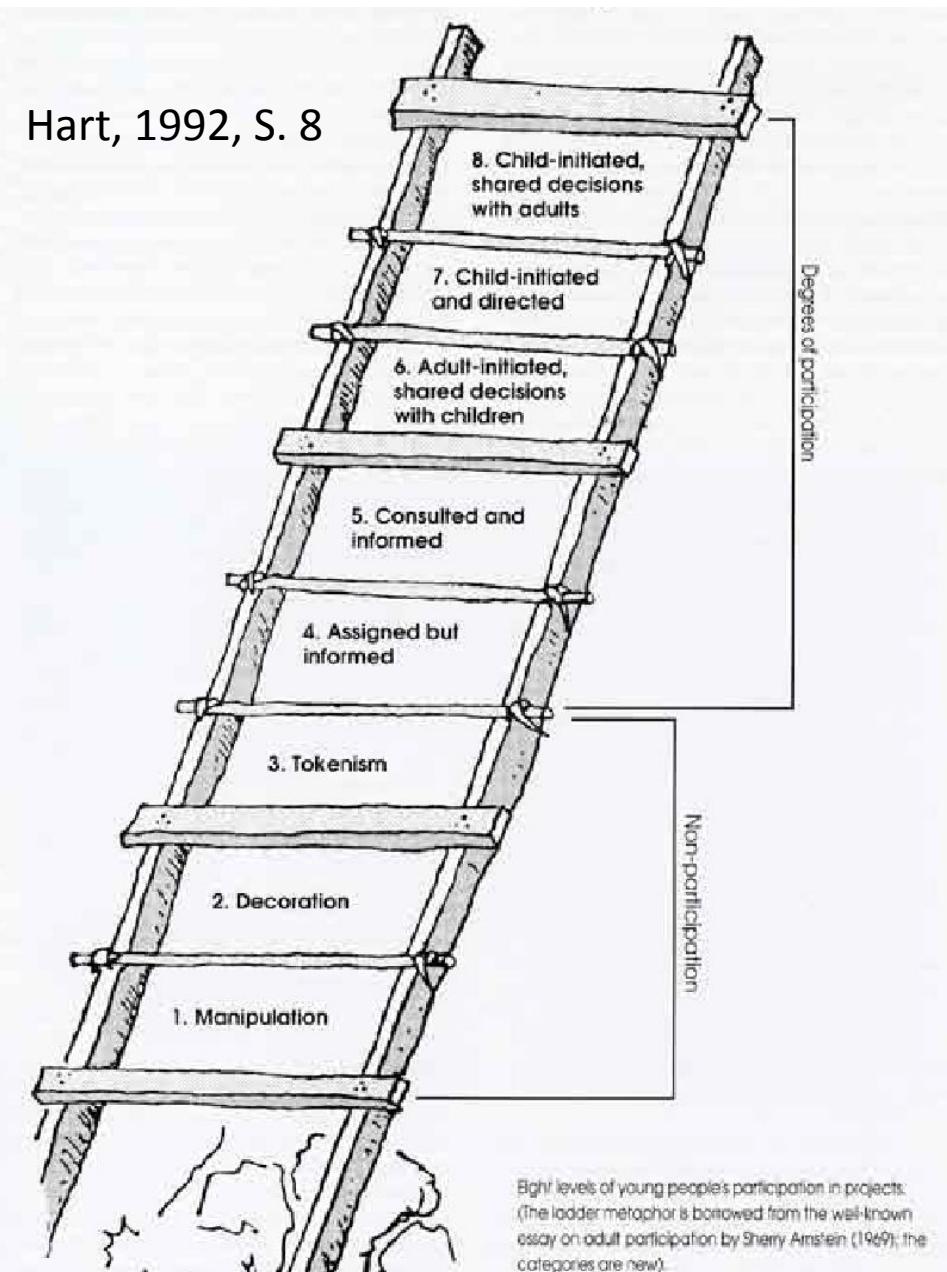


(Dassonneville et al. 2012;
McFarland & Thomas, 2006;
Sampermans, Isac & Claes,
2018; Verba, et al. 1995;
Youniss, 2011).

moderate evidence exists for positive effects of student participation on e.g. democratic skills and citizenship
(Mager & Nowak, systematic review, 2012)

no automatic transfer from social to political learning
(Biedermann, 2006; Reinhardt, 2010)

Empirical Evidences for Student Participation in Germany



For Germany, there are only few evidence-based findings

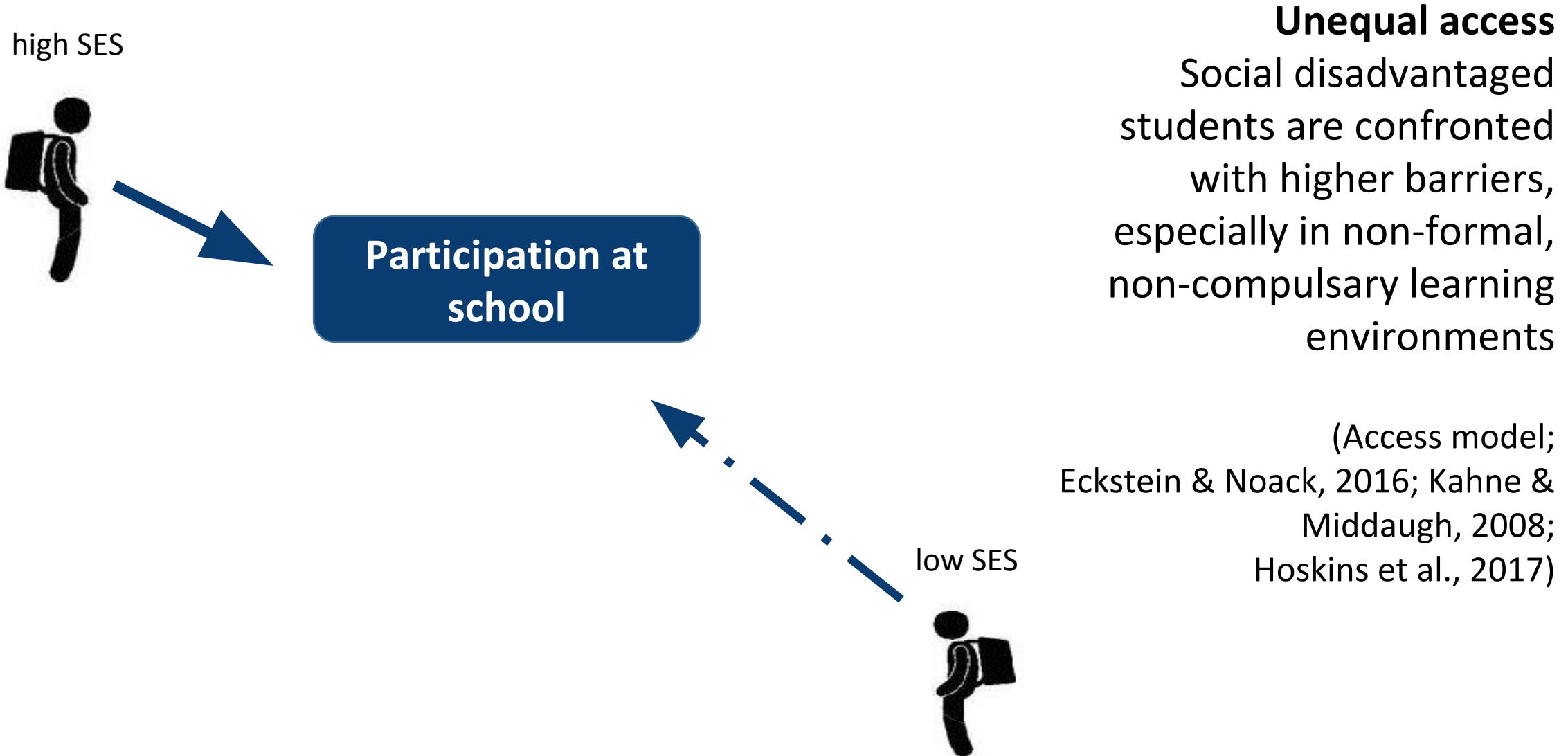
rarely realised
→ little to no systematic research

some research

Insufficient realization
of student participation

(Böhme/Kramer 2001;
Helsper/Lingkost 2001;
Abs et al. 2009;
Abs, Roczen & Klieme 2007).

Empirical Evidences for Student Participation



Results from ICCS 2016

How are students prepared to undertake their role as citizens?

Target population: 8th year of schooling (~14 years old)

Sample in Germany, NRW:
1.451 students in 59 schools

International report: Schulz, W., Ainley, J., Fraillon, J., Losito, B., Agrusti, G. & Friedman, T. (2018). *Becoming Citizens in a Changing World.* The International Civic and Citizenship Education Study 2016 International Report. Amsterdam: Springer.

European Sample

~54.000 students



A map of Europe where the countries included in the European Sample are highlighted in yellow. The countries listed next to the map are: Belgium (Flemish), Bulgaria, Croatia, Denmark, Estonia, Finland, Italy, Latvia, Lithuania, Malta, The Netherlands, North Rhine-Westphalia, Norway, Slovenia, and Sweden.

Belgium (Flemish)
Bulgaria
Croatia
Denmark
Estonia
Finland
Italy
Latvia
Lithuania
Malta
The Netherlands
North Rhine-Westphalia
Norway
Slovenia
Sweden

Scale: Student Participation at School in ICCS 2016 ($\alpha_{DNW}=.835$)

Items	SchulG NRW, 2016	Activities in the last 12 month	
		NRW % (SE)	RG EU** % (SE)
Active participation in an organised debate*		9.0 (1.3)	31.5 (0.4)
Voting for <class representative> or <school parliament>*	§64; 74(2)	57.1 (1.6)	48.6 (0.5)
Taking part in decision-making about how the school is run*	§§65-66	23.2 (1.8)	15.7 (0.2)
Taking part in discussions at a <student assembly>*	§74(4)	14.9 (1.3)	15.7 (0.2)
Becoming a candidate for <class representative> or <school parliament>*	§64; 74(2)	27.1 (1.6)	18.5 (0.2)
Participating in an activity to make the school more <environmentally friendly>*		10.4 (1.1)	17.1 (0.3)
Voluntary participation in school based music or drama activities outside of regular classes		39.1 (1.2)	43.4 (0.2)

* Part of the scale: Students' Participation at School (Schulz et. al. 2018, $\alpha_{DNW}=.835$; $\alpha_{EU}=.92$)

** RG EU: Mean of the reference group of 14 European countries in ICCS 2016 (Deimel & Hahn-Laudenberg, 2017); significant higher values are printed in **bold**

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Degree of Shared Perception of Student participation

Country	Voting for class representative (WLE)		Scale: Student participation at school		Student sample	
	%	(SE)	M	(SE)	Number schools	Number students
Germany, NRW ¹	57.1 (1.6)		49.0 (0.3)	3,6	59	1451
Belgium (Flemish)	33.8 (2.2)		47.1 (0.4)	14	162	2931
Bulgaria	34.7 (1.6)		49.3 (0.3)	7,5	147	2966
Croatia	74.9 (1.3)		50.8 (0.2)	5,9	175	3896
Denmark ²	49.0 (1.5)		49.6 (0.2)	4,9	184	6254
Estonia	45.6 (2.3)		47.0 (0.3)	8,8	164	2857
Finland	48.6 (1.7)		48.3 (0.3)	9,7	179	3173
Italy	30.8 (2.5)		47.3 (0.4)	22,9	170	3450
Latvia	34.0 (1.9)		48.0 (0.3)	20,5	147	3224
Lithuania	58.4 (1.6)		50.6 (0.3)	9,3	182	3631
Malta	52.0 (1.0)		50.3 (0.2)	10,6	47	3764
Netherlands ²	26.7 (2.5)		42.2 (0.4)	15,4	123	2812
Norway ³	76.5 (0.7)		54.0 (0.2)	3,3	148	6271
Slovenia	65.9 (1.3)		49.5 (0.2)	4,8	145	2844
Sweden	49.4 (1.8)		52.6 (0.3)	10,2	155	3264
RG Europa	48.6 (0.5)		49.0 (0.1)	10,6		

1 Benchmarking participant not meeting sample participation requirements.

2 Met guidelines for sampling participation rates only after replacement schools were included.

3 Country deviated from International Defined Population and surveyed grade 9.

RG Europa: Reference group (excluding NRW)

Coloured bars indicate between variance
Red = > 5%
Blue = 5-10%
Green = < 10%

Degree of Shared Perception of Student Participation

Country	Voting for class representative (WLE)		Scale: Student participation at school Percentages of between-school variance (ICC)	Student sample		
	%	(SE)		M	(SE)	Number students
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VG Europa (excluding NW)

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Differential Access to Civic Learning Experiences: Civic opportunity gap

	NRW			Belgium (Flemish)			The Netherlands		
	SES (ind.)	SES (mean)	<i>ICC</i>	SES (ind.)	SES (mean)	<i>ICC</i>	SES (ind.)	SES (mean)	<i>ICC</i>
Open classroom climate	.13**	.52**	.08	-.02	.28*	.11	.01	.61**	.07
Student participation	.14**	.51**	.04	.13**	.38**	.14	.10**	.52**	.15
Formal civic education (topics)	.10**	.31	.14	.03	.03	.10	.07**	-.21	.08

Further multi-level regression analyses for NRW show that small schools, private schools and schools with good student-teacher-relations provide more opportunities for participation.

Results

1. The embedding of student participation in legislation obviously has an impact on students opportunities to participate.
2. Nevertheless, by law guaranteed participation in schools in NRW is only insufficiently realized.
3. Experience of student participation is to a major extend shaped by individual constraints which results in an unequal access within schools.
4. The school context shows a structural minor, but malleable impact on experienced participation at school.

How can concepts of school participation foster equal access?

Conclusions for a digital participation concept

Conclusion for a more equal access to school participation concepts

- Build upon compulsory minimum of student participation

Concepts have to **connect**

1. civic participation to students everyday experiences and habits
2. general political forms of participation with within-school deliberation and institutions
3. formal and non-formal learning opportunities

„The impact of participatory politics will be constrained if scant attention is paid to linking participatory and institutional engagement or to levers of influence more generally“ (Kahne et al., 2016, p. 24; Zuckerman, 2013)

Digital Network Participation as Opportunity and Challenge

Digital empowerment

- Potential to mitigate structurally unequal access to political participation (Xenos, Vromen & Loader, 2014)
- Ubiquity of digital media and networks in every day life of young people
- Providing a context where students get in contact with politics
- Uncommitted and low-threshold form of political participation

Digital divide

-
- Disparities with regard to **digital literacy**

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(Kahne et al., 2016; Maurissen & Claes, 2018; Theocharis & van Deth, 2018)
(European Education and Training Expert Panel, 2019; Frau-Meigs et al., 2017)¹⁷

Aula as an Example of an Innovative Participation Concept

How does aula correspond with the conclusions?



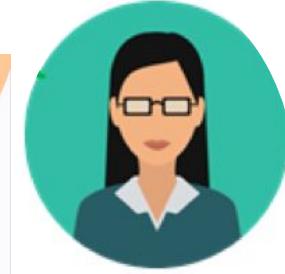
1. Connects to students everyday experiences and habits
 - uses digital tools for exchanging ideas
how to shape the own school environment
2. Connects general political forms participation with within-school deliberation
 - blends on- and offline participation at school
3. Connects formal and non-formal learning opportunities
 - entangles different elements (aula-platform, material for courses in social-sciences and German, specific aula-lessons)

Project organization: Marina Weisband et al. by politik-digital e. V.

The Contract



Students



Teacher



The Contract

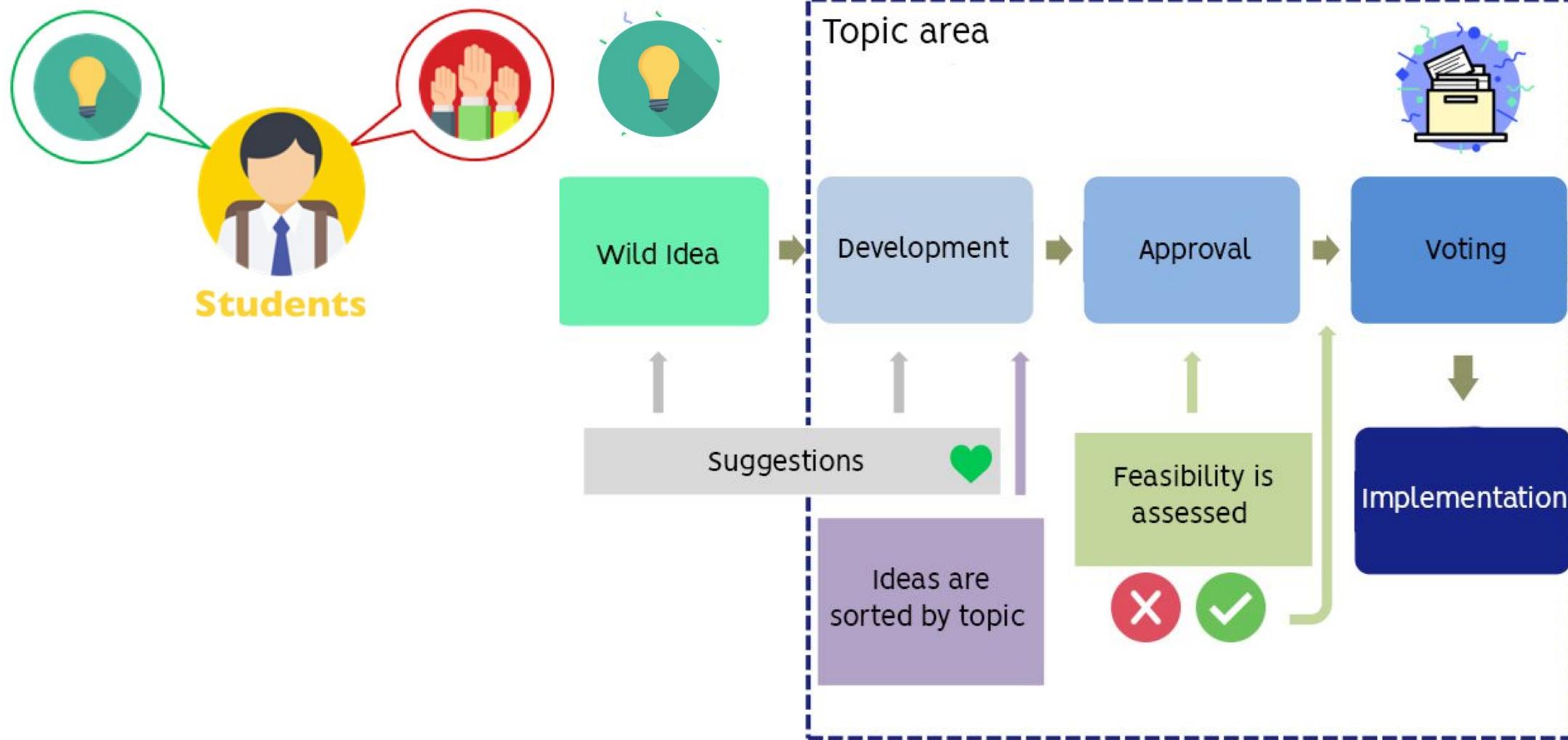
Parents



School Leadership Team



The Process



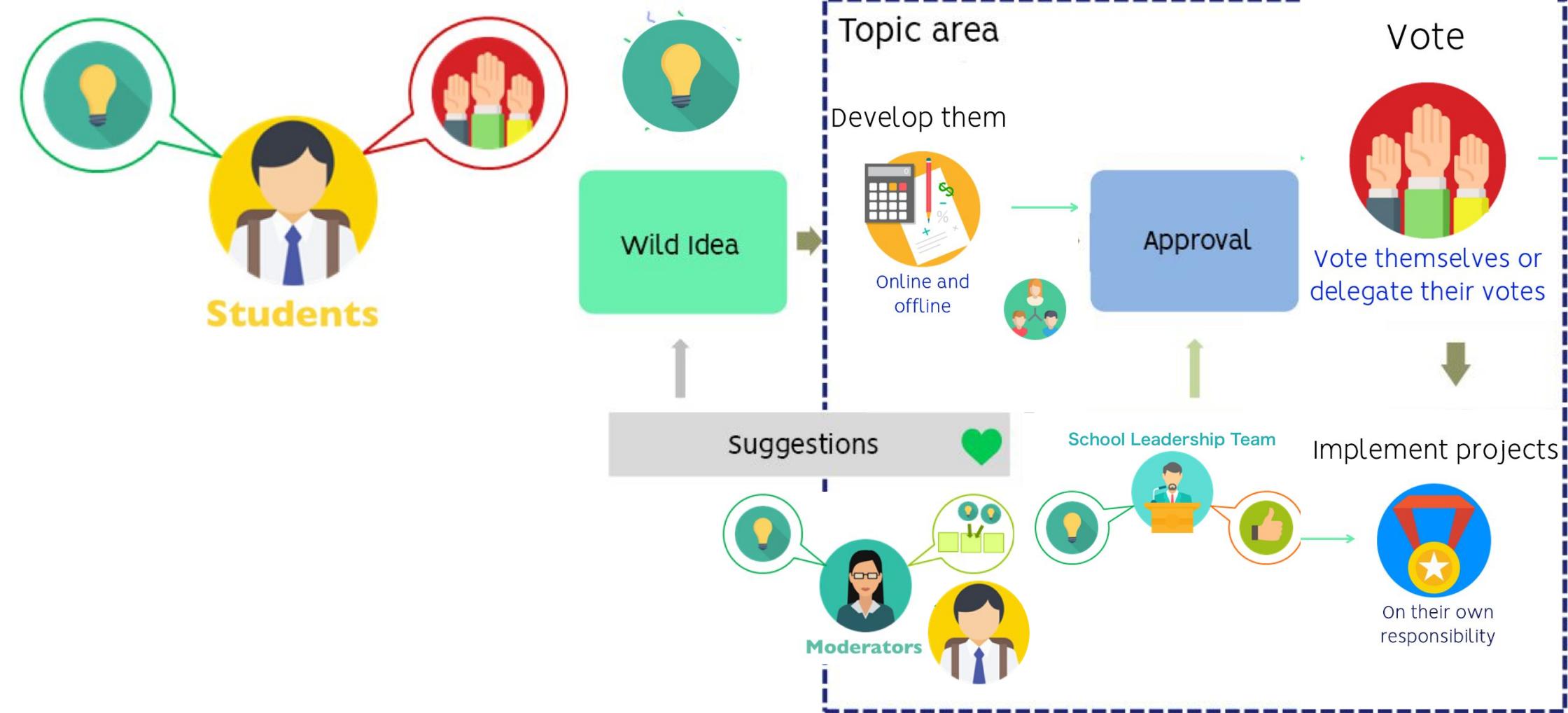
The Process



The Process



The Process



The aula-project fosters

- a participatory school culture particularly in schools with weak structures of students participation before hand
- the relevance of class representatives & school councils
- the development of students' competencies in the areas of understanding democracy and particularly in experiencing self-efficacy

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Restrictions:

- Aula enables broader participation, it thus mitigates but does not overcome unequal access.
- Evaluation underlines that the support of teachers remains crucial.

Conclusions for practice and research

- strengthening the didactical elements of the project
- integrating aula stronger into the institutional structures of the school system
- Applying intervention studies to compare the effectiveness and accessibility of digital and traditional concepts which support student participation

Question:

May a closer entanglement of school participation concept and formal schooling discourage academic less successful students to participate?

(How) can concepts overcome this dilemma?

Thank you for
your kind
attention!

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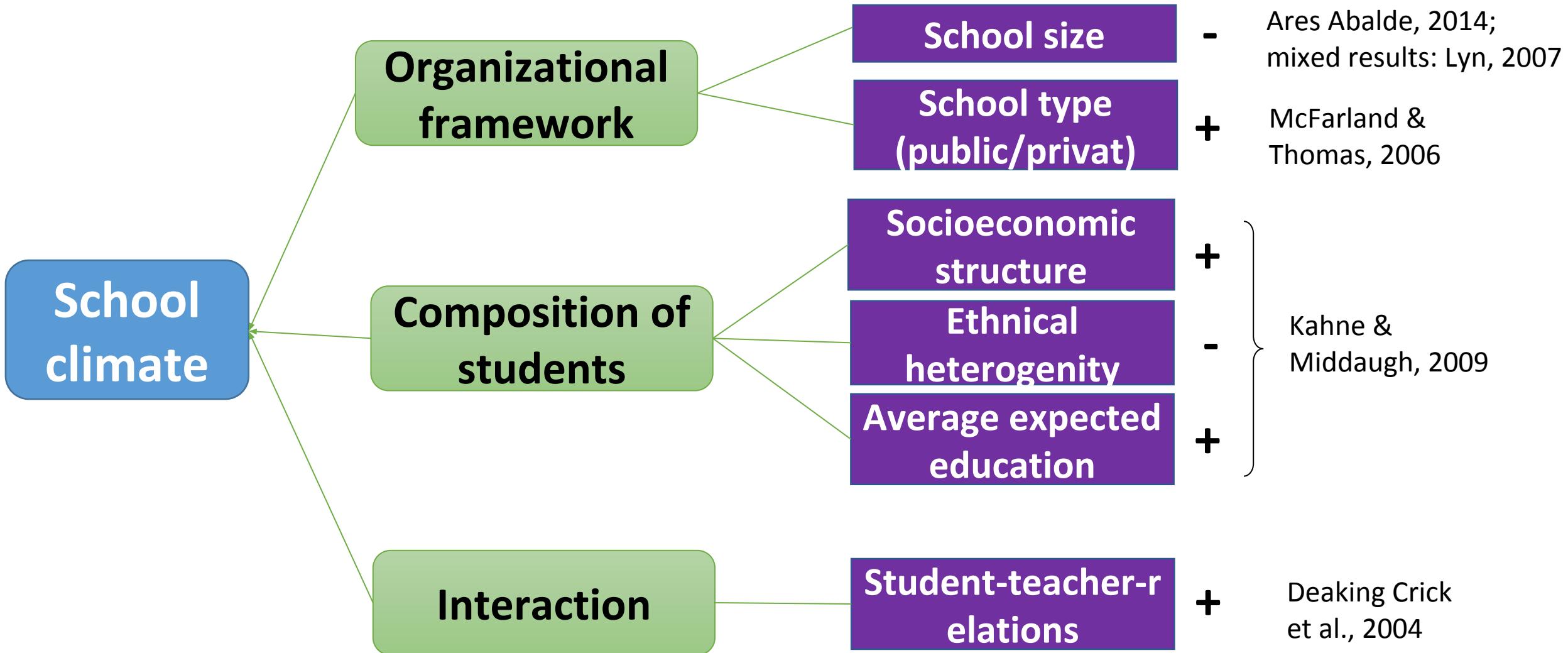
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Differences between school tracks,

Voting for class representative in the
last 12 month

Track	<i>M</i>	(<i>SE</i>)	<i>SD</i>	(<i>SE</i>)
Gymnasium	0.62	0.02	0.48	0.01
Gesamtschule	0.46	0.04	0.50	0.00
Realschule	0.61	0.03	0.49	0.01
Hauptschule	0.45	0.03	0.50	0.00

Impact of School on offering Opportunities for Experience Participation



Individual Prediction of Student Participation

Number out of 14

European countries¹

with a significant effect negative	positive	SWE (β)	DNW (β)
1	8	.05*	.05*
	13	n.s.	.09**
1	1	n.s.	n.s.
	10	.11***	n.s.
	5	.08**	n.s.
	14	.22***	.25***
	6	n.s.	n.s.
		.13	.09

R² within

Students' Gender (1=♀)

Students' SES

Immigration BG

Expected further
education

Parental interest

Pol. discussions outside
school (WLE)

Perceived
Student-Teacher-Relati
ons (WLE)

Within Schools

Students' participation at school

Multilevel regressions in Mplus 7.3 considering population weights

¹without results for Estonia, due to more than 50% missing in the school questionnaire; 10-20% missings in LVA, NL SWE

School Level Prediction of Students' Participation

Number out of 14
European countries¹
with a significant effect

			SWE (β)	DNW (β)
negative	positive			
	1	Average SES	.60**	n.s.
1		Ratio immigration BG	n.s.	n.s.
	1	Average expected further education	n.s.	n.s.
	3	School status (1=private)	n.s.	.47**
6		School size	-.27**	-.75***
	2	Average perceived Student-Teacher-Relations	n.s.	.34*
			.43	.93

Between Schools

Students' participation at school

R² between

¹without results for Estonia, due to more than 50% missing in the school questionnaire, 10-20% missings in LVA, NL SWE
Multilevel regressions in Mplus 7.3 considering population weights; (ICC= .03</ICC<.23; ICC_(DNW) = .04; ICC_(SWE) = .10.

Student participation as Civic Learning Opportunity

- Opportunities to experience students participation seems to be highly depended on individual background (access hypothesis) (e.g. Hoskins, Janmaat, & Melis, 2017; Deimel, Hoskins, & Abs, forthcoming)
- No or marginal effects of “opportunities for students to practice democracy at school” on school level on intended participation and other outcome variables are found in ICCS 2009 (Isac et al., 2014, p.42)
- “non trivial” effects of youth voluntary associations e.g. pupils councils on political participation as adult are found in longitudinal studies (Dassonneville et al. 2012; McFarland and Thomas, 2006; Verba, et al. 1995; Youniss, 2011)
- Participation show stronger effect on political attitudes than vice versa (Van Deth & Quintilier, 2014)

Analyses

- **Independent variables on school level :**

- **School Tracking in DNW:**

-

- **School size:**

for US: participation in e.g. school government negative association with school size (Abalde, 2014; Garcia, 2012), mixed results school activities and volunteering (Lay, 2007)



Percentage of students, who remember to vote for class representative within the last two month

Differences between school tracks

* Gesamtschule
% (SD)= 47 (12)



p=.003/
.001

Schooltrack
Gymnasium
63% ; SD = 12



p=.004/
.008

□ Hauptschule
M (%)= 45 (03)



p=.044/
n.s.

▲ Realschule
% (SD)= 61 (14)



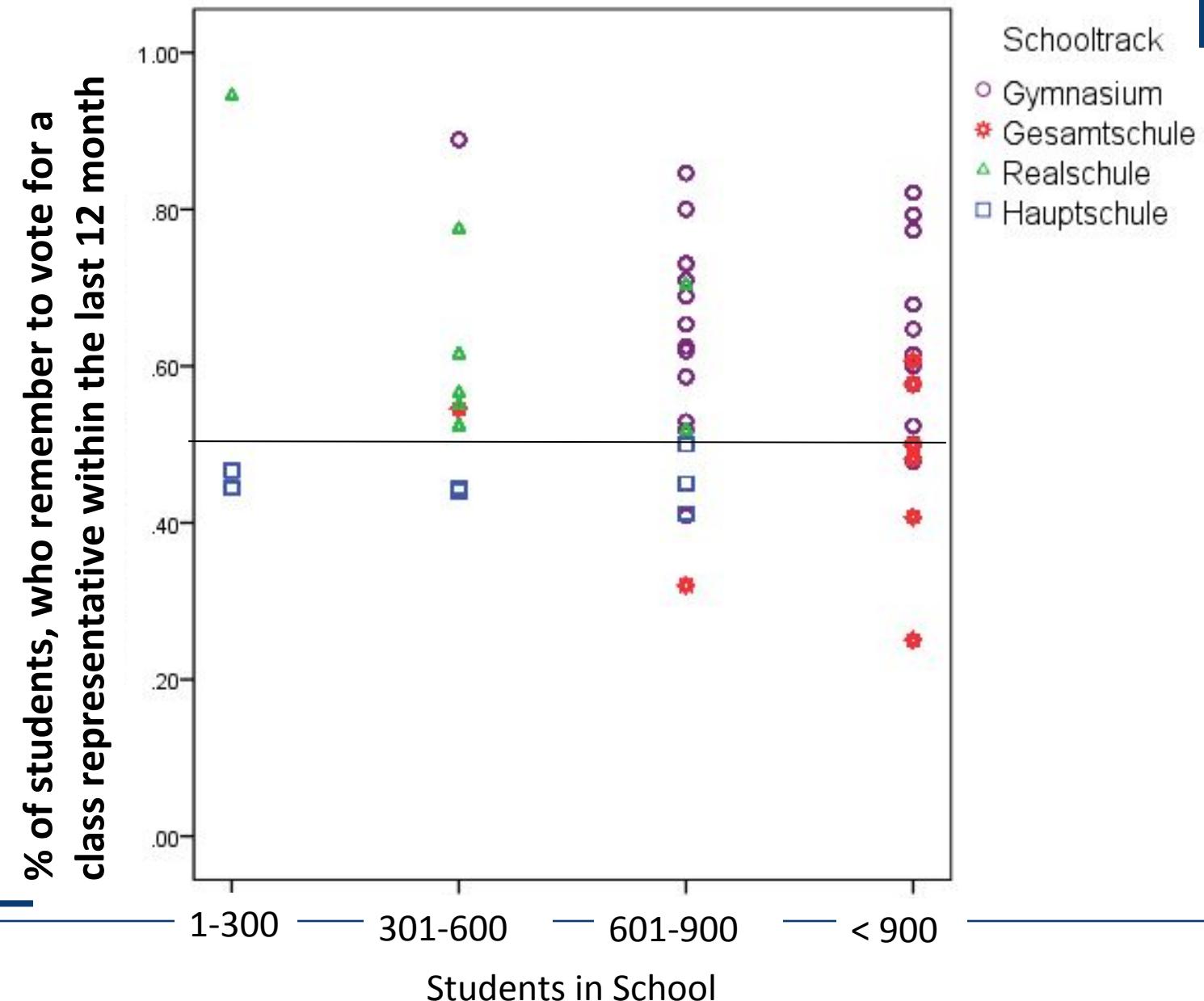
p=.039/
n.s.

Yearly election of class representatives are obligatory in NW (§ 74)

Anova F (3;95)=7.67, p>.001, Posthoc Test (Bonferroni/Scheffé) significant differences signed with >/<

Relevance of Schools size and Schooltrack for participation in NRW

Significant differences between school tracks:
Gymnasium



Civic opportunity gap: Differential Access to Learning Experiences

	BFL			DEN			NRW			NLD		
	SES (ind.)	SES (mean)	<i>ICC</i>									
OCC	-.02	.28*	.11	.08**	.51**	.18	.13**	.52**	.08	.01	.61**	.07
ACT	.13**	.38**	.16	.13**	.16	.08	.14**	.51**	.04	.10**	.52**	.15
FCE	.03	.03	.10	.07**	.22**	.12	.10**	.31	.14	.07**	-.21	.08

Further multi-level regression analyses show the relevance of school size, school type and student-teacher-relation as well as the school track

Internationale descriptives

Country	% (SE)	M (SE)	percentages of between-school variance (ICC)		Average Schoolsiz e
			Sch	Elect Part	
Germany, NW ¹	57.1 (1.6)	49.0 (0.3)	3.6	15.5	58
Belgium (Flemish)	33.8 (2.2)	47.1 (0.4)	14.0	6.1	0
Bulgaria	34.7 (1.6)	49.3 (0.3)	7.5	6.8	
Croatia	74.9 (1.3)	50.8 (0.2)	5.9	2.2	
Denmark ²	49.0 (1.5)	49.6 (0.2)	4.9	7.4	
Estonia	45.6 (2.3)	47.0 (0.3)	8.8	5.5	
Finland	48.6 (1.7)	48.3 (0.3)	9.7	6.6	
Italy	30.8 (2.5)	47.3 (0.4)	22.9	5.8	
Latvia	34.0 (1.9)	48.0 (0.3)	20.5	11.6	
Lithuania	58.4 (1.6)	50.6 (0.3)	9.3	9.1	
Malta	52.0 (1.0)	50.3 (0.2)	10.6	5.5	
Netherlands ²	26.7 (2.5)	42.2 (0.4)	15.4	17.9	
Norway ³	76.5 (0.7)	54.0 (0.2)	3.3	3.9	

Land	Arith. Mittel	Standardfehler
Bulgarien	615	23,4
Dänemark	557	14,7
Estland	569	11,5
Finnland	437	13,9
Italien	871	25,5
Lettland	513	7,2
Litauen	533	11,0
Malta	462	0,4
Niederlande	1068	46,3
Norwegen	348	10,4
Slovenien	500	2,7
Schweden	396	13,6
BFL (Belgien)	734	20,3
Deutschland	580	25,2
Kroatien	748	14,3

Benchmarking participation
participation required
Met guidelines for sampling
only after replacement selected.
Country deviated from International
Population and surveyed grades

Student participation as Civic Learning Opportunity

- Opportunities to experience students participation seems to be highly depended on individual background (access hypothesis) (Deimel et al., forthcoming; Hoskins et al., 2017, Youniss, 2011)
 - Cross sectional analyses show no or marginal impact on intended participation school level and positive or mixed results on individual level in ICCS 2009 (Isac et al., 2014, Quintelier & Hooghe, 2013; Schulz et al., 2018).
 - “non trivial” effects of youth voluntary associations e.g. pupils councils on political participation as adult in longitudinal studies (Dassonneville et al. 2012; McFarland and Thomas, 2006; Verba, et al. 1995)
-

Multilevel regressions on intended electoral participation

Number out of 14*

European countries with

a significant effect negative	positive	SWE (β)	NW (β)	
	14	.143***	.112***	
	1	n.s.	.235*	
		.23	.18	R ² within
		.72	.82	R ² between

*Controlled for
background variables*
**Students participation
at school**

*Controlled for school
context variables*
**Average Students
participation at school**

Within Schools

Intended electoral participation

Between Schools

Intended electoral participation

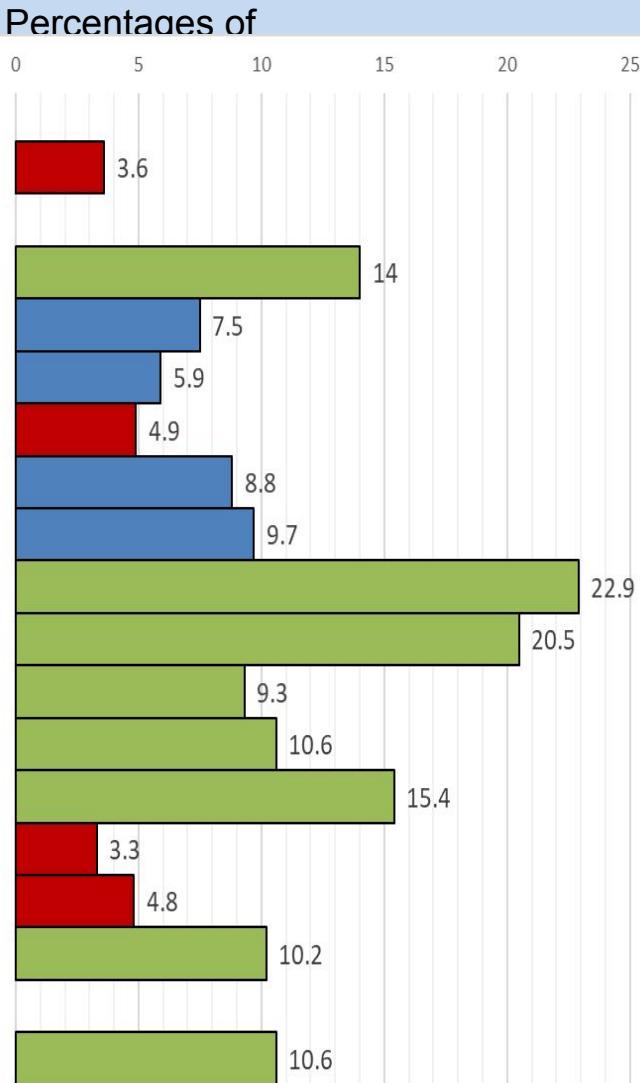
ICC (SWE)= .05; ICC (DNW)= .16; Regression coefficients xy-standardised;
analyses considered population weights

Student participation as Civic Learning Opportunity

- Access
- Self selection
- Influence peers and teacher (Hoskins, 2017)

International descriptives

Country	Voting for class representative %	Scale: Students participation at school (WLE)			N students	N schools
		(SE)	M	(SE)		
Germany, DNW ¹	57.1 (1.6)		49.0 (0.3)			
Belgium (Flemish)	33.8 (2.2)		47.1 (0.4)			
Bulgaria	34.7 (1.6)		49.3 (0.3)			
Croatia	74.9 (1.3)		50.8 (0.2)			
Denmark ²	49.0 (1.5)		49.6 (0.2)			
Estonia	45.6 (2.3)		47.0 (0.3)			
Finland	48.6 (1.7)		48.3 (0.3)			
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Lithuania	58.4 (1.6)		50.6 (0.3)			
Malta	52.0 (1.0)		50.3 (0.2)			
Netherlands ²	26.7 (2.5)		42.2 (0.4)			
Norway ³	76.5 (0.7)		54.0 (0.2)			
Slovenia	65.9 (1.3)		49.5 (0.2)			
Sweden	49.4 (1.8)		52.6 (0.3)			
VG Europa	48.6 (0.5)		49.0 (0.1)			



1 Benchmarking participant not meeting sample participation requirements.

2 Met guidelines for sampling participation rates only after replacement schools were included.

3 Country deviated from International Defined Population and surveyed grade 9.

VG Europa (excluding NW)

International descriptives

Country	Voting for class representative	Scale: Students participation at school (WLE)		Percentages of between-school variance (ICC)		Sample in ICCS 2016		
	%	(SE)	M	(SE)	Participation at school %	Intended electoral Participation %	N students	N schools
Germany, DNW ¹	57.1 (1.6)		49.0 (0.3)		3.6	15.5		
Belgium (Flemish)	33.8 (2.2)		47.1 (0.4)		14.0	6.1		
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Sweden	49.4 (1.8)		52.6 (0.3)		10.2	5.2		
VG Europa	48.6 (0.5)		49.0 (0.1)		10.6	6.9		

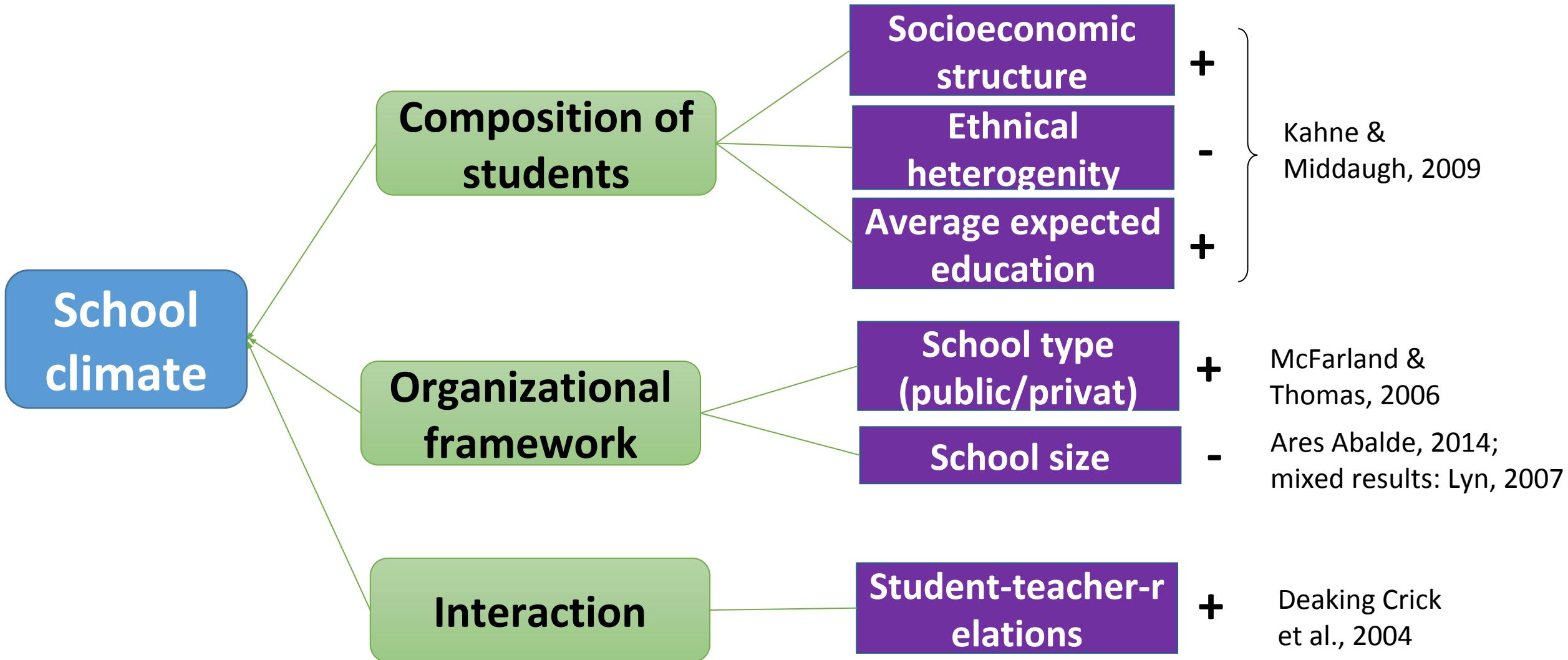
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3 Country deviated from International Defined Population and surveyed grade 9.

VG Europa (excluding DNW)

Impact of School on offering Opportunities for Experience Participation



Civic Education for the a digital age

- Kahne et al Changes require a response from civic educators
 - Digital participatory politics has the potential to give voice and influence to individuals and groups
 - Reality of young people, one maybe the most important context where students get in contact with politics
 - Digital divide: in the us largely equal across ethnic and racial groups but depending on educational level
 - Affluent students get more oTL
 - The impact of participatory politics will be constrained if scant attention is paid to linking participatory and institutional engagement or to levers of influence more generally (Kahne et al. p. 24)
-



Young people can

Submit own ideas



Regarding rules,
equipment,
lessons, activities...

Develop them



Online and offline



Vote themselves or delegate their votes



Implement

Implement projects



On their own responsibility



Implementation projects
On their own responsibility

school or
and strengthen
for rules



AULA-Process



