

THE ASPE EXPERTISE IN RELATION WITH SCHOOL FAILURE, DROP-OUT, AND SOCIAL EXCLUSION

ISSUES

Identifying the various mechanisms that generate and amplify school inequity and exclusion, overcoming school failure, and globally, contributing at fostering equity and efficiency of education and training systems are the main concerns and objectives of the Service d'analyse des Systèmes et des Pratiques d'enseignement - aSPe (Analysis of Education Systems and Instructional Practices). In 1979, Gilbert de Landsheere, the founder of the Laboratoire de Pédagogie expérimentale (Laboratory of Experimental Education), which would become the aSPe later on, translated B.S Bloom's publication, Human Characteristics and School learning into French. In this way, he significantly contributed to the spread of a conception of education and learning which led many education systems (included ours) to consider school achievement and success for all especially for the underprivileged, as a major objective.

In 1996, Marcel Crahay, who was the director of the centre at the time - Service de Pédagogie expérimentale (Centre of Experimental Education), published, on the basis of his research team's works, his famous book Peut-on lutter contre l'échec scolaire?, translated into many languages. In 1999, he published L'école peut-elle être juste et efficace?, where the exclusion mechanisms (grade retention, segregation and relegation) which make our education system tremendously inequitable, are thorough observed and analyzed. A second edition of this book is available, with new contributions of Dominique Lafontaine, the current director of the Centre.

The research activities conducted at the aSPe are fully oriented towards the empirical search of malleable factors that improve education and instructional quality. Quality encompasses not only effectiveness, but equity as well, with a particular attention paid to low-achievers. Educational tools development, large-scale national and international assessments, school change and improvement, in service training for teachers and principals, professional training, missions in developing countries, observation and improvement of the school-families relationships,..., all the research projects and activities led by the aSPe contribute to the similar objective: improving the quality of education systems and instructional practices, reducing school failure, inequities linked to social and cultural background or gender, and, beyond, the possibly resulting school drop-out and exclusions.

Almost all our works are connected to that philosophy. Here will only be presented a brief overview of them, with the main related publications.

RESEARCHES RELATED TO INTERNATIONAL SURVEYS

Several researches conducted by the aSPe focus on education systems, with a comparison perspective. For instance, one of the major objectives of international surveys such as the Programme for International Student Achievement (PISA), the surveys of the International Association for the Evaluation of educational Achievement (IEA) on reading, mathematics and science, the European Survey on Language Competences (ESLC), is to determine the characteristics of the education systems where the gaps between higher and lower performing students are the most reduced and where achievement inequalities due to social background or immigrant status are less important.

The aSPe organizes and monitors the implementation of the international surveys PISA, PIRLS and SurveyLang (European Survey on Languages Competences) at a national level, in the schools of the Wallonia-Brussels Federation (FWB), and carries out the analysis of their results.

Crahay, M., & Lafontaine, D. (2012). Pistes pour une école juste et efficace. In M., Crahay (Ed.), *Pour une école juste et efficace* (pp. 354-374). Bruxelles, Belgique: De Boeck.

<http://hdl.handle.net/2268/112577>

Lafontaine, D., Felouzis, G., Crahay, M., & Monseur, C. (2012). Des parcours scolaires émaillés de discriminations. In M., Crahay (Ed.), *Pour une école juste et efficace* (pp. 109-143). Bruxelles, Belgique: De Boeck.

<http://hdl.handle.net/2268/112575>

- Monseur, C., & Lafontaine, D. (2012). Structure des systèmes éducatifs et équité : un éclairage international. In M., Crahay (Ed.), *Pour une école juste et efficace* (pp. 145-173). Bruxelles, Belgique: De Boeck.
<http://hdl.handle.net/2268/112576>²
- Baye, A., Demonty, I., Matoul, A., Lafontaine, D., & Monseur, C. (2010). La lecture à 15 ans. Premiers résultats de l'enquête PISA 2009. *Les Cahiers des Sciences de l'Éducation*, 31, 1-21. Liège, Belgique : Unité d'analyse des systèmes et des pratiques d'enseignement de l'Université.
<http://hdl.handle.net/2268/79559>
- Baye, A., Fagnant, A., Hindryckx, G., Lafontaine, D., Matoul, A., & Quittre, V. (2009). Les compétences des jeunes de 15 ans en Communauté française en sciences, en mathématiques et en lecture. Résultats de l'enquête PISA 2006. *Les Cahiers des Sciences de l'Éducation*, 29-30. Liège, Belgique : Unité d'analyse des systèmes et des pratiques d'enseignement de l'Université.
<http://hdl.handle.net/2268/19520>
- Baye, A., Quittre, V., Hindryckx, G., Fagnant, A., & Lafontaine, D. (2009). Les acquis des élèves en culture scientifique : Premiers résultats de PISA 2006.
<http://hdl.handle.net/2268/79743>
- Lafontaine, D., & Monseur, C. (2009). Gender Gap in Comparative Studies of Reading Comprehension : to what extent do the test characteristics make a difference? *European Educational Research Journal. Special issue on PISA and gender*. 8(1), 69-79.
<http://hdl.handle.net/2268/10908>
- Lafontaine, D., & Baye, A. (2007). Au-delà du palmarès : quels enseignements tirer des enquêtes internationales comme PISA ? In CIFO (Ed.). *Nos régions en Europe : voies d'impasse, voies d'avenir. Quel développement pour la Wallonie et Bruxelles*. Charleroi : Centre interuniversitaire de formation permanente, 225-247.
<http://hdl.handle.net/2268/28872>
- Baye, A., Demonty, I., Fagnant, A., Matoul, A., Monseur, C., & Lafontaine, D. (2006). Les compétences des jeunes de 15 ans en Communauté française en mathématiques, en lecture et en sciences. Résultats de l'enquête PISA 2003. *Les Cahiers du Service de Pédagogie expérimentale*, 19-20, Service de Pédagogie expérimentale de l'Université.
<http://hdl.handle.net/2268/5467>
- Baye, A., Demonty, I., Fagnant, A., Matoul, A., Lafontaine, D., & Monseur, C. (2005). PISA 2003 : au-delà des moyennes, des constats qui forcent à l'action, *Les infos de l'Agers - Tables rondes*, 1, 2-5.
<http://hdl.handle.net/2268/79759>
- Lafontaine, D., & Blondin, C. (2005). Les acquis scolaires des filles et des garçons en lecture, en mathématiques et en sciences. Un éclairage historique basé sur les enquêtes internationales. *Éducation et francophonie*, XXXIII, 1, 37-57. En ligne sur la page
<http://www.acelf.ca/c/revue/index.php>.
- Baye, A., Demonty, I., Fagnant, A., Matoul, A., Monseur, C., & Lafontaine, D., (2004). *PISA 2003 : Quels défis pour notre système éducatif ?*
<http://hdl.handle.net/2268/79760>
- Lafontaine, D., & Blondin, C. (2004). *Regards sur les acquis des élèves en Communauté française Apports des enquêtes de l'I.E.A, de PISA et des évaluations externes*. Bruxelles : De Boeck.
<http://hdl.handle.net/2268/5469>
- Lafontaine, D., Baye, A., Burton, R., Demonty, I., Matoul, A., & Monseur, C. (2003). *Les compétences des jeunes de 15 ans en Communauté française en lecture, en mathématiques et en sciences*. *Les Cahiers du Service de Pédagogie expérimentale*, 13-14. Liège, Belgique : Service de Pédagogie expérimentale de l'Université.
<http://hdl.handle.net/2268/84145>

RESEARCHES RELATED TO THE EDUCATION SYSTEM OF THE WALLONIA-BRUSSELS FEDERATION

Beside the researches on international comparisons, the aSPe has been leading many researches focused on the education system of the Wallonia-Brussels Federation (FWB). Those listed here below show the long-lasting involvement of the aSPe for issues such as school failure, drop-out and social exclusion.

1. An important project was the **APER research**, which began in the early 1980's in primary school and went on till 1989, in the first degree of secondary school. This research showed mainly how assessment practices, all based on local norms at that time, could be arbitrary and lead to failure. This research made the policy-makers' aware of this unfairness and had thus undoubtedly an influence on the development and the implementation in FWB of external graduating and non-graduating assessments. Since their very first start, the **external non-graduating assessments** have been scientifically framed by the aSPe. Their purpose is to diagnose the student difficulties and help to solve them. More globally, the aSPe took part in the construction of indicators related to our education system, which leads to its efficient **monitoring**.

Lafontaine, D. (2010). Evaluations internationales des systèmes éducatifs et évaluations externes nationales : points de convergences et de tension. *Eduquer*. pp. 12-16.

<http://hdl.handle.net/2268/74977>

Lafontaine, D., Soussi, A., & Niddegger, C. (2009). Evaluations internationales et épreuves nationales : tensions et utilité pour les pratiques de classes. In L. Mottier-Lopez & M. Crahay (Eds), *Evaluations en tension* (pp. 61-81). Bruxelles : De Boeck.

<http://hdl.handle.net/2268/28859>

Lafontaine, D., & Dierendonck, C. (2008). Comment les évaluations externes des acquis des élèves sont-elles perçues par les enseignants en Communauté française de Belgique et en Suisse romande ? In L. Mottier Lopez, Y.-E. Dizerens, G. Marcoux & A. Perréard Vité (Éds.). *Entre la régulation des apprentissages et le pilotage des systèmes: évaluations en tension*. Actes du 20e colloque de l'ADMEE-Europe, Université de Genève.

<http://hdl.handle.net/2268/19535>

Lafontaine, D. (2006). « D'un dispositif d'évaluations externes centré sur l'enseignant à un dispositif centré sur l'établissement : quelles mutations pour quels objectifs ? ». *L'évaluation au 21e siècle. Vers de nouvelles formes, modélisations et pratiques de l'évaluation ?* Actes du 19e colloque international de l'Adméé, 11-13 septembre 2006, Luxembourg (en ligne sur le site <http://jemacs.uni.lu/>).

Étude des conditions de mise en place d'un véritable système de pilotage de l'enseignement en Communauté française (2004). *Les Cahiers du Service de Pédagogie expérimentale*, 17-18. Liège, Belgique : Service de Pédagogie expérimentale de l'Université.

Analyse et pilotage des systèmes éducatifs (2001). *Les Cahiers du Service de Pédagogie expérimentale*, 5-6. Liège, Belgique : Service de Pédagogie expérimentale de l'Université.

http://www.aspe.ulg.ac.be/eval02_136.htm

2. Through many researches, the aSPe contributed to the construction of a **D+ index** which helps to determine which schools need more resources to take in students from an underprivileged social background. Previously the name of this procedure was **positive discrimination**, nowadays it has evolved towards **differentiated funding**.

Demeuse, M., Crépin, F., Jehin, M., & Matoul, A. (2006). Behind the positive discrimination in French community of Belgium : central criteria vs local actions. In Lazaro Moreno Herrera, Graham Jones, Jukka Rantala (Eds), *Enacting equity in education*. Helsinki.

http://www.aspe.ulg.ac.be/sys10_210.htm

3. Another important research conducted by the aSPe between 1989 and 2008 was **Grandir en l'an 2000** (Growing up in 2000). Four hundred children were followed-up from their birth to their 18 years. It is the only truly longitudinal study ever carried out in FWB. Through regular data collections in families, children themselves, schools and teachers, the objective was to identify family and school background factors that could be acted on to modify the school career towards success, which obviously involves a reflection on how to avoid school failure and drop-out.

Goffin, C., & Schillings, P. (2009). Mesurer la réussite scolaire à 18 ans : l'importance d'intégrer le regard des élèves sur leurs études. *Scientia Paedagogica Experimentalis*, 45 (2), 317-352.

http://www.aspe.ulg.ac.be/sys12_212.htm

4. Many researches were devoted to **gender-related inequalities**, at different levels. One of these consisted in understanding the mechanisms that incite young girls to avoid scientific studies and careers while their competences at 15 years old are at the same level as boys'. Another recent research conducted in the frame of a FRFC project and concerning university-access inequalities, analyzes the reasons why today, girls succeed better than boys at university, whatever the domain of studies. Finally, the aSPe also examines sexism in training and working situations, the consequence of which is the exclusion of women from some occupational tracks.

Lafontaine, D., Dupriez, V., Van Campenhoudt, M. et Vermandele, C. (2012). Le succès des 'héritières' : un effet conjugué du genre et du niveau d'études des parents sur la réussite en 1re année de l'Université. *Revue française de pédagogie*, 180. Sous presse.

<http://hdl.handle.net/2268/129226>

Goffin, C., Quittre, V. et Lafontaine, D. (2010). Filles et garçons face à l'orientation scientifique : stéréotypes en tout genre. In C. Gavray & A. Adriaassens (eds). *Une fille = un garçon ? Identifier les inégalités de genre à l'école pour mieux les combattre*. Paris : L'Harmattan, 103-127.

<http://hdl.handle.net/2268/82187>

Bollier, Th., Chenu, F. & Jehin, M. (2004). Les femmes et le sexisme au travail: vers une vraie égalité des chances. Liège : Service de Pédagogie expérimentale de l'Université.

5. A study conducted in 2009 by the aSPe (in collaboration with Christian Monseur) on the causes and consequences of retention in last year of kindergarten led to the implementation in FWB of the **Décolâge** project (<http://www.enseignement.be/decolage>): a system aiming at reducing significantly and even deleting **grade retention** practices between 2.5 and 8 years old is in process of being carried out in our education system. Beyond the initial study, the aSPe has been contributing to this implementation: information campaign in the educational community via conferences on the issue, specific educational resources elaborated and made available to improve teachers' practices and training. The aSPe is still now accompanying the implementation of this system and will probably carry out its regulatory evaluation.

Chenu, F., Dupont, V., Lejong, M., Staelens, V. & Grisay, A. (2012). *Maintien et redoublement en début de scolarité*. Administration Générale de l'Enseignement.

Biesemans, F., Bouko, C., Chenu, F., Crépin, F., Ryelandt, F., Schillings, P., Van Lint, S., & Vervaeke, J. (2012). Ressources pour l'analyse et l'action pédagogiques. Kit d'outil mis au point par le SSE ULB et l'aSPe ULg dans le cadre du projet Décolage. www.enseignement.be/décolage

Chenu, F., Dupont, V., Lejong, M., Staelens, V., Hindryckx, G. & Grisay, A. (2011). *Analyse des causes et des conséquences du maintien en 3^e maternelle*. Administration Générale de l'Enseignement et de la Recherche Scientifique.

<http://www.enseignement.be/decolage>

6. In collaboration with Michel Born (Psychology of Delinquency, University of Liege), another study aimed at **preventing the achievement decrease in the primary-secondary school transition**. It consisted in observing and analyzing the process and mechanisms which led some children to drop out in secondary school whereas they succeeded satisfactorily in primary school. On this basis, drop-out prevention tools and projects have been created and a 2-year longitudinal follow-up was implemented. The aSPe director, Dominique Lafontaine, made two publications on the specific issue of school drop-out and one of them is directly related to this research.

Poncellet, D., & Lafontaine, D. (2011). Un modèle en pistes causales pour appréhender la complexité du phénomène d'accrochage scolaire lors de la transition primaire-secondaire. *Mesure et Evaluation en Education [=MEE]*, 34(1), 55-95.

Lafontaine, D. & Crahay, M. (2004). Échec et décrochage scolaires en Communauté française de Belgique : décrochages et raccrochages scolaires. *Revue Internationale d'Education*, 35, 55-66.

<http://www.enseignement.be/index.php?page=24874>

7. A further study was carried out concerning the **low knowledge and skills of the instructional language** by the migrant students. Over the last 20 years, special procedures aiming at the reception and insertion of non-speaking French students arrived in Belgium in the current year ("primo-newcomers") have been implemented in primary and secondary schools in FWB. But we have to admit that these measures do not always help enough schools to organize the best possible support. The study needed to supply a global description of the situation. It was carried out in two phases. Firstly, the quantitative phase aimed at measuring and featuring the concerned school audiences. The second, qualitative phase had to identify and evaluate the systems implemented in schools to organize the support of the students who have poor or no French knowledge and skills.

Crépin, F., & Bernard, S. (2007) *Etude portant sur la non-maitrise de la langue de l'enseignement par les élèves issus de l'immigration*. Liège : Unité d'analyse des systèmes et des pratiques d'enseignement de l'Université.

http://www.aspe.ulg.ac.be/sys05_205.htm

8. The aSPe also took part in a **study about the insertion and longitudinal follow-up of learners from dual education system institutions** in Wallonia. The purpose of this inter-university project (Inas-UMH, Tef-ULB, aSPE-ULg, Hec-ULg) was to observe the school and training careers, the searches for employment and the occupational insertion of young people from such institutions. Collected data enabled to build profiles and indicators according to mainly the school career prior to the dual system, the choice of the activity sector made in the dual education institution (and its reason), the stability/mobility in training, the duration before access to the first job, and the stability/mobility in employment.

Demeuse, M., Aubert-Lotarski, A., Nkizamacumu, D., Veinstein, M. Crépin, F., De Zanet, F., Musters, A., & Stinglhamber, F. (2007). Synthèse de l'Etude d'insertion de suivi longitudinal des apprenants issus des dispositifs de formation d'enseignement en alternance en Région wallonne. Ministère de la Communauté française et Région Wallonne.

http://www.aspe.ulg.ac.be/sys09_209.htm

9. Very recently, the aSPe was asked by the Direction des Relations Internationales of FWB to write a scientific paper on the issue of school drop-out as it is considered in the European strategy **Education et Formation 2020** (*Early School leavers*). This paper will be supplied to the senior officials of our education system in a seminar about this issue in next December 2012. It will present a scientific perspective of the situation in FWB in relation to the international recommendations and trends.

RESEARCHES AND ACTIONS ABOUT OCCUPATIONAL TRAINING

From the 1980's to the late 2000's, the aSPe conducted many projects financed by the **European Social Fund**. Though the first ones mainly consisted in training for unemployed people, the expertise they supplied to the team that carried them out led them to elaborate furthermore researches, the objective of which was **tool construction**. The aSPe thus committed itself a lot in the struggle against social and occupational exclusion beyond school, either in working directly with adults to help them to find a new job, or in designing resources for the improvement of the trainings supplied by other operators (textbooks, competence assessment systems, session monitoring guidelines). These works helped to create a significant network of partners including:

- FOREM ;
- Enseignement de Promotion Sociale de la Province de Liège (Social promotion Education of Liège) ;
- Interfédération des Entreprises de Formation par le Travail et des Organismes d'Insertion socioprofessionnelle ;
- CSEF (Liège) ;
- a lot of local actors in the unemployed training sector.

Some of these projects were carried out in partnership with these actors, or on their request (link with training institutions, early training and access to graduating trainings, trainer training, etc.).

Finally, a particular project aimed at the socio-occupational insertion of women.

Chenu, F. & Lejong, M. (2010). L'alternance et les stages : apprendre en situation de travail. Des idées pour comprendre. Des scénarios pour agir. Guide à l'usage des tuteurs, des maîtres de stages et des formateurs de tuteurs et de maîtres de stage. Région wallonne.

Chenu, F. & Lejong, M. (2009). Pour des formations efficaces et équitables. Outils et recherches pour la formation de formateurs. Rapport d'activités de la recherche METAFOR commanditée par la Région Wallonne.

Chenu, F. & Lejong, M. (2008). Etude régionale des compétences informatiques de la future population active. 20e Colloque de l'Association pour le Développement des Méthodologies d'Evaluation en Education – Evaluations en tension : entre régulation des apprentissages et le pilotage des systèmes. Université de Genève.

Chenu, F., Demonty, I., Deum, M. & Lejong, M. (2007). Réapprendre des mathématiques grâce à l'informatique (Excel) pour accéder à des formations qualifiantes. Recherche-action réalisée dans le cadre de l'appel à projet FOREM 2006-2007.

Service de Pédagogie expérimentale (2006). PANTIC : Pédagogie Adaptée aux Nouvelles Technologies de l'Information et de la Communication. Recherche subsidiée par le Fonds Social Européen dans le cadre de l'objectif 3. Rapport d'activités. Liège : Service de Pédagogie expérimentale de l'Université.

Bollier, Th., Chenu, F. & Jehin, M. (2004). Les femmes et le sexisme au travail: vers une vraie égalité des chances. Liège : Service de Pédagogie expérimentale de l'Université.

Chenu F., Mattar, C. & Mélotte, C. (2003). Comment évoluent les représentations des publics demandeurs d'une formation professionnelle en informatique au cours des 15 dernières années ? In Actes en ligne des premières journées francophones de didactique des progiciels. Créteil. <http://ftp.inrp.fr/didapro/chenu>

Chenu, F., Flammang, C. Jehin, M., Lejong, M. & Martinow, N. (2002). Des Passerelles entre opérateurs de formations ? Etude de faisabilité. Liège : Conseil Subrégional de l'Emploi et de la Formation.

Service de Pédagogie expérimentale (2002). FREE. Femmes en Recherche d'Emploi. Etude sur l'insertion socioprofessionnelle des femmes. Recherche subsidiée par le Fonds Social Européen dans le cadre de l'objectif 3. Rapport à diffusion limitée. Liège : Service de Pédagogie expérimentale de l'Université.