

SIRIUS

SELF-REPORT

PEER REVIEW ANTWERP

SIRIUS Network: Peer Review Antwerp

Ward Nouwen - Centre for Migration and Intercultural Studies (CeMIS), University of Antwerp

PRELIMINARY REPORT

A. Aim of the Peer Review

A Peer Review, as described within the SIRIUS Network, aims to systemically assess the practices of a specific unit of governance, in this peer review the Flemish Equal Educational Opportunities (EEO) Policy and its' implementation in two different secondary schools in Antwerp. The assessment is performed by representatives of other units of a similar level and range, (mostly) coming from other EU member states. The ultimate goal is to both improve educational practices of the units under review as to transfer know-how and good practices towards the peer reviewers. It's therefore important that the relations between the different units and its representatives are non-adversarial, based on a mutual trust and a shared confidence in the peer review process. Some important characteristics of a SIRIUS peer review are that the outcome of the peer review is in no way a binding act or a legal judgment, that it will go beyond a pure fact-finding mission and that it's strongly based on dialogue and interactive investigation.

The European partners can expect the following main benefits from cooperating in the peer review process:

- Obtaining critical yet sympathetic feedback from colleagues
- Presenting their strengths and showcasing good practice
- Enhancing accountability towards stakeholders
- Detecting blind spots and weaknesses
- Receiving advice and discovering good practices of peers
- Obtaining an external peer review report on the quality of their institution

The peer review consists of the following three stages:

1. Preparatory phase: background analyses, self-evaluation and preparation of questionnaires
2. Consultation phase: peer review visit consisting of a tour, interviews and a first draft report
3. Assessment phase: negotiating the draft among all partners towards an approval to release

For more info on the peer review process the reader can contact the developers at Risbo.¹

¹ Short recapitulation of the Peer Reviewing Practical Guide (Zagreb, SIRIUS Project) by Tomislav Tudjman, Risbo, Erasmus University Rotterdam; e-mail: tudjman@risbo.eur.nl

B. EEO-policy in Flemish compulsory education (GOK)

The starting point of the Peer Review in Antwerp is the Flemish Equal Educational Opportunities policy (“*Gelijke Onderwijskansenbeleid – GOK*”), which was initiated by the EEO-Decree adopted by the Flemish Parliament in 2002. To be able to contextualise the EEO-policy we’ll commence by shortly addressing the history of policy efforts that preceded the Flemish EEO-policy. Then we’ll discuss the main goals, components of and adjustments to the EEO policy since 2002.

Proceeding the influential D’hondt report (1989), concerning the integration of immigrants in Belgian society, the Commission Education of Migrants was installed. This Commission informed the Minister of Education² in working out a policy directed to a better integration of immigrant children in education. This led to the **Education Priority Policy (EPP)** for migrants (“*Onderwijsvoorrangsbeleid – OVB*”) in 1991, which had integration and educational success for migrants as its main goals. In 1994 this policy evolved to a target group policy, focussing on socially disadvantaged minorities and involving financial reliefs for schools based on the proportional presence of the target group within its student population. In addition, the **Care Development Program** (“*Project Zorgverbreding – ZVB*”) was put in place later on. The Care Development Program was directed more to socially disadvantaged pupils within the ethnic majority population, who also face a higher risk of learning difficulties. From 1995 on forwards, the Education Priority Policy for migrants became increasingly more integrated with the Care Development Program, eventually resulting in the Equal Educational Opportunities Decree in 2002.

The **Equal Educational Opportunities policy aims to** assure every pupil to have the most optimal chances to learn and to develop their full potential. Another central goal of the EEO policy is to counter exclusion, segregation and discrimination in education with a special focus on socially disadvantaged pupils. To address these issues EEO policy consists of four main components:

- **The right to enrolment, *de Jure*** assures the principal right to enrol a child in any school of choice.³
- The instalment of **Local Consultation Platforms** (“*LOP*”) that bring together the different school principals, other educational partners, socio-cultural organisations and local policy makers in a certain geographical area to support a locally coordinated policy on EEO.⁴
- The establishment of the **Commission for Pupil Rights** (“*Commissie inzake Leerlingenrechten*”), which is competent for legal disputes concerning the right to enrolment and other rights ascribed to pupils and their parents.
- Integrated support that mainly consists of **extra financing** and know-how for schools to implement an EEO policy.

This last component, the integrated financial support for schools, is the main focus of our peer review in Antwerp. We will address the degrees of freedom schools have to apply these extra resources in order to create the most optimal learning and development chances for all pupils.

² Education is a regional competency in the Belgian federal state structure, therefore the Flemish Minister of Education is only competent for the Flemish Community.

³ *De facto*, there are of course limitations like capacity, age restrictions, previous certificates restrictions, etc.

⁴ For Antwerp, by example, there exist two LOP’s, one for primary and one for secondary education.

This extra financing within the EEO policy depends on the proportion of pupils that match the **EEO indicators**. These indicators did however evolve during the four different cycles of EEO policy from 2002 onwards.⁵ Since the school year 2008-2009, the following indicators are in place for all grades of secondary education:⁶

- The family of the pupil receives a scholarship funding;
- The mother of the child didn't obtain a study certificate for minimally the third grade of vocational secondary education;
- The pupil temporarily or permanently lives outside of his/her family;
- The parents belong to a migratory population (i.e. not immigrants but rather boatmen, fairground operators or caravan dwellers);
- The (main) language the pupil speaks within its family context isn't Dutch;⁷

To calculate the extra financing the Flemish Government determines points based on a weight for the indicators counted per school, which is **translated into extra teaching hours**. There are some corrections to this system of weighted points. For normal secondary education, a concentration of at least 55% of indicator pupils leads to a multiplication of the EEO funding by 1,5.

Schools in secondary education **should use these extra EEO resources** for prevention of and remediation to developmental and learning difficulties, language skills education, intercultural education, school career orientation, socio-emotional development and pupil/parental involvement.⁸ The manner in which a schools tackles these topics should be elaborated on in a work plan that is formalized in the first year of a EEO cycle. In the second year the school should conducts a self-evaluation. In the third and last year of a cycle an external evaluation is carried out by the inspection services of the Flemish Department of Education and Training.⁹

The (former) **Policy Research Centre for Equal Educational Opportunities** concluded in an overview of the history of Flemish EEO policy that the EEO Decree has been adjusted many times, which resulted in the fact that more and more schools qualified for EEO-resources and similar resources for extra care needs. This made the EEO policy something that virtually all schools have become acquainted with. Since 2008 the academic consultancy, infused by the government to support the implementation of the EEO resources, has become integrated in the global support programs for schools, which eventually led to the shutdown of the Policy Research Centre EEO.¹⁰

⁵ Every EEO-cycle runs for a period of three school years, resulting in the following cycles up till now: 2002-2005; 2005-2008; 2008-2011 and 2011-2014; most transitory periods are characterized by policy adjustments.

⁶ These socio-cultural indicators were previously only ascribed to the first grade of secondary education, which for many schools resulted in a serious drop of EEO-pupils when transferring to the second grade (Geerts, 2010)

⁷ This home language isn't considered Dutch (TNN) when the pupils doesn't speak Dutch to any family member, or in a family with three family members, maximally speaks Dutch to one family member. All spouses together are considered as one family member. Attention, just matching to the TNN criteria isn't a sufficient criteria on its own, only in combination with another indicator this leads to supplemental financial support for the school.

⁸ Schools can use these funds to work on an "extended school" project, as is the case for both schools under peer review.

⁹ Jean-Louis Leroy, Coordinating Inspector for Secondary Education of the Flemish Regional Government, will present an overview of the EEO inspection in secondary schools during one of the two introductory presentations to the peer reviews in the schools.

¹⁰ Prof. Piet Van Avermaet, former director of the Policy Research Centre EEO will be our second speaker during the introduction on Tuesday morning.

C. Short description of the urban educational context in Antwerp¹¹

Antwerp is a Belgian city and the capital of the Antwerp province in Flanders, one of Belgium's three regions. As of the 1st of January 2013, Antwerp's total population counted 511.716, making a population density of 2.919 inhabitants per km². Antwerp has a long history as an important economic and cultural centre. (The largest part of) Antwerp is located on the right bank of the river Scheldt, which is linked to the North Sea by the Westerschelde estuary. The city has one of the largest seaports in Europe and hosts the second largest cluster of petrochemical industries in the world (EUROCITIES, 2011).

The largest group of "immigrants" in Antwerp is of Dutch origin, but the largest ethnic minority community in Antwerp are Moroccan Berber families, followed by communities of Turkish, Kurdish, Polish, African and Chinese origin. Antwerp also hosts a rather large Jewish community. With respect to education, over 60 % of all children in primary schools in Antwerp are non-native Dutch speakers. At home they (also) speak one of the languages of the > 170 nationalities that make up the population of Antwerp.

In 2010, there were 169 pre-/ primary schools and 99 secondary schools, some 20 schools for special education and 5 centres for secondary part time vocational education in the city of Antwerp. Around 100.000 pupils follow compulsory education (6-18 year olds) in over 300 different locations. The four mayor organizing bodies providing basic and secondary education in Flanders are also active in Antwerp: Education of the Flemish community (GO! Schools), schools provided by the city, private, but publicly funded and mainly Catholic, schools and some schools provided by Province of Antwerp.

As is the case for the whole of Flanders, toddlers (aged 0-3) can go to day care services. Pre-school (2,5 – 5 year) is not compulsory but children who don't have Dutch as their home language have to prove pre-school attendance for one year preceding the first grade of primary school. Over 95 % of all 5-year-old children in Antwerp attend the third year of pre-school education. On the other end of the age spectrum 23 centres for adult education and part-time education provide training and education.

The average educational statistics in Antwerp are below Flemish averages. Challenges mostly reported on in research, policy reports and press are the problematic situation surrounding the shortage of schools in primary education, social and ethnic segregation, early school leaving, youth unemployment and truancy. The dropout rate is almost double the Flemish average. The Antwerp General Education Policy Department has therefore developed a network on the prevention of Unqualified School Leaving, consisting of coaching and reception projects for young people at risk of early school leaving.

In respect to pupils in secondary education, there are important geographical differences between boroughs concerning the proportion of pupils in different educational tracks and in regard to grade retention. As the figures on the next page will show, these geographical cleavages run along the lines of residential segregation of different socio-ethnic groups. Boroughs with a higher proportion of (socially disadvantaged) ethnic minority pupils also show a higher proportion of pupils in vocational education and higher proportions of pupils who've experienced grade retention.

¹¹ For more info and European comparative insights, the reader can visit: www.localeducation.eu

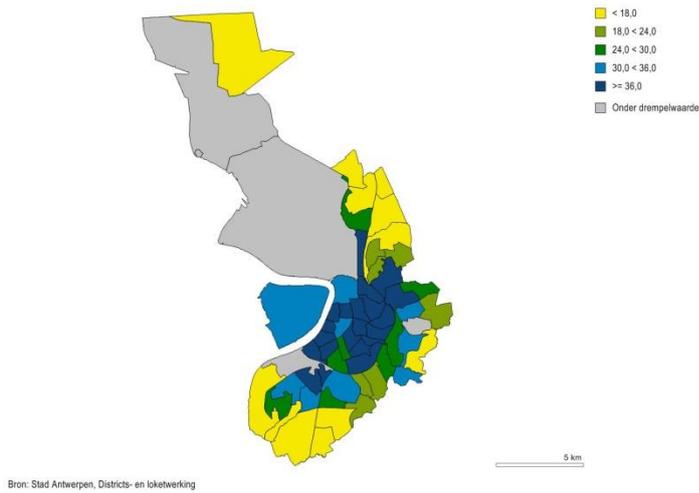


Figure presenting boroughs in Antwerp and the concentration of inhabitants with a minority origin

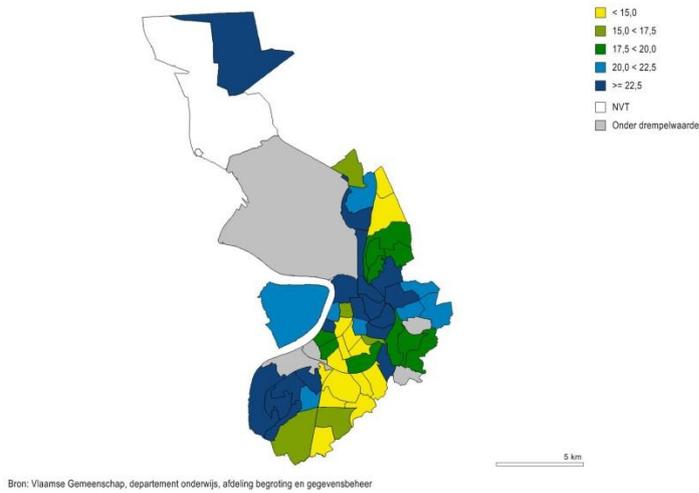


Figure presenting boroughs in Antwerp and the concentration of pupils in vocational education

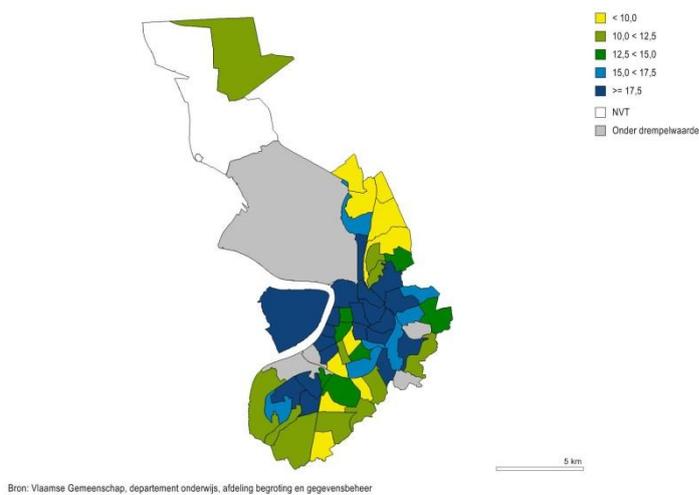


Figure presenting boroughs in Antwerp and the concentration of pupils with >1 year grade retention¹²

¹² All figures on this page were constructed using the tools provided by www.antwerpen.buurtmonitor.be

D. Short description of the two schools under Peer Review

The two secondary schools under peer review during our visit of Antwerp are the Institute Maris Stella – St. Agnes (IMS) and the Leonardo Lyceum – Quellin (Quellin). Both schools are situated in the geographical areas that are indicated by the dark blue colour in the maps presented above. Since both schools were part of the sample of the BET-YOU research project on educational trajectories of pupils with an immigrant background (“Oprit14”), data on both schools were available.¹³ Both schools allowed us to present these data to the SIRIUS Peer Review team, for which we are very thankful and we count on your discretion. It’s important to notice that these data only concern the second grade (aged 14-15 in case of normal progression) and that the survey was conducted during the school year 2009-2010. In the appendix all descriptive statistics are presented, always positioning both schools among all secondary schools in our research sample for Antwerp.¹⁴

- **General school characteristics**

We’ve selected these schools because both schools educate a large proportion of ethnic minority pupils. Although they have a high proportion of ethnic minority pupils in common, they also differ on many other school characteristics. These are the main differentiating features on which we based our selection of the two schools:

- IMS’s pupil population consists mainly of pupils with a Moroccan ethnic background, while Quellin has a much more heterogenic pupil population (see section A in the appendix)
- IMS is a private Catholic school, while Quellin is provided by the City of Antwerp
- IMS provides vocational and technical education, while Quellin is mainly a school for pupils in general education.

Since both schools provide reception classes for immigrant newcomers (OKAN)¹⁵, also Maris Stella has a heterogenic inflow of newcomers from different countries of origin. Still the Moroccan ethnic group remains by far the dominant ethnic group present in their student population.

As is presented in section B of the appendix, both schools have a large proportion of socially disadvantaged pupils. The mean socio-economic status (SES) of IMS was the lowest of all schools in our Antwerp sample. The mean SES for Quellin is somewhat higher than for IMS, but is still far below the average for Antwerp (zero value = mean total population). This of course translates in a high proportion of pupils matching the EEO indicators.¹⁶ Also clearly shown in this figure is the strong correlation between the percentage of majority pupils and a higher mean SES (and vice versa). Both schools therefore educate both a high proportion of ethnic minority and socially disadvantaged pupils.

¹³ The BET-YOU Research Project (Oprit14) ran from 2009 to 2012 in the Flemish cities Ghent, Genk and Antwerp, consisted researchers from the Universities of Leuven, Ghent and Antwerp, and was coordinated by CeMIS, University of Antwerp. For more info on the research project, please visit: www.oprit14.be

¹⁴ The color green will be used to represent Instituut Maris Stella, yellow represents Leonardo Lyceum Quellin

¹⁵ For OKAN classes the Flemish government provides extra funding to schools. This source of funding is to be regarded independently from EEO funding. More info on these OKAN classes and funding will be provided by the school directors of the schools under peer review.

¹⁶ The current proportion of EEO pupils will be provided by both school directors during the school visit.

Linguistically, the high proportion of pupils with an ethnic minority background is represented in a high proportion of pupils who at home also speak languages other than Dutch (section C in the appendix). As for the large majority of schools, these pupils appreciate Dutch equally high than their non-native language. Therefore we prefer to refer to the pupils as having a multi-lingual background. The second figure in section C only represents multi-lingual pupils in schools with at least 50 pupils in the sample that have a multi-lingual background.

- **Educational trajectories and results**

The first figure in section D of the appendix shows the strong correlation between the mean SES at the school level and the proportion of pupils in general education. This figure reflects the strong social segmentation between different educational tracks in Flemish education. It's important to notice however that not all schools provide all main tracks in their school. This is presented in the second figure. As we stated above, IMS didn't provide general education at the time of the survey, Quellin on the other hand, mainly provides general education. As the first figure shows, in comparison with other schools who only or mainly provide general education, Quellin has a relatively low mean SES for providing mainly general education.

The third figure in section D provides us the proportion of pupils who have experienced at least one year of grade retention during their school career (during both primary and secondary education). Again we presented the schools along the lines of their mean SES (x-axis). This figure shows a high proportion of pupils with grade retentions experience for both IMS (64%) and Quellin (47%). Both schools educate a little less pupils with at least one year of grade retention than what could be expected based on their mean SES (data points are below the trend line).

The fourth graph presents the proportion of pupils who have changed schools during secondary education at least once, again providing the schools' mean SES on the x-axis. Both IMS and Quellin do relatively well considering their mean SES. This is especially remarkable for IMS because they provide mainly vocational and technical education, tracks that are a 'second option' for a large share of pupils who are redirected after starting in general education. Pupils in IMS therefore started more often in vocational and technical education than is the case for most schools in Antwerp that only (or mainly) provide these tracks. The fifth figure in section D, representing the main reasons for school changes in secondary education, confirms this finding for IMS since most schools who only (or mainly) provide vocational and technical education show a higher proportion of pupils that changed schools based on the curriculum of the schools.

The next figure shows the percentage of pupils that are very confident in their graduation chances. Although presenting the mean SES on the x-axis, the correlation among both variables is rather low ($R^2=0.1$; hence not presenting a trend line). The figure show that both pupils in IMS (49%) and Quellin (42%) are certain of graduation after their school career in secondary education, that is a high confidence towards graduation when comparing to other schools in Antwerp.

A last figure in section D shows the parental involvement as expressed by pupils on a scale that is based on different items mostly focussing on the intensity in which they feel that their parents look

into their study efforts.¹⁷ Since low parental involvement is often attributed to parents with an ethnic minority background, we present the proportion of ethnic majority pupils on the x-axis. The figure shows a high parental involvement for IMS and a lower parental involvement for Quellin. This sharp divide between both schools concerning parental involvement, as expressed by the pupils, is somewhat counter-intuitive and (we feel that) it therefore deserves attention during the peer review. The interviews with school personnel could shed some light on these remarkable statistics.

- **Stigma consciousness**

Section E in the appendix concerns items that reflect the degree to which pupils feel they're being stigmatised, both inside and outside of their school. These figures mainly present the mean values at the school level while also presenting the ethnic school composition. Since the literature mainly addresses stigmatisation concerning pupils' ethnic background, this seemed to be the most relevant variable to present on the x-axis (Steele *et al*, 2002).

The first figure addresses the amount of discrimination the pupils expect when they will be searching for a job. With respect to expected discrimination on the labour market we especially found a strong coherence with the proportion of pupils that have a Moroccan or Turkish background ($R^2=0.59$). About 9% of the pupils at IMS and about 4% in Quellin expressed that they were expecting not to receive a fair chance while searching for a job. Both statistics reflected the correlation with the amount of minority pupils fairly well, hence the closeness of the data points towards the trend line.

The second figure shows the proportion of pupils that at least sometimes feel being treated unfairly in- and outside the school (!), in relation to the proportion of ethnic minority pupils (x-axis). The correlation between both variables was almost non-existent. 38% of the pupils in IMS expressed that they at least sometimes feel unfairly treated, which is rather low considering the other mean values on a school level. For Quellin, more than half of the pupils (53%) at least sometimes feel being treated unfairly. The next figure addresses two of the main reasons for being treated unfairly as interpreted by the pupils. We present feeling discriminated against because of their religious beliefs and their home language, as these were the main reasons expressed by pupils with an ethnic minority background. Especially pupils in IMS reported to feel discriminated against based on their religious beliefs (again, these experiences are not limited to their school environment). As most pupils in IMS are Muslims, this isn't a surprising figure given the status of Islam in our current Western societies. Pupils in Quellin have more heterogeneous ethnic backgrounds and therefore also adhere more different religions. The feeling of being discriminated against due to their home language does not seem to differ between both schools, but is rather an important reason considering the other mean values on this variable.

With regard to stigma consciousness in the school context, a first figure shows the proportion of pupils who feel not to receive a fair chance in school. Again no sufficiently strong correlation with the relative amount of minority pupils in school was present to show a meaningful trend line. 21% of the pupils in IMS and 10% of the pupils in Quellin express that they feel not to receive fair chances in school. Since this figure only reflects the distributions towards a single item, we should remain critical towards this figure. One could imagine, for instance, that this reflects a broader feeling of

¹⁷ The specific items making up the scale are presented below the figure, as will be the case for all scaled measurements that are to follow in the appendix.

stigmatisation in education, also based on experiences in primary education. The last graph, however, shows the mean values on a measurement of feeling respected by the teachers in the school and is based on a battery of items. In this graph both schools do rather good, at least better than the population mean (zero value on the y-axis). Considering that especially pupils with a Moroccan background did report the lowest averages of feeling respected by teachers, this figure shows positive results for IMS, where this group is dominantly present in the student population.

- **Measurements of psychological constructs**

In section F of the appendix we present the mean values per school concerning measurements of the psychological constructs school belonging, academic self-concept, global self-worth and disidentification with setting high goals in education. All of these constructs were measured using a battery of items, which are presented below the figures in the appendix.

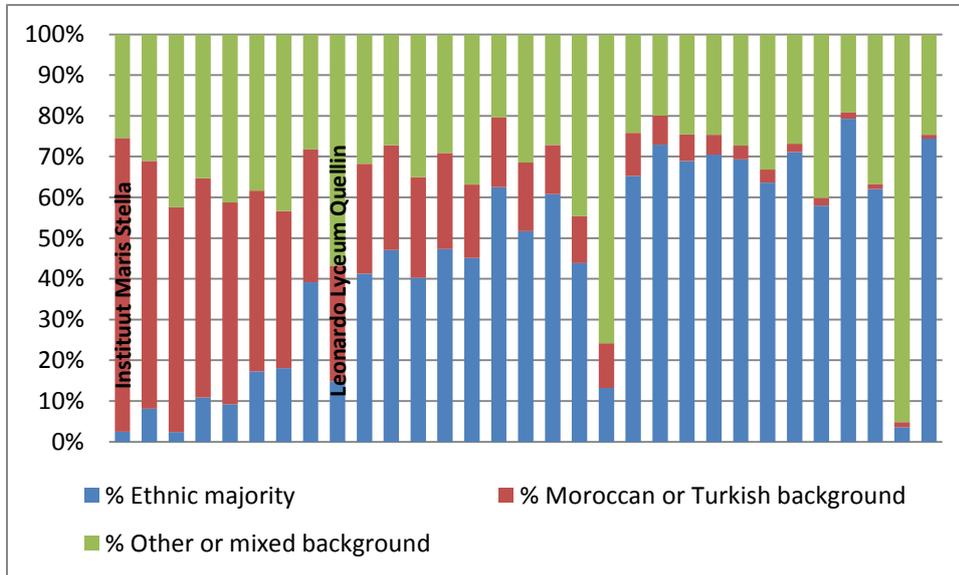
In relation to the measurement of school belonging, the statistics shows no correlation worth mentioning between the mean value for school belonging and the mean SES. The mean value for IMS reflects the population mean, pupils in Quellin report a slightly higher sense of belonging than average. It's interesting to notice that the items on the basis of which respect perceived from teachers stems from the same Goodenow measurement tool as those for school belonging. The internal coherence of the items in our sample and the meaningful division of both scales, convinced us to address both concepts separately. In comparison with the previous figure, the pupils feel at least as well respected by their teachers as they feel to belong in their school in a more general sense.

The next figure concerns the mean values for pupils' academic self-concept. The academic self-concept reflects the degree to which pupils are self-confident in their academic capabilities. The graph shows that especially pupils in IMS score high on this scale, pupils in Quellin on average score less high, but still higher than the population mean (zero value on y-axis). One might feel that these figures are counter-intuitive because pupils in Quellin are mostly enrolled in general education, which is commonly valued higher, and pupils in IMS aren't. Literature on stereotype threat effects does serve us with a relevant hypothesis which states that those pupils in groups that are more stigmatised in a certain field, will detach their academic self-concept from their actual results more easily to preserve their self-image (see for example Steele *et al*, 2002). We could in fact confirm this hypothesis for both pupils in vocational education and for pupils with an ethnic minority background in the BET-YOU research sample. In the next figure we address schools' mean values for pupils' self-worth. This mean value concerns a more global self-confidence, which is not (limited to) the academic self-concept. Here we find somewhat the same results. Pupils in Quellin however positively differentiate themselves further from the population mean.

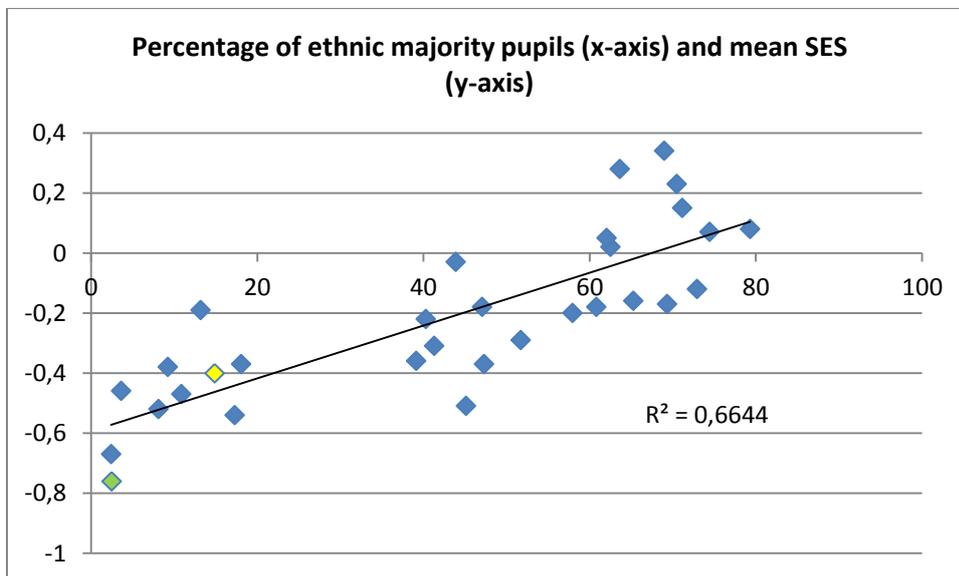
The last graph shows the degree to which pupils in a certain school disidentify with setting high goals in education. Here we do find a strong correlation with the mean SES in the school. On average, both pupils in IMS and Quellin have low values of disidentification with education. Or in other words, on average, the pupils in both schools think it's important to set high goals for their educational career. Based on the positive correlation we can't report that schools with a high proportion of socially disadvantaged pupils educate a student population that isn't interested in doing good in education, on the contrary.

APPENDIX: Descriptive statistics on schools under Peer Review¹⁸

A. Ethnic school composition



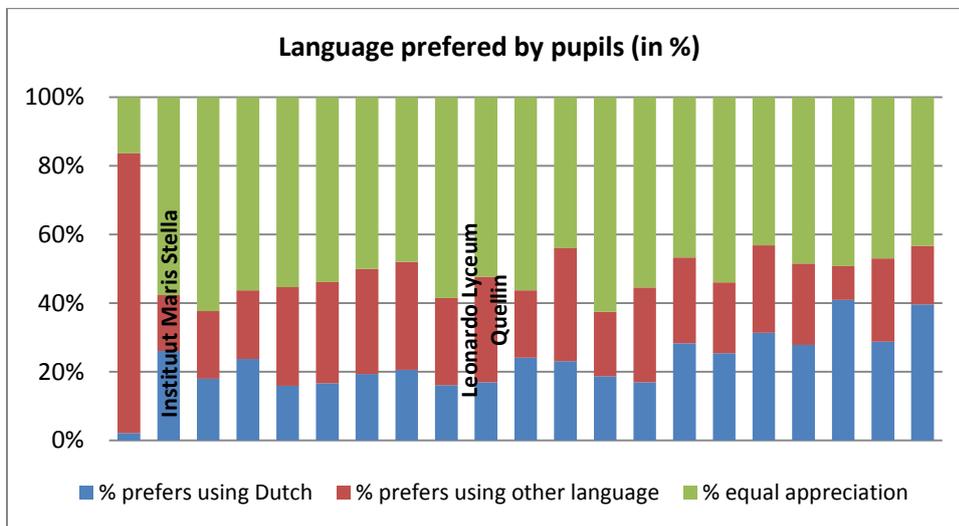
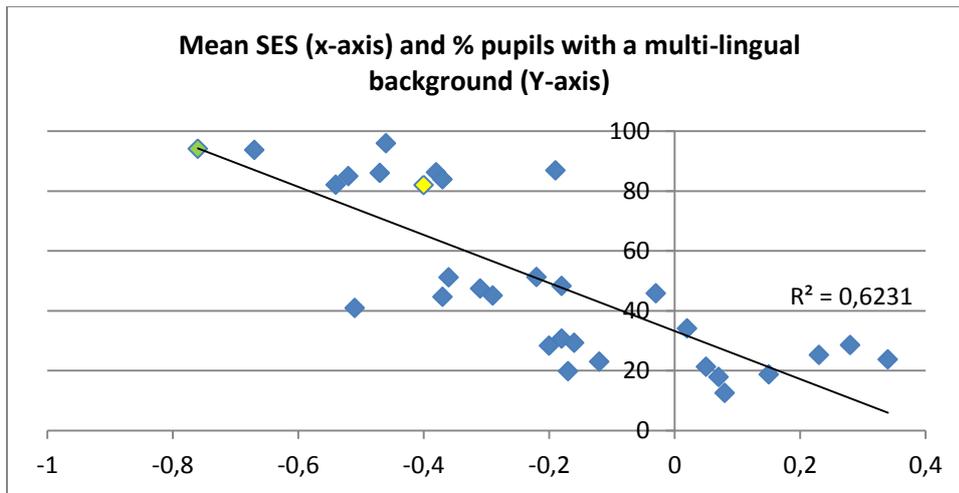
B. Socio-economic school composition¹⁹



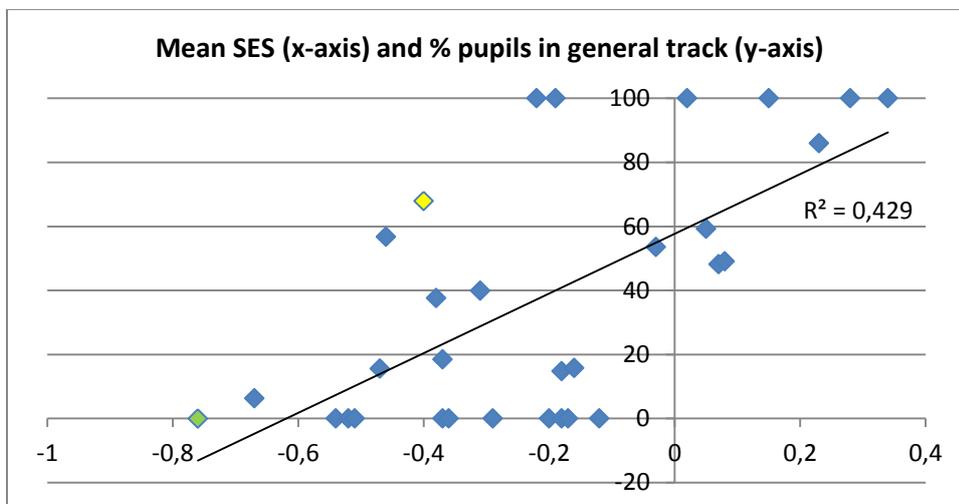
¹⁸ For more info on the descriptive statistics and figures presented in this appendix, the reader can contact Ward Nouwen (CeMIS) by e-mail or during the peer review (ward.nouwen@ua.ac.be). The color green is used to represent Instituut Maris Stella (IMS), yellow to represent Leonardo Lyceum Quellin

¹⁹ The SES variable was constructed by running a factor analysis on a series of variables connected to the pupils SES. The final factor was determined by the labor market situation of both parents, their educational attainment (two of the four highest factor loadings), the availability of a quiet room at home, as well as the availability of a computer and internet (completing the top four of factor loadings) at home.

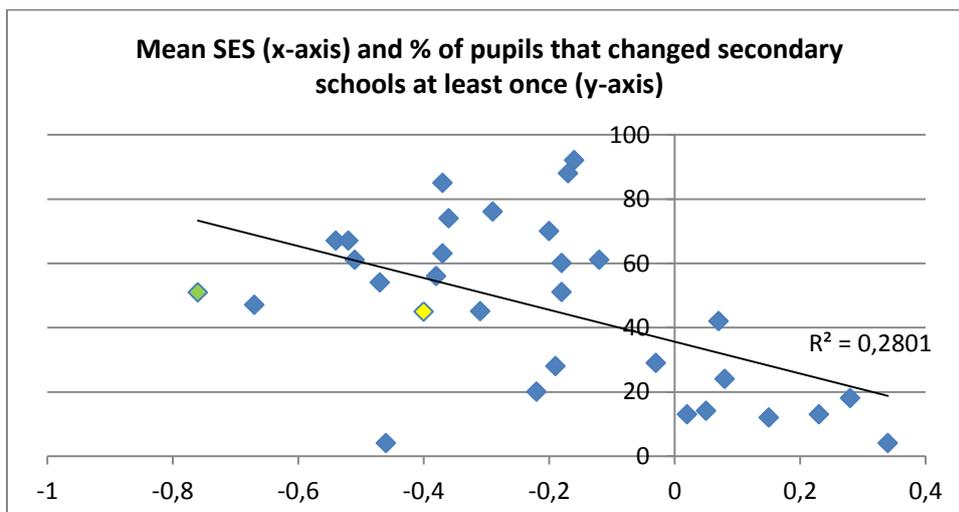
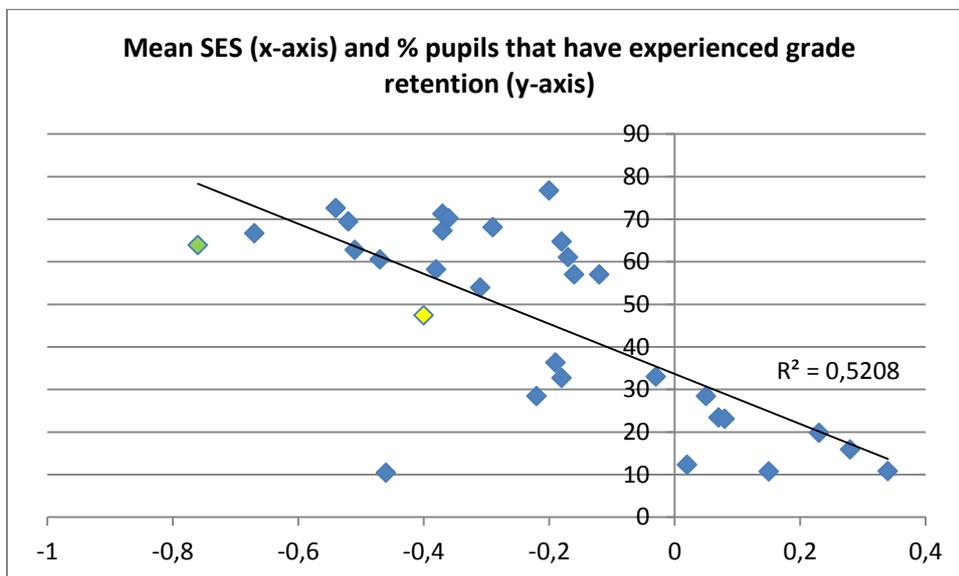
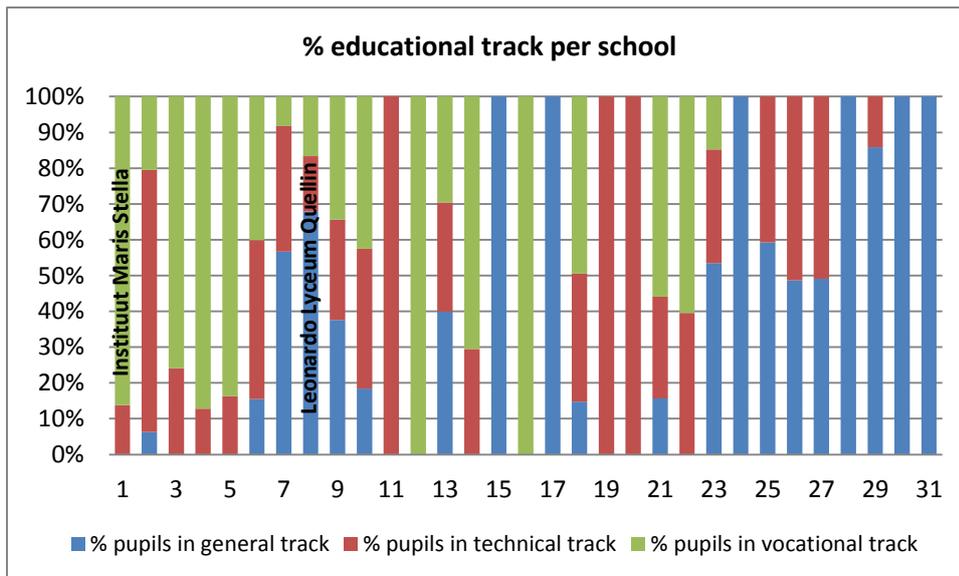
C. Linguistic school composition²⁰

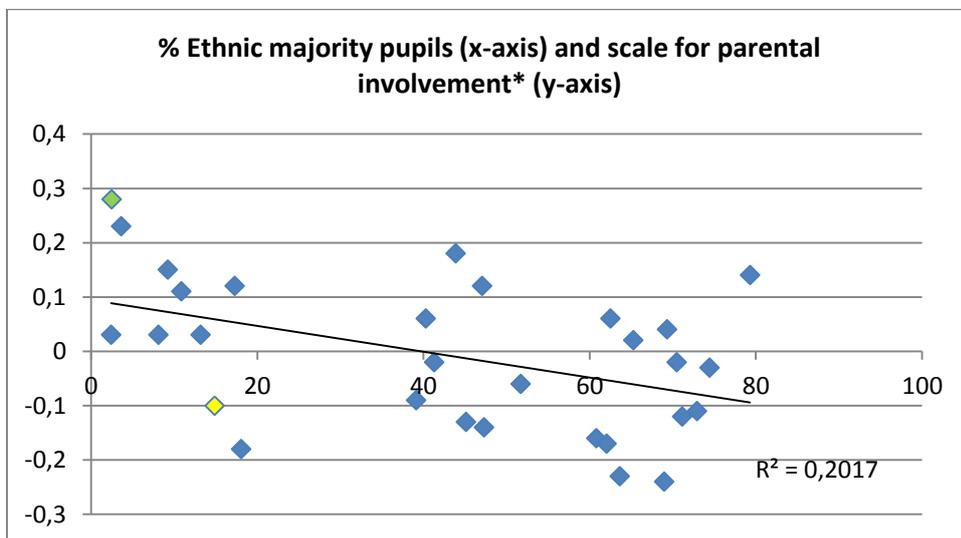
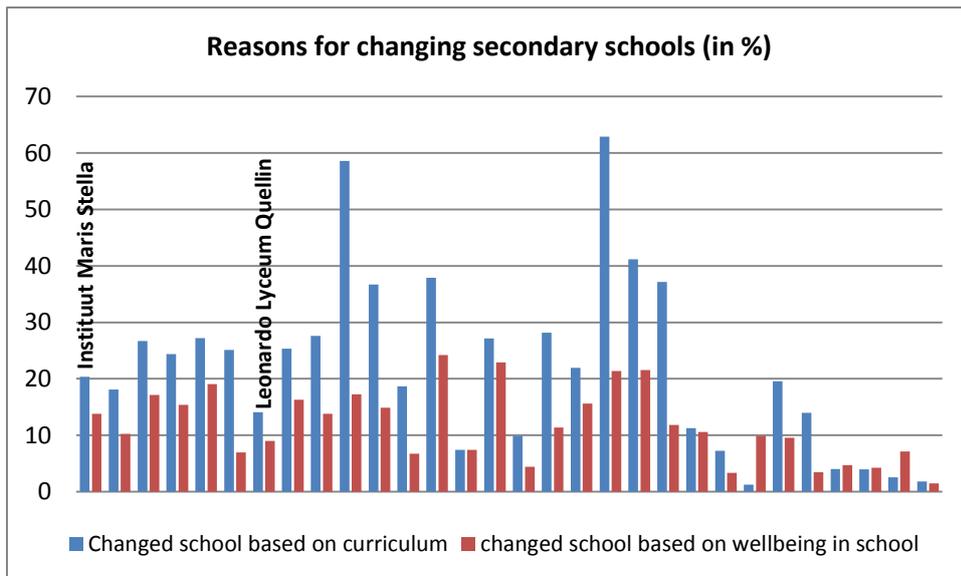


D. Educational trajectories and results



²⁰ A pupil is categorized as having multi-lingual background when the pupils (also) speak another language at home

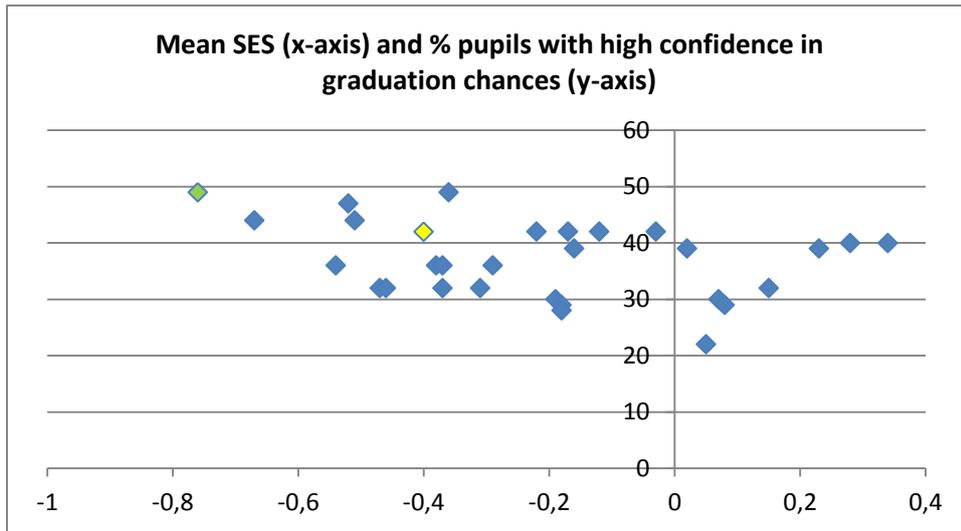




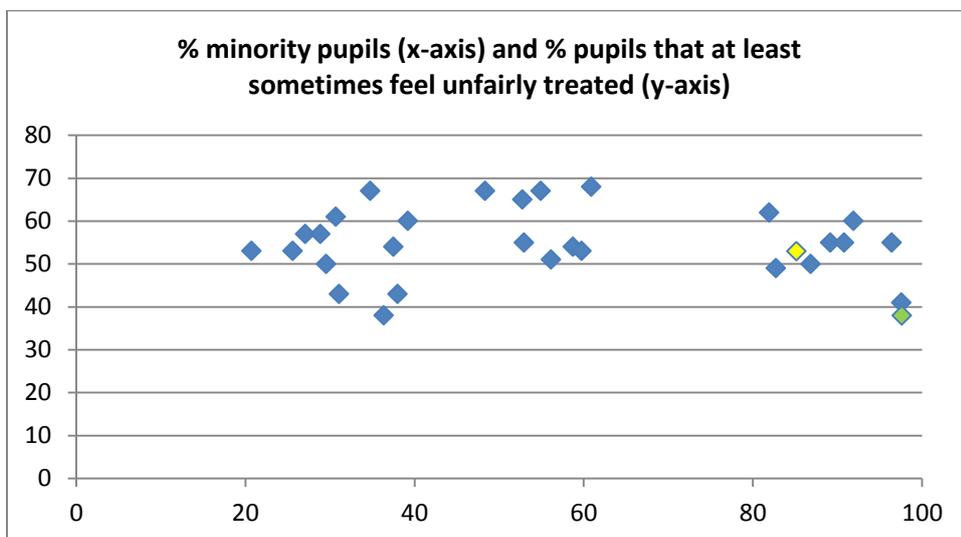
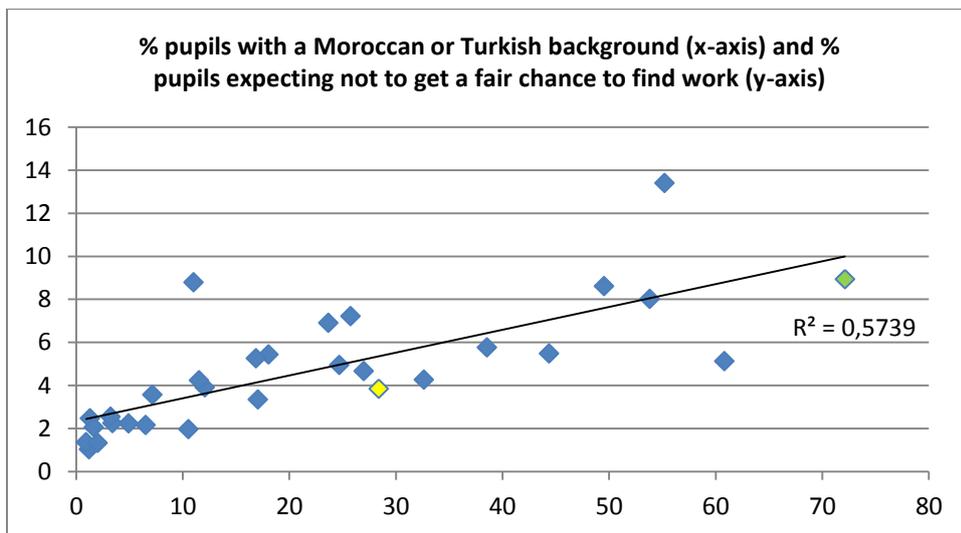
(*) Parental involvement scale was measured by the following items, questioned by a five-point scale going from never to always:

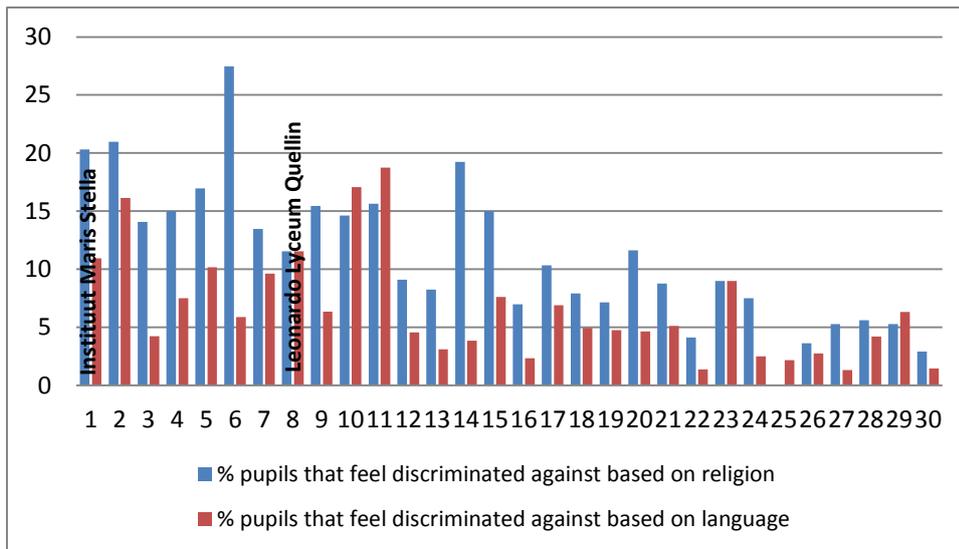
How often...

1. do your parents participate in school activities (benefits, ...)?
2. do your parents go to parent-teacher moments?
3. do your parents check if you've made your homework?
4. do your parents check if you study?
5. do your parents know how your grades are on tasks, tests and exams?
6. are your parents interested in what happens in school?
7. are your parents interested in what you learn in school?

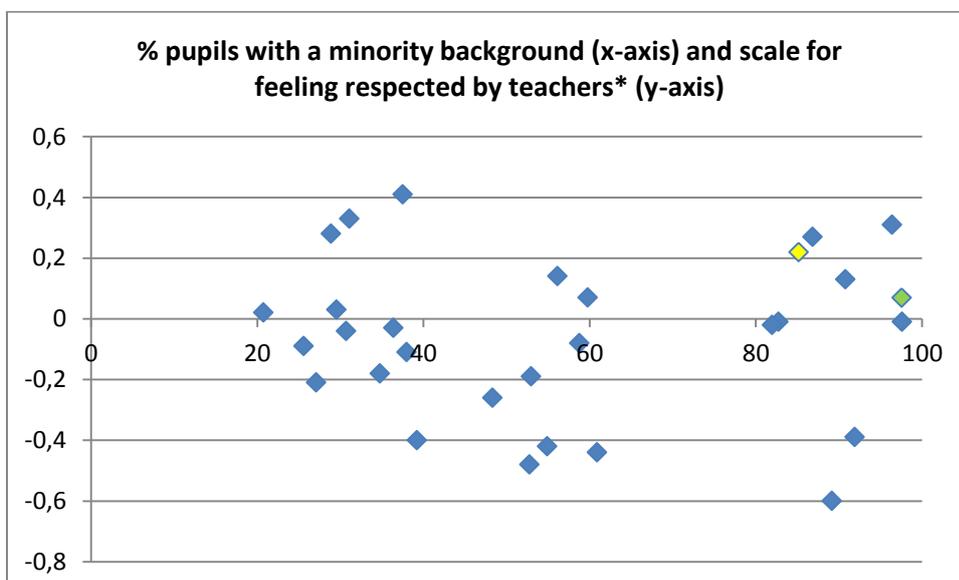
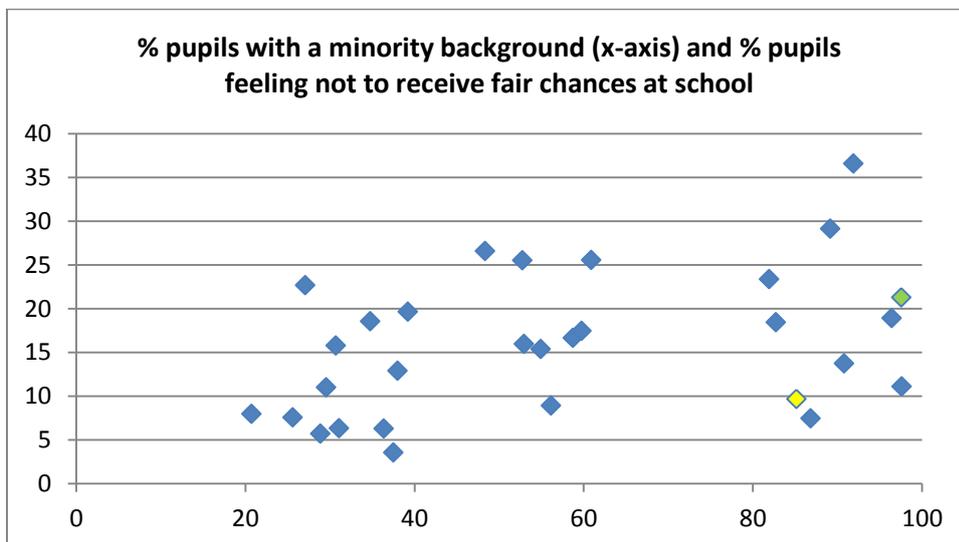


E. Stigma consciousness





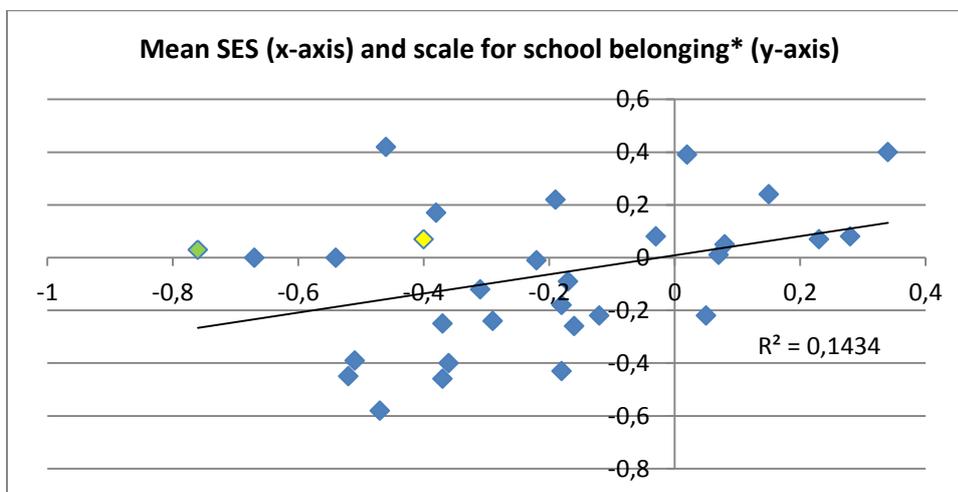
! Important to notice that the above statistics on pupils' stigma consciousness concern general experiences and are therefore not limited to the school context



(*) Feeling respected by teachers scale was measured by a subscale of Goodenow's School Belonging measurement tool. The subscale contains the following items, questioned by a five-point scale going from 'not applicable to me at all' to 'completely applicable to me' (alpha = .75):

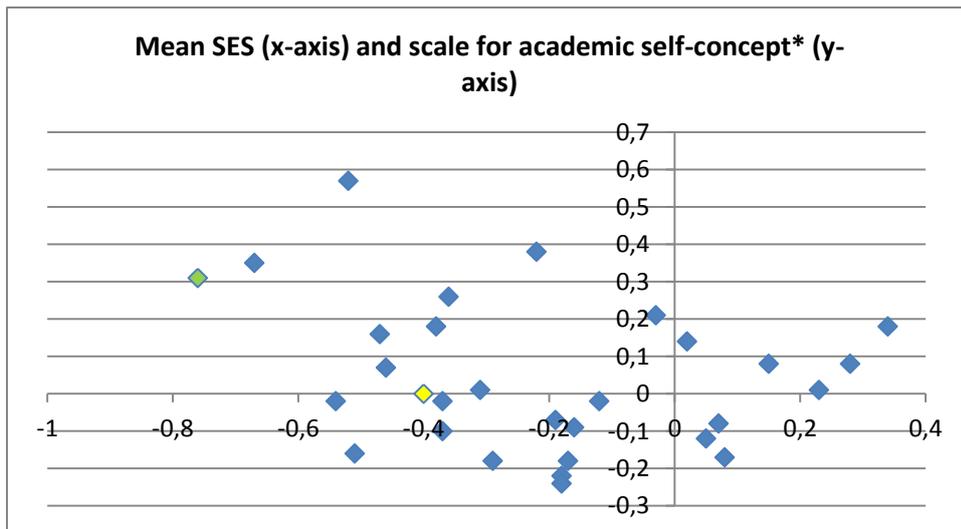
1. When I'm good at something, it is noticed in this school.
2. Most teachers are interested in me
3. Teachers in this school aren't interested in people like me (mirrored value)
4. I'm treated with the same respect as other pupils
5. People at school know I can do a good job
6. Teachers in school respect me

F. Measurements of psychological constructs



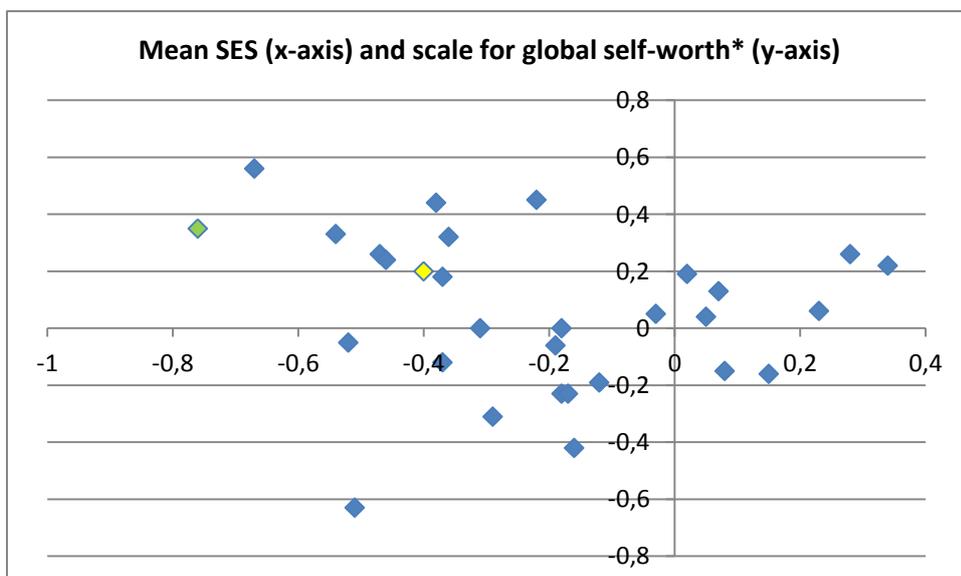
(*) Scale was measured by a subscale of Goodenow's School Belonging measurement tool (items other than feeling respected by teachers scale). The subscale contains the following items, questioned by a five-point scale going from 'not applicable to me at all' to 'completely applicable to me':

1. I really feel part of this school
2. People like aren't really accepted at this school (mirrored value)
3. My opinion is taken seriously by other pupils
4. I sometimes feel that I'm really part of this school (mirrored value)
5. People at this school act friendly towards me
6. I take part in many activities at school
7. I feel different than most pupils at this school
8. I can really be myself at school
9. I wish I was in another school
10. Other pupils accept me as I am
11. I'm proud to be in this school



(*) Scale for pupils' academic self-concept were measured by Shavelson & Marsh's measurement tool (Shavelson & Marsh, 1986). The subscale contains the following items, questioned by a five-point scale going from 'not applicable to me at all' to 'completely applicable to me':

1. I think I'm good at learning
2. My classmates can learn better than me (mirrored value)
3. When I make a test, I mostly feel that I can do it
4. When I've studied something, I often have the feeling that I can't really tell anything about it (mirrored value)
5. I think I can handle the curriculum
6. I'm afraid the tests at the end of the year will be a failure (mirrored value)
7. I think my homework is mostly rather easy
8. I process the curriculum slower than my classmates (mirrored value)
9. I can handle the tempo of my courses



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