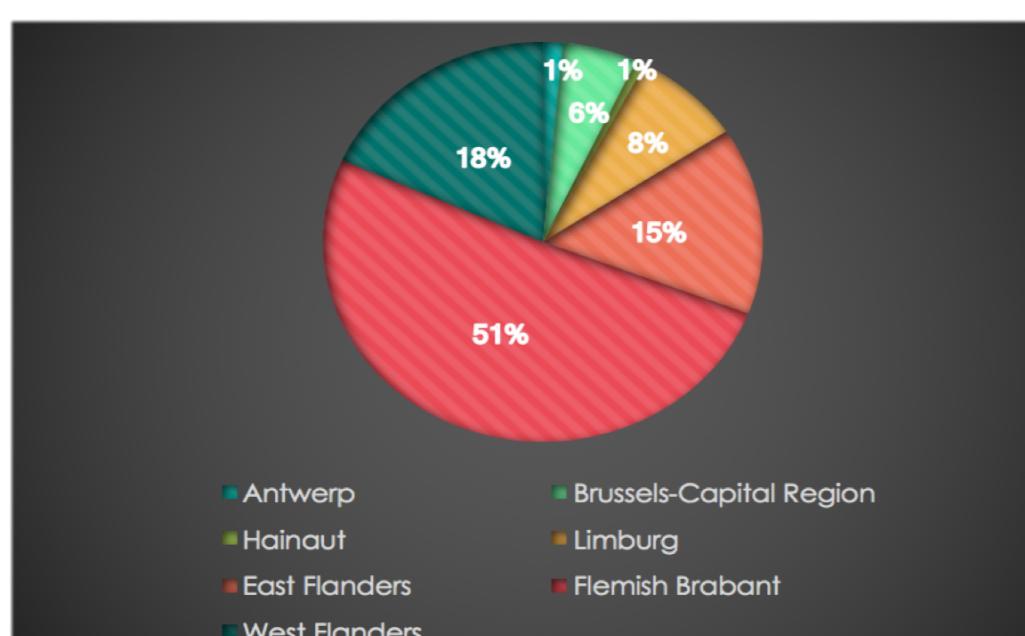


Attraction (2016-2017)

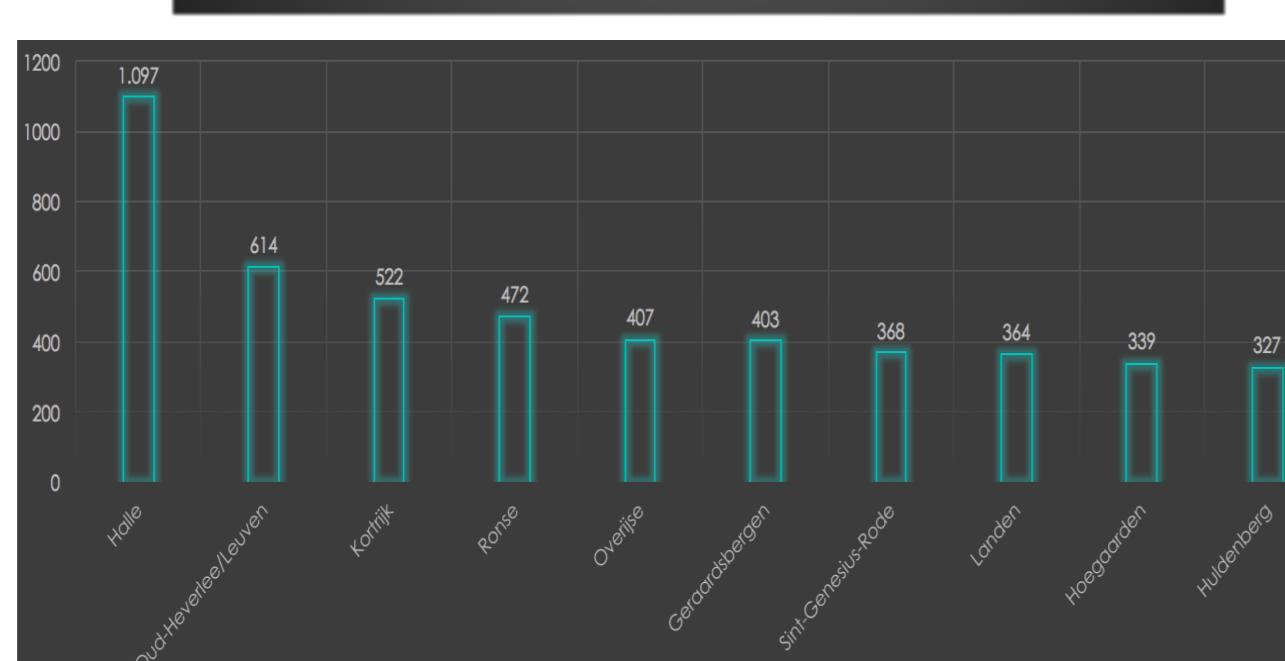
- **MACRO:**

The percentage of Walloon pupils in Flemish education (primary and secondary), per Flemish province.

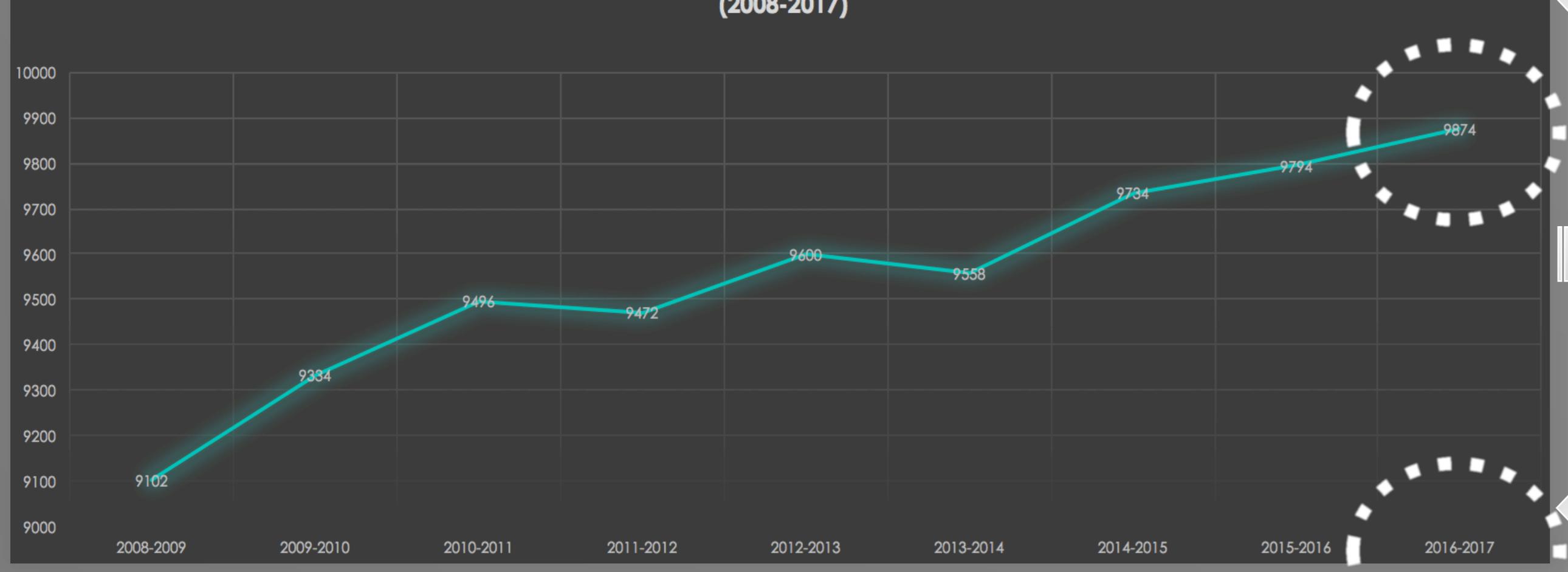


- **MESO:**

The amount of Walloon pupils in Flemish education (primary and secondary), per Flemish 'hotspot' (top 10).



The number of Walloon pupils in primary and secondary education in Flanders (2008-2017)

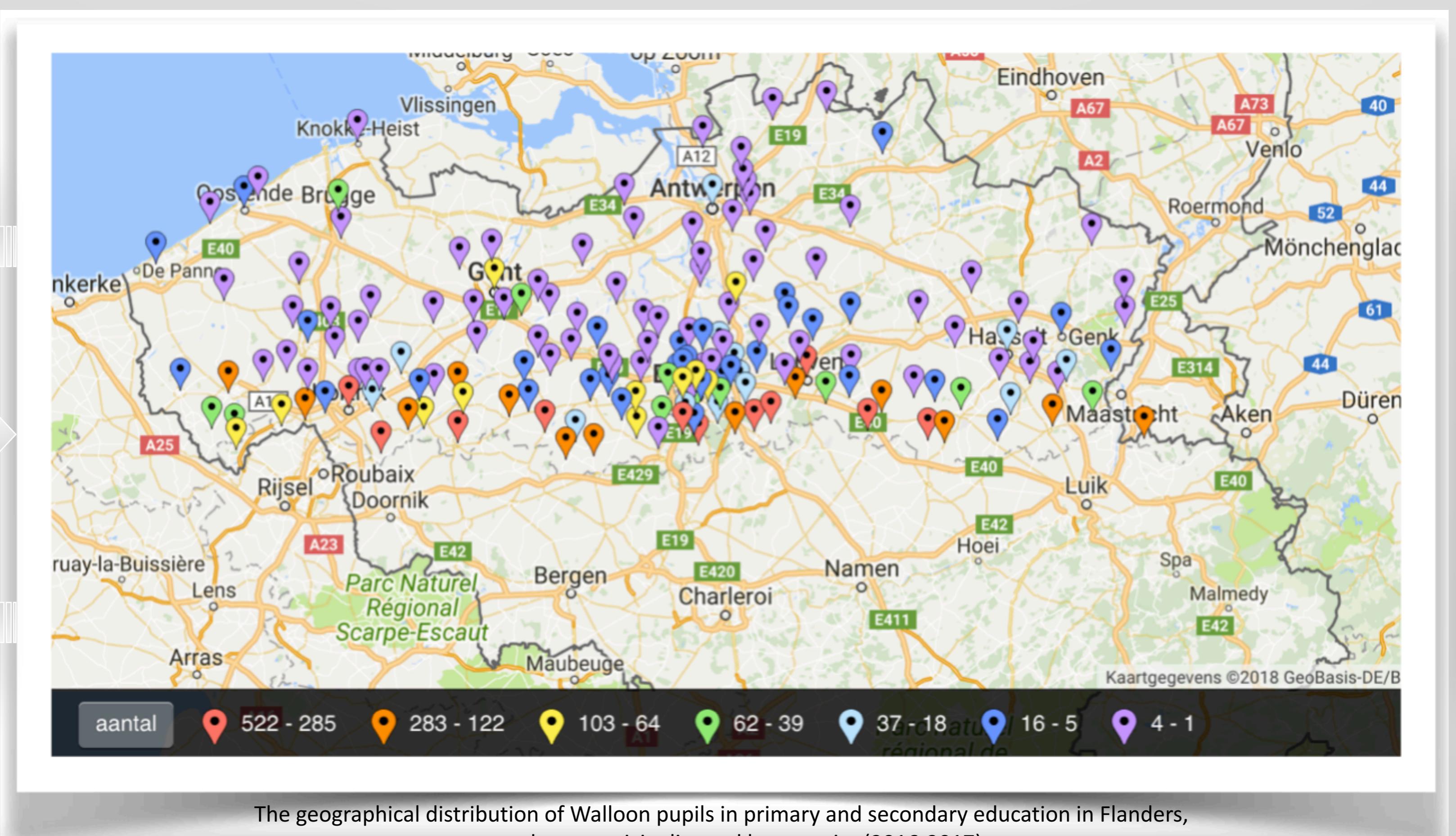


ABSTRACT

Official statistics of the Flemish Department of Education and Training indicate that in the **past decade (2008-2017)** the **number of French-speaking (Walloon) students in the Dutch-speaking (Flemish) education system increased exponentially**. To illustrate, today **secondary education** installed by the Flemish Community hosts **21% more Walloon youngsters** than ten years ago. This means that these students have to **cross language barriers** since they find themselves in a unilingual education system, which is exclusively tailored to the needs of the children of the (local) dominant language community (Mc Andrew 2013).

This type of non-native speakers who cross language boundaries in order to attend school are called '**crossovers**' in Canadian literature (Mc Andrew & Eid 2003). The phenomenon has been studied broadly by Canadian researchers, focusing on aspects such as identity (Magnan 2010) or education (Mc Andrew 2013). In Belgium, in particular in the case of Brussels, 'crossovers' have received ample attention in research, with an emphasis on their motivations and attitudes (Mettewie 2004). Nevertheless, the **impact of inter-community 'crossing' of French-speaking students into primary and secondary schools all over Dutch-speaking Belgium** has not been extensively examined.

The **first stage** of this PhD project consists of **mapping the increase of Walloon pupils in the Flemish education system**, something which is unprecedented. In this way, it will be possible to present a **quantitative and geographical overview** of this phenomenon, and potential trends, hotspots or networks could be deduced. A next step could be to zoom in on the precise motives of these so-called 'crossovers'. (References: see hand-out)



Attraction (2016-2017)

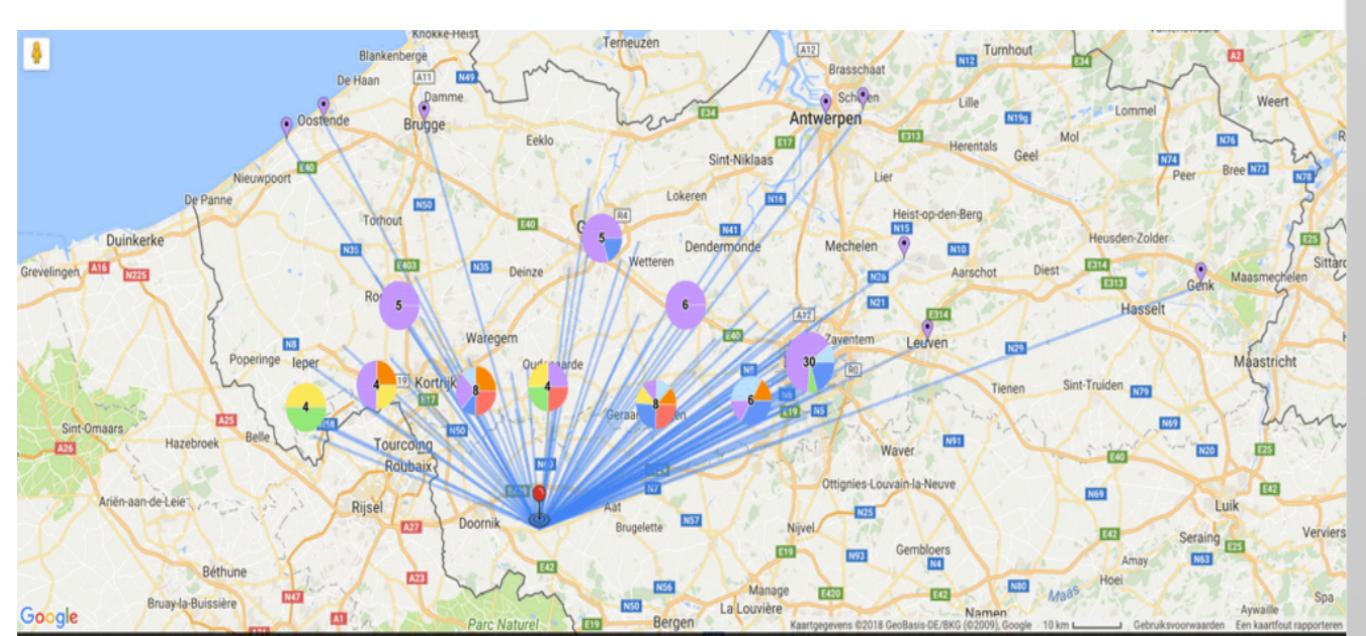
- **MICRO:**

The amount of Walloon 'crossovers' in **each primary and secondary school** in Flanders which hosts this kind of pupils.

Interesting for school authorities: "Where do our Walloon pupils come from?"

Highest amount of 'crossovers' per school according to our data: **282**.

!!! Interactive maps (see website).



EVOLUTION OF THIS PHD PROJECT (1st year)

- personal experience as 'crossover' and teacher
- theoretical framework: terminology + linguistic politics in Belgian education systems
- data Flemish Ministry of Education and Training

MACRO
MESO
MICRO

INPUT

EARLY FINDINGS

FURTHER RESEARCH

- **SOME OF THE RESEARCH QUESTIONS:**

- Can we explain the increase of French-speaking students in Flemish education?
- How do French-speaking youngsters look back upon (= retrospection) a school career in a Flemish context?
- ... (See hand-out for more questions)

- **HYPOTHESES:**

- PISA tests illustrate that the Flemish education system scores significantly better than the schooling in Wallonia.
- Increasing economic importance of Dutch.
- The poor quality of Dutch classes in Walloon schooling.

- **NEXT STEPS:**

!!! Getting feedback on project; coming in contact with international researchers in this field; analysing data 2017-2018 + updating website; interviewing former 'crossovers'; ...

