



Presentation Brussels



ACC
Active Citizen Compass



Partner: BE1
Workpackage



Erasmus+



Active Citizenship Education in Flanders

Dries Paesen
Oliver Holz
Katrijn D'Herdt

1. Commencement of AC

- Historical context
 - Decline in student participation levels in secondary schools
 - Post-World War II discourse on citizen engagement
 - Early initiatives in Flanders: 'Societal Education' course in the 1970s
- Governmental intervention
 - Introduction of 'cross-curricular educational goals' (VOET) in 1997
 - Aim: Foster active citizenship within secondary education
- Implementation
 - Reliance on schools and teachers' willingness
 - Freedom of education allows diverse approaches

1. Commencement of AC

- Content
 - Political and legal field, Socioeconomic field, Socio-cultural field
 - Focus on tolerance, justice, cooperation, and responsibility
 - Tailored subthemes for each stage of secondary education
 - Integration into various courses such as mathematics, history, geography, languages, etc
- Feedback and challenges
 - Generally positive reception after implementation
 - Challenges in integration into existing curricula

1. Commencement of AC

- Reformulation in 2010
 - Introduction of seven cross-curricular "contexts"
 - Renewed commitment to fostering self-directed learning
 - Expansion of thematic framework
 - But still Emphasis on effort over outcomes...

2. A Policy Shift Towards AC Education in Flanders

- Policy shift in 2014
 - Coalition agreement in 2014 aimed at reforming educational objectives
 - Inspired by EU's policy framework on key competencies for lifelong learning
 - Introduction of a framework of sixteen key competencies
- Stimulus for change
 - ICCS research in 2016 highlighting areas for improvement
 - Support from Flemish pupil umbrella organization

2. A Policy Shift Towards AC Education in Flanders

- Implementation
 - First stage: September 2019
 - 3rd and 5th year: September 2023, 4th and 6th year: September 2024
- Content
 - Detailed learning outcomes for 'Citizenship including living together' competency
 - Subdivision into 18 learning outcomes for the first stage
 - Consistency of active citizenship objectives across all streams within second and third degrees

2. A Policy Shift Towards AC Education in Flanders

- Important changes
 - Shift from obligation of effort to obligation of results for teachers
 - Active citizenship integrated as a distinct subject within the curriculum
 - Clear delineation between stages for structured implementation
- But still divergence in educational landscape
 - Integration into learning outcomes under guidance of school boards or umbrella organizations

3. AC education in practise

- Educational landscape
 - Educational networks and umbrella organizations play a significant role
 - GO! education network and Catholic Schools umbrella organization
 - Bridging the gap between governmental objectives and school-level implementation

3. AC education in practise

- GO! Education Network
 - Deliberate integration of AC into educational framework since the early 2010s
 - Introduction of pilot initiatives emphasizing respect, participation, and collaboration
 - Pioneered a dedicated course on active citizenship in 2017, preceding formal governmental mandates
- Since governmental policy change
 - Incorporation of key competencies outlined by the government
 - Enhanced alignment between governmental objectives and educational initiatives

3. AC education in practise

- Catholic Education Organization
 - Historically demonstrated hesitancy towards government intervention
 - Integration of AC within the curriculum, primarily through religious studies
 - Introduction of new courses in alignment with government mandates in September 2019
- Content AC course
 - Self-awareness, interpersonal skills, and societal structures
 - Christian values and interpretation of required competencies

3. AC education in practise

- Disparities in implementation
 - GO! network aligned closely with governmental initiatives, providing extensive support to teachers
 - Catholic network maintained Christian-oriented context with hesitancy towards government directives
 - Variance in methodologies and resources among schools for delivering citizenship education
 - Schools empowered with autonomy in setting priorities for active citizenship education.

