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REPORTING GRID ON THE GENERAL INVESTIGATION OF A COUNTRY/ORGANISATION'S POLICY IN THE FIELD OF CITIZENSHIP EDUCATION

(4-6 pages)

SECTION 1 – PARTNER INFORMATION

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Methodology used to conduct the research *(please explain how you conducted the research, whether you used qualitative and/or quantitative research; primary and/or secondary sources)*	Researchers made use of qualitative research methods, referring to both primary and secondary sources.

SECTION 2 – COUNTRY/ORGANISATION

Name of the country examined	Belgium (Wallonia-Brussels Federation)

General overview of the country/organisation policy development in the field of citizenship education	Currently, citizenship education in the Wallonia-Brussels Federation is understood as education both in the capacity to live together harmoniously in society and in the capacity to develop both as a person and as a citizen, subject of rights, and of duties, free, responsible, united, autonomous, inserted in society and capable of critical thinking and philosophical questioning. It includes issues related to the management of the "city" but also related to philosophical and ethical topics.

Citizenship education also includes:

- Well-being education (emotional relationships and the acquisition of preventive behaviors in terms of health and safety for oneself and others)
- Sustainable development (education for sustainable development and lifestyles)
- Human rights, gender equality, promotion of a culture of peace and non-violence
- Global citizenship
- Appreciation of cultural diversity

The Government has currently instituted an online platform where many resources on citizenship education are available. (http://www.enseignement.be/index.php?page=0&navi=4033)

Main policy on citizenship education

October 2015: the Government of the Wallonia-Brussles Federation approved the introduction in compulsory public education institutions of a new teaching course entitled **"Philosophy and Citizenship"** (philosophie et citoyenneté).

July 2016: the teaching was officially introduced by a **Decree** entitled "Décret relatif à la mise en œuvre d'un cours de philosophie et de citoyenneté dans l'enseignement fondamental ainsi qu'au maintien de l'encadrement pédagogique alternatif dans l'enseignement secondaire". The Course has been implemented at primary level from September 2016 and at secondary level from September 2017. (https://www.gallilex.cfwb.be/document/pdf/42840_000.pdf)

The Decree introduces a **compulsory hour of philosophy and citizenship education in official education**. **Students can opt for an additional hour of philosophy and citizenship education by choosing it instead of the course on religion and secular morals**. This course becomes in fact optional and is reduced to one hour of lessons per week.

https://ligue-enseignement.be/philosophie-et-citoyennete-a-lecole-de-la-democratie/ |

The main objective of the course is the **development of students' knowledge and competences in relation to philosophy, citizenship and democracy education**. The decree gives provisions on the curriculum, teachers training and professional development.

https://eacea.ec.europa.eu/national-policies/eurydice/content/teaching-and-learning-general-lower-secondary-education-3_en

Teachers materials and trainings

Until 2020, teachers in charge of this course should have at least a **bachelor's degree and a training on "neutrality" of 24 hours** provided by the "enseignement de Promotion sociale". (https://www.laicite.be/app/uploads/2016/11/cours-de-philosophie-et-de-citoyennete-faq-2016.pdf). After 2020, they must have passed a **certificate in didactics from philosophy and citizenship.**

Right after the introduction of the law, priority was given to teachers of ethics and religion who lost course hours due to the reform.

In order to teach the course Philosophy and Citizenship teachers are provided with a **guide**. (available at this link: http://enseignement.be/download.php?do_id=13051)

Longitudinal dimension of the policy *(please specify whether and how citizenship education debate and policy implementation evolved in order to catch the trends and to analyse the evolution of the policies. This would allow to understand whether citizenship education has been subject to change and why or whether there has been an increase or a decrease of attention to the topic)*	Throughout the years, many initiatives in the field of responsible citizenship and development education have been implemented in the Wallonia-Brussels Federation: ● In **2007**, the Government approved a **decree on the obligation for schools to organise interdisciplinary activities for a responsible and active citizenship.** Among other activities, election of class representatives and council of pupils were promoted. ● In **2009**, the Government passed another d**ecree on the remembrance of genocide crimes, crimes against humanity, war crimes and acts of resistance.** An inter-network unit, 'Democracy or Barbarism' co-ordinates citizenship education issues.
Dialectical dimension *(please specify any relevant debates concerning the development of citizenship education policy: public opinion's reaction, debates in Parliament; reactions of local communities; etc…)*	● **Lack of uniformity of civic education teaching**. The course is often adapted to the local contexts and realities. The fact that the teaching of civic education changes according to the different local contexts (in which children live) and priorities/needs risks **not establishing common points in training students**. ● **Unequeal distribution of hours of civic education teaching** In public schools, given that the second hour of civic education teaching is not compulsory, there is an unequal distribution of civic education classes according to the students. A debate in Parliament on the extension to two compulsory hours of the course in Philosophy and Citizenship (Parliamentarian group "Reformist Movement) is taking place. In free schools ("écoles libres"- the ones which are financed by private associations, especially Catholic ones) civic education teaching represents a transversal subject, because those schools kept 2 hours of religion class per week. ● **Debate on the importance of teachers' neutrality** Because of the issue of neutrality, **first cycle teachers can't teach both civic education and religion/moral classes** within the same school; for that reason, they are obliged to work in different schools. **Second cycle teachers can teach both civic education and religion/moral classes within the same schoo**l, because students (which are older than their colleagues of the first cycle) are considered more able to distinguish the differences between the two subjects and teacher's neutrality. Strong points, according to the public opinion: ● "La Revue Questions Vives" → it was founded in 2002 by "Annoncer la couleur" and the French-speaking Belgian section

	of Amnesty International, "Radio-Télévision Belge Francophone" and "Conseil Supérieur de l'éducation aux médias" (CSEM). This web-site is a platform where all the current (national and international) events (within the space of 36 hours from their occurence) happened, are collected. Each issue is analysed through two different sections. The first one ("facts") consists of a detailed description of the event occured, written by a journalist. The second section ("think facts") is composed of insights, devoted to personal reflections and debates. Teachers who subscribed to this platform, will directly receive this form as soon as (or within 36 hours) events occur and they may use them to encourage children to start debates on those actual controversial themes. ● Practical dimension of civic education → children are involved as active actors. Debates on actual controversial issues help children to become more open-minded and better prepared to face and react to the world's challenges.
Relevant actors involved in the policies field analysed *(please list the relevant actors involved in each policy: for examples, those actors who promoted the policy, those who implemented it, etc..)*	Government of the Wallonia-Brussles Federation Teachers Students
Names/titles of relevant policies development within the country/organisation *(please specify the level of implementation)*	1. Décret relatif à la mise en oeuvre d'un cours de philosophie et de citoyenneté dans l'enseignement fondamental ainsi qu'au maintien de l'encadrement pédagogique alternatif dans l'enseignement secondaire D. 13-07-2016 M.B. 10-08-2016 https://www.gallilex.cfwb.be/document/pdf/42840_000.pdf ☐ International ☒ National ☐ Regional ☐ Local ☐ NGO(s)' initiatives ☐ Bottom-up 2. Décret relatif à l'organisation d'un cours et d'une éducation à la philosophie et à la citoyenneté https://www.gallilex.cfwb.be/document/pdf/41979_000.pdf ☐ International ☒ National ☐ Regional ☐ Local ☐ NGO(s)' initiatives ☐ Bottom-up 3. _____ ☐ International ☐ National ☐ Regional ☐ Local ☐ NGO(s)' initiatives ☐ Bottom-up *Any others:*

KEY WORDS *(please identify some key words that reflect the policies' topic area)*	Citisenzhip education, well-being education, sustainable development, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, appreciation of cultural diversity
Suggestions for case studies *(please list some case studies that you believe may be analysed in the next phases of the project)*	1. Title: **Annoncer la couleur** https://www.annoncerlacouleur.be/ https://www.acodev.be/book/export/html/25132 Annoncer la couleur is the federal education program to the global citizenship (ECM) of the Belgian Cooperation Development, coordinated by the Belgian Agency for Development, Enabel. It aims to anchor and strengthen education to global citizenship in Belgian education. 2. Title:…………………………………………………………………….......... Keywords: *Any others:*
Expected degree of difficulty in analysing each case study *(please indicate the degree of difficulty in analysing each policy and explain why: challenges, lack of bibliography; lack of assessment data, etc…)*	Case study 1: ☐ high ☐ average ☐ low *Why?* Case study 2: ☐ high ☐ average ☐ low *Why?* Case study 3: ☐ high ☐average ☐ low

	Why?
Any other relevant comments/details or information	
References *(if available, list the references used to conduct the analysis)*	AgenSIR (2016) 'In Belgium religion is a feared subject. Philosophy and citizenship courses in schools | AgenSIR', *SIR - Servizio Informazione Religiosa*, 9 September. Available at: https://www.agensir.it/europa/2016/09/09/in-belgium-religion-is-a-feared-subject-philosophy-and-citizenship-courses-in-schools/ (Accessed: 10 February 2021). 'Décret relatif à la mise en oeuvre d'un cours de philosophie et de citoyenneté dans l'enseignement fondamental ainsi qu'au maintien de l'encadrement pédagogique alternatif dans l'enseignement secondaire' (2016). Available at: https://www.gallilex.cfwb.be/document/pdf/42840_000.pdf. 'Décret relatif à l'organisation d'un cours et d'une éducation à la philosophie et à la citoyenneté' (2015). Available at: https://www.gallilex.cfwb.be/document/pdf/41979_000.pdf. Delgrange, X. (2018) 'La Belgique francophone accouche douloureusement d'un cours de philosophie et de citoyenneté non désiré par tous', *Revue du droit des religions*, (5), pp. 107–132. doi: 10.4000/rdr.397. Doe, J. (2017) *Teaching and Learning in General Lower Secondary Education*, *Eurydice - European Commission*. Available at: https://eacea.ec.europa.eu/national-policies/eurydice/content/teaching-and-learning-general-lower-secondary-education-3_en (Accessed: 10 February 2021). Enabel (2020) *« Questions vives » : élever le débat avec ses élèves*, *Enabel - Agence belge de développement*. Available at: https://bit.ly/3jeo53e (Accessed: 10 February 2021).

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Challenges faced in conducting the analysis *(if any)*	/