



Learning together, living together

GO! and its unique Educational Project

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Education in Flanders, Belgium

- Educational system in Belgium:
 - 3 separate educational systems (Dutch, French, German);
 - High degree of free choice;
 - Flanders
 - Public Education;
 - Private Education;
- > Antwerp:
- 54% Catholic schools
 - 46% Public schools (Community schools, provincial schools, municipal schools)

GO! Official education of the Flemish Community of Belgium

- > 800 schools & educational institutions
- 35,000 staff members
- 300,000 pupils & trainees
- Not only compulsory education:
 - nurseries, boarding schools, part time art education, education for adults, centres for educational counselling



Educational Project GO!

■ Pupils:

- are counselled throughout their personal development
- are coached to live together with others in diversity and harmony
- think consciously and critically
- make responsible choices

GO! = Teaching AND educating
= developing the total personality
= individual development AND social project

PPGO! Neutrality according to the Constitution ... (1)

- GO! is bound to **neutrality**, according to the Belgian constitution, article 24:
 - *“The community organises neutral education. Neutrality includes respecting the pupils’ and their parents’ philosophical, ideological or religious opinions.*
 - *Schools run by public authorities offer education in all the recognised religions as well as in secular ethics. As long as they are in compulsory education, pupils can choose one of them.”*

... in the form of active citizenship (2)

- **Active citizenship** is a way of putting neutrality into practice in an educational way
 - Starting-point is **not** that everyone is, can or should be neutral
 - Principles:
 - **every individual** sees things **differently**;
 - We need to engage in dialogue **beyond** the bounds of ideological **convictions**
 - none of the ideological convictions are given preference
 - the dialogue is founded on equality; those who enter into dialogue can do so on equal footing
- The values we work with give us a framework of neutrality in which we can engage in dialogue on an equal and reciprocal basis.

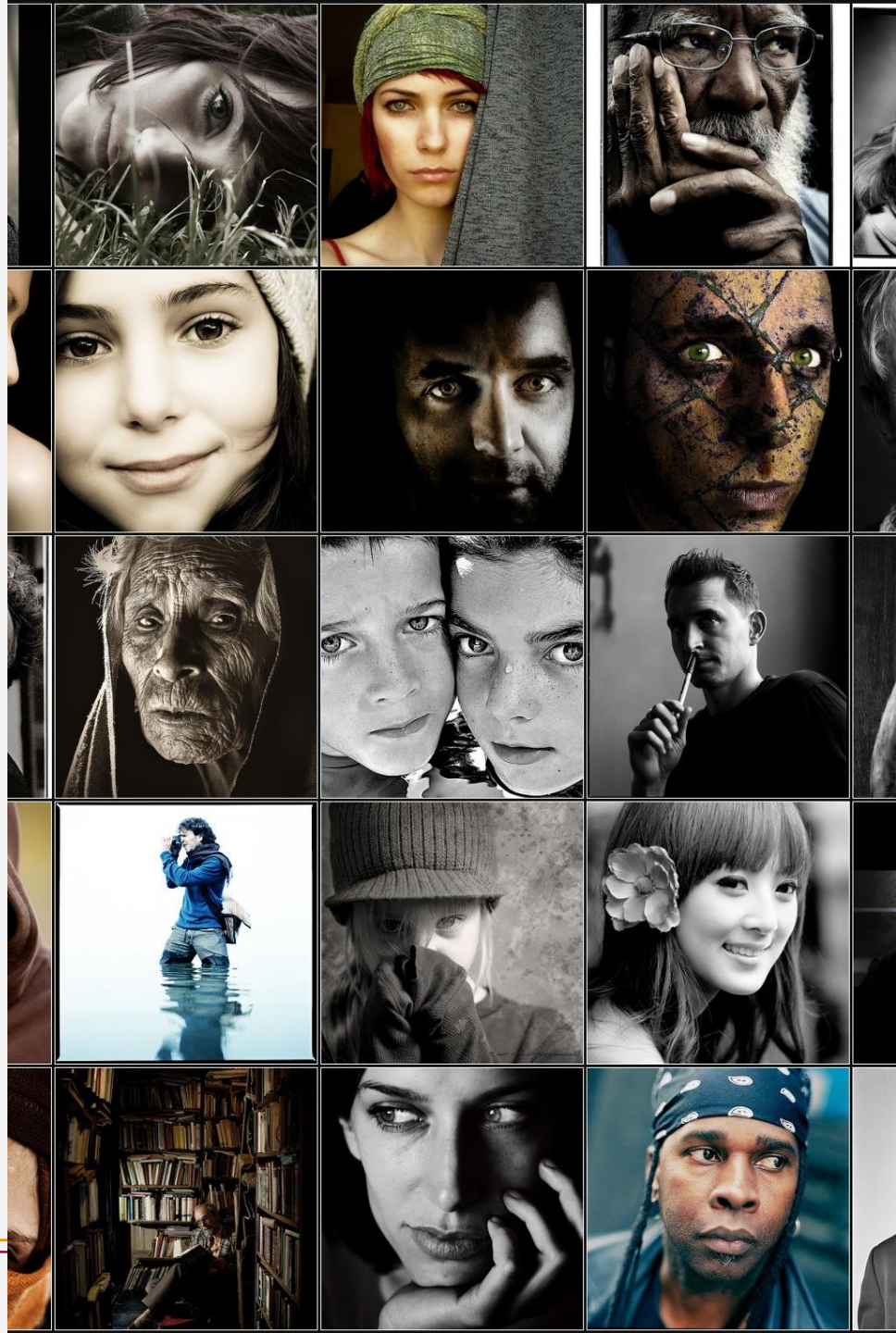
Declaration of Neutrality - Values

- Commitment of all members of staff: (subscribe to certain values)
 - *“I will counsel and stimulate our pupils’ and trainees’ **critical** sensibilities.*
 - *I commit myself not to avoid any **differences of opinion** between ideological convictions.*
 - *I know I can proclaim my personal commitment if cause is given by the educational or pedagogical situation. But I will do this deliberately and seriously, i.e. I will always **abstain** from any effort to **indoctrinate and/or proselytise**.*
 - *I will be a defender of **democracy** and show respect for the **rights of minorities**.”*

Focus shift from active pluralism to active citizenship

- We have updated and clarified our educational project
- Strengthened emphasis on societal role of public education

**Learning together,
living together**



Neutrality and religious/philosophical education

- Public education: 2 hours a week of 'religious/philosophical education'
- Freedom of choice for parents to opt for a religion/philosophy according their own beliefs (officially recognised by the State)
- Actual situation: children split up in groups according to choice; dialogue dependent on local context (6H)
- Aim: to further increase/strengthen dialogue among children and teachers over the boundaries of their own philosophical, ideological and religious beliefs

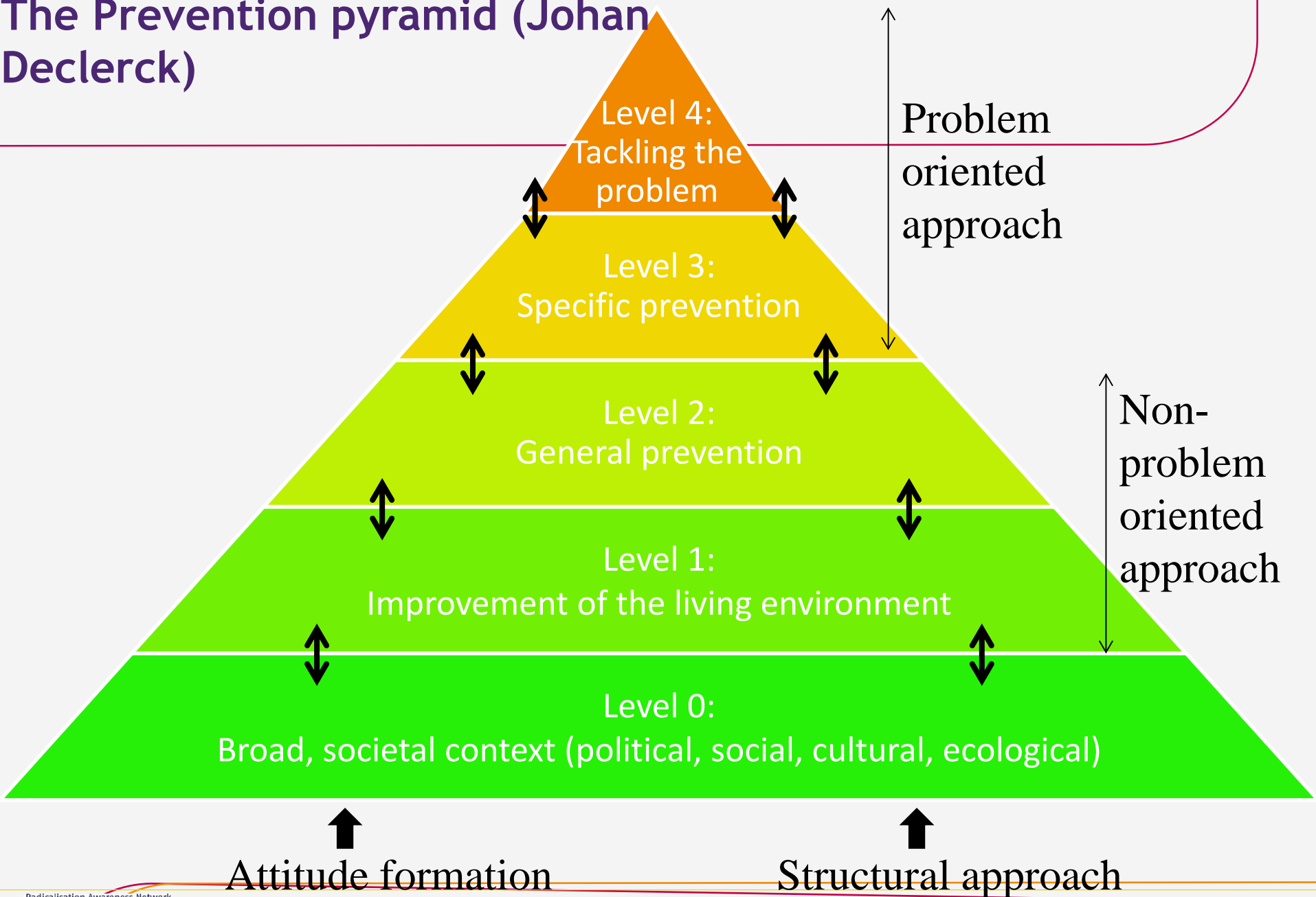
Increasing dialogue and cooperation

- Short term - 5 Pilot projects: increasing dialogue and cooperation over the boundaries of philosophies and religions
 - Good practices + learning experiences
 - Investing in cooperation with Inspectorate (EI&V)
- Long term: seeking for structural implementation of dialogue and cooperation
 - Proposal: integration into standard curriculum
 - Cf. baseline 'Learning together, living together'

Action Plan: Prevention Radicalisation and polarisation

- Vision statement
- Hotline since 22 november 2015
- Basic training on radicalisation and active citizenship for 28 schoolgroups (700 schools, 2100 key figures)
- Network of Islamexperts
- Partnerships (parents, NGO's , city policy, ..
- Coaching schools on prevention policy
- Focus on active citizenship, media literacy and critical thinking

The Prevention pyramid (Johan Declerck)



Case study: GO! Royal Atheneum Antwerp

<https://www.youtube.com/watch?v=wzZjkrurAzU>

- +60 Nationalities, many cultures, religions and philosophical outlooks, and mother tongues
- +80% Equal Opportunities Pupils from socially disadvantaged families from the North of Antwerp
- Teachers of various origins

3 peaks in radicalisation

1. September 11th, 2001

Polarised opinions , organised dialogues throughout the school

2. 2008-2009

Clash between freedom of religion with individual freedom and free choice \Rightarrow ban of religious symbols.

3. 2012 - 2013 - 2014 - 2015 -2016

Issues with Syria and Daesh (ISIS)



Policy vision supported by three pillars

Pillar 1 : Living and learning together in diversity: four universal themes

TIME:	truancy policy, time management
CHOICE:	educational guidance, individual freedom
SPACE:	dialogue on different life views and cultures concrete reciprocity in mutual respect
HUMAN BEING:	EEOP-policy+ student guidance

- A 4-year cycle of recurrent themes: TIME, CHOICE, SPACE, HUMAN BEING.
- intercultural and inter-religious dialogue
- A working group of teachers of the different philosophies, teachers of science and teachers of history + art projects = AThenA syntax
- Project on ' Identity,' training sessions for teachers and students
- Basic set of common values.
- From tolerance to reciprocity.
- Focus on active citizenship; the importance of democratic values and critical thinking

⇒ In TIME and SPACE, the HUMAN BEING is expected to make the right CHOICES to enable him or her to develop into a world citizen.

Tools for Schools

- Open the phenomenon of radicalisation to discussion
- Be aware that deradicalisation and the prevention of radicalisation requires tailormade remedies
- Focus on a socially safe learning environment and dialogue
- Focus on a sense of belonging
- Guide students towards a positive development of their identity and in critical thinking
- Focus on positive communication, media-literacy, counter and alternative narratives and connection / rapport

Tools for schools

- Assemble a team of teachers who have diverse competencies
- Knowledge of Islam is useful, but not necessary
- Invest in history lessons (sources investigation)
- Develop broad and open schools (bring the world into your classroom!)
- Don't hesitate to get parents involved
- Invest in networks and partnerships
- For art projects, invite professional artists and arts organizations to bring their expertise
- Focus on active world citizenship
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Plea for

active citizenship and a new enlightenment for Europe based on :

- ⇒ An intercultural and interreligious dialogue based on mutual respect
- ⇒ The Universal human role of reciprocity
- ⇒ Common base for basic values

- universal human rights;
- mutual respect;
- freedom of choice;
- freedom of the individual;
- freedom of speech;
- equality between man and woman;
- secularism , separation of church and state
- dogma-free scientific research;

prevention radicalisation

In-service training course:

- IST of key-figures in all schools and schoolgroups by the end of December 2016. i.e. at least 14 sessions train de trainer/key-figure/teacher.
- Certified basic training by Karin Heremans (in collaboration with RAN, radar.nl, *school en veiligheid*) on radicalisation and polarisation. For the Islam introduction in collaboration with Sherif El Malike of CEAPIRE
- IST on-demand in collaboration with our pedagogical services and our IST department(5 to 7 sessions).

prevention radicalisation

Follow-up cases/in-coming questions (tel/mail)

- Peak since the attacks March 22nd '16.
- Cases not only from the big cities but from the whole of Flanders.
- On short notice: immediate follow-up cases by Karin Heremans, based on matrix and check list
- Weekly follow up by a core team at central
- In the long term:
 - Inventarisation of cases + regular reports
 - attributing a mark based on intensity.
 - What do we learn about our schools?
 - Policy making capacity?
 - Focus on pedagogical project (PPGO)?
 - Policy on diversity?
 - Collaboration with social medical school service(CLB)?
 - Communication?
 - What actions do we need to take in collaboration with pedagogical services to support schools?

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Website with information for our schools (in Dutch):

<http://pro.g-o.be/over-go/actuele-themas/preventie-radicalisering>

Educational Network of the Flemish Community

Citizenship booster

- A digital questionnaire for pupils (teachers' tool in progress)
- meant to boost citizenship on the class floor and in the whole school organisation
- analyses both strengths and weaknesses with regard to several topics such as democracy and sustainability
- Ultimate goal is to reflect and act upon in close cooperation with pupils

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Educational Network of the Flemish Community

Learning Pathway Active Citizenship

Developing pupils to sustain and invigorate society

- Procedural competence selection
- through deeper knowledge learning, skill and attitude acquisition
- by mastery learning and SOLO-taxonomy across grades
- Support for and ownership of teachers' expertise
- Future: maximizing transfer of citizenship competences to pupils through an interactive digital guidebook and tutorial

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