Growing in Active Citizenship in reception education

Inspiration guide

Go! SAMEN LEREN SAMENLEVEN

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- all the others that inspired us and are too numerous to list.

Foreword

Anything else to add?

COMMUNICEREN

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DUURZAAM SAMENLEVEN

ARBEIDSGERICHTE COMPETENTIES

Introduction

The learning path Active citizenship in reception education contributes to strengthening young people in reception education in citizenship competences. This is how we build an inclusive society together. In this publication we will guide all those who are interested in the various educational aspects of this learning path.

In PART I: *Active citizenship in reception education,* we explore the concept of active citizenship and zoom in on active citizenship in the context of reception education for foreign-speaking newcomers. We will explain how the Active Citizenship learning path was established in reception education. In doing so, we explore an emancipatory approach to coaching reception education youth (in a socially vulnerable position). How can their growth in active citizenship contribute to forming an inclusive society?

In PART II: Getting started with the Active Citizenship learning path in reception education, we consider the development of the Active Citizenship learning path in reception education and look for the added value of competence-based work on citizenship competencies. We also give an impetus to linking the learning path to the reception education development goals as they were drawn up by the Flemish government in 2009.

In *PART III: From learning path to teaching active citizenship in reception education,* we explain the importance of a citizenship culture at school and make some suggestions to map out the citizenship culture at school. We give an initial impulse to translate the learning path into classroom practice. We are looking for a possible implementation of citizenship didactics for reception education and explain some tools that were developed to support teachers with the implementation of the learning path in the classroom. We will conclude with a few suggestions to develop a methodology in the future, in close cooperation with reception education schools, to concretise lessons or projects on active citizenship in reception education.

In order to support reception education teams and other interested parties to continue working with active citizenship in reception education, we created the website www.gofier.be. Here you will find all the information about the learning path, supporting tools to implement the learning path and background literature.

In order to make the inspiration guide as clear as possible, we chose not to mention any research in the text, nor to include references to sources in the text. Only when we take a quote literally, do we mention the source. At the end of this publication you will find the list of consulted literature.

PART I:
Active citizenship in reception education

What do we mean by active citizenship?

For GO!, active citizenship means that citizens actively participate in shaping society and their place within that society. We are aiming for a clear active citizenship, which cannot exist without a critical and inquisitive attitude and a committed application of it in society. Active citizens inform themselves, learn and genuinely engage with their environment and others. In other words: as GO! we aspire to transform pupils into critical citizens who learn to live together.

We want our learners to support society (1) in a sustainable way, which means that they help to build society as it is, and (2) to innovate, by actively helping to shape society. Sustainable' refers to the balance between a conservative and stable on the one hand and a change-oriented and innovative dimension on the other. Citizens need to find out for themselves what they think is the right balance between the two dimensions and why. For example, active citizenship is what maintains and renews a democracy.

As an education provider, we distinguish ourselves by actively embedding pluralism in our pedagogical DNA. This forces us not to start from one single, exclusive, ideological vision of 'citizenship' when educating pupils to become active citizens. Our pedagogical project (PPGO!) therefore takes neutrality as a starting point for active citizenship, in order to make living together on the basis of equality possible. This means that every GO! school must be a warm, safe environment in which every pupil can participate in various aspects of school life'. (Gellens, Deweerdt & Enckels, 2018)

In order to make the PPGO! even stronger in schools, the Active Citizenship Learning Line for secondary education was developed. This learning line has a scientific structure and makes it possible for pupils from all backgrounds to come into contact with each other and to develop themselves - in dialogue - further.

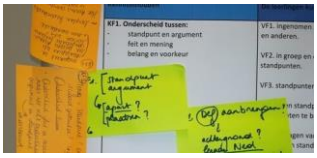
Active citizenship in reception education

The description of active citizenship as set out above applies to all levels of education and forms of education within GO! Building a society together without one ideological vision is the starting point. We emphasize that the coaching of young people in their growth to active citizenship, both within and outside reception education, starts from an inclusive approach that embraces (super) diversity in all its dimensions and is committed to learning to live together. In order to structurally embed this vision on active citizenship in reception education as well, in 2018 we started a study on active citizenship and reception education.

Findings from research on reception education in Flanders, a recent strategic exploration of the VLOR on education for refugees, signals from reception education teams, experiences of young people in reception education and a needs survey on education and guidance of young people with a flight history at various civil society organisations reinforce our ambition to work on an elaborated competency framework in order to start working on active citizenship within the reception education context. On the website, under the section 'Pedagogical-didactical tools', we collect several recent studies from which we drew our inspiration.

Towards a learning path Active citizenship in reception education

The exploration of active citizenship and reception education led to the development of a learning path. The learning path Active Citizenship in reception education has been developed as an addition to and concretisation of the Learning Line Active Citizenship for secondary education. A curriculum committee consisting of reception education teachers, coordinators and follow-up school coaches from four different schools set to work during the 2018-2019 school year to select challenging citizenship competences, to test their feasibility within reception education and to give a pedagogical-didactic impulse to translate the learning path into classroom and school practice.



In two schools we tested the learning path and surveyed the reactions of students. A video of this can be found on the website.

The search for a competence-based framework for active citizenship in reception education became a challenging and fascinating process. With the result, the learning path Active citizenship in reception education, we hope to inspire schools to structurally focus on citizenship competencies that strengthen young people in reception education in lifelong and life-wide learning in order to participate fully in society today and tomorrow and to help shape an inclusive society.

We hope this learning path helps to:

- to explicitly focus on **positive intercultural relations** in order to deal positively with superdiversity within reception education and in today's society.

- **to map** young people in reception education **more broadly in** addition to the screening of basic skills for literacy and numeracy. We want to make young people aware of and recognise citizenship competences that they have already developed in formal or informal contexts. We're starting from a force-focused view of reception education youth.

  For example, a young person who has been on the road for a long time before arriving in Belgium will have developed a lot of competencies with regard to (ethical) choices, dealing with conflict and power structures, dealing with diversity, ...

- from the perspective of the GO! on **multilingualism,** to recognise the importance and strength of the home language for the learning process and to deploy language bridges and communication strategies in order to generate learning benefits and mutual understanding.

- **building bridges** between reception education, regular education and the (local) community around the school to focus on **interaction between reception education pupils and speakers of Dutch**. The competences in the learning path invite to set up learning activities and projects that stimulate the participation of reception education pupils in the classroom, the school and the social context. The link between reception education development goals and the Active Citizenship learning path aims to consider citizenship education as a possible entry point for language development.

- to coach young people in reception education in a targeted way in **career learning** in order to improve their progression to further education or training and to search together for future expectations and perspectives in the short and longer term.

Opting for an emancipatory approach to active citizenship in reception education: an exploration

Coaching young people in reception education in their development of citizenship competences can be done from different approaches with different purposes. In order to start working on active citizenship within reception education, we find it desirable - based on the PPGO! and in analogy with the Active Citizenship Learning Line in secondary education - to opt for an **emancipatory approach or an empowerment approach**. The development of citizenship competences is not an end in itself, but a means for pupils to fully participate in and help shape an inclusive society. Growing citizenship competences should contribute to the **empowerment of** learners. We refer below to the socially vulnerable position of many young people in reception education, explain the concept of empowerment and make the link with active citizenship in school.

The diversity within reception education is great and versatile. Both with regard to past school experiences, future prospects, reasons for migration and (traumatic) events before, during and after arrival in Belgium, the differences are as numerous as the number of young people within reception education. Therefore, we cannot homogenise this target group - just like all class groups -. However, the majority of these young people do have in common that they live alone or with their families in a **socially vulnerable position** when they arrive in Belgium. After all, after a long period of powerlessness about one's own life situation, young people with a flight history in Belgium are often again confronted with the dependence of official bodies for their residence permits and for the provision of their own livelihood.

> As Vettenburg (1989) puts it, social vulnerability is understood to mean: *the risk of undergoing the negative aspects (control, sanctions) in contact with social institutions and of benefiting less from the positive offer, time and again.*

The theory of social vulnerability is an explanatory model for situations of deprivation and exclusion. This theory states that the exclusion and disadvantage of groups in society can be explained by factors at three levels: the **micro, meso and macro levels**. The micro level is about the individual level such as self-image and self-confidence and the competencies that a person develops. The meso level refers to institutions and organisations such as schools. The macro level relates to the organisation of society on a social, economic and cultural level, such as legislation on the asylum procedure, social security and the organisation of Flemish education. People in a vulnerable position in society, including many young people in reception education and the families to which they belong, can experience exclusion mechanisms at these three levels. In the theory of social vulnerability, the macro level is often seen as the root cause of exclusion and deprivation. In the context of active citizenship and the pursuit of an inclusive society, it is important to bear this stratification in mind in terms of exclusion mechanisms and vulnerability.

Taking into account the socially vulnerable position of many reception education youngsters, we place active citizenship in the context of the theories on **empowerment**.

> Van Regenmortel (2002) describes empowerment as *"a process of individual and collective strengthening in which individuals, organisations and communities acquire mastery of their own situation and environment. Empowerment is about 'interdependence' and 'togetherness', not about maximum independence of the individual or groups."*

Empowerment, as well as social vulnerability, must be understood within the systems approach at micro, meso and macro level. This means that empowerment can be worked on at the individual level by, among other things, focusing on the development of (citizenship) competencies. However, this cannot be seen in isolation from the need for institutional and structural adjustments at the meso and macro levels to enable the empowerment of individuals and groups and to achieve an inclusive society.

The concept of empowerment often occurs in the context of poverty reduction. However, the concept of empowerment can also be used in other contexts. After all, it is an open concept. Empowerment is a continuous, dynamic and contextual process. For example, empowerment for an reception education pupil from Eritrea who resides in Belgium as an unaccompanied minor differs from empowerment for a 65-year-old single man who has been unemployed for a long time. We can start from an **empowerment approach** to strengthen both the reception education pupil and the unemployed man in order to participate in society as a fully-fledged citizen. This approach aims to improve the negative aspects of a situation by looking for positive things. She focuses on the well-being, the forces within the individual and his/her environment and environmental influences. Not on problems and risk factors. It is a positive and proactive approach and requires a bottom-up approach.

Working on **active citizenship at school from an empowerment approach** can strengthen young people in vulnerable positions at **the micro level**, i.e. the level of the individual. Coaching young people in citizenship competences strengthens them to participate fully in society. Under the section 'Competence-based working on active citizenship', we go deeper into the question of how competence development can contribute to empowerment among young people.

At the level of the school (**meso level), it is** also possible to work on space that facilitates the empowerment of pupils. GO! wants to stimulate active citizenship at school level by promoting a culture of citizenship in which the participation and participation of all pupils at school level helps shape life at school. In the section 'Towards a broad citizenship culture at school' you will find suggestions to work on a citizenship culture at school.

Subsequent reservations:

- The exploration of active citizenship, vulnerable social position, empowerment and citizenship didactics is still in full development within GO! The concrete elaboration and testing of a citizenship didactics to get started in reception education is a next step.

- Of course there are also many young people in education outside reception education who are in a socially vulnerable position. An emancipatory approach to active citizenship can therefore guide all forms and levels of education.

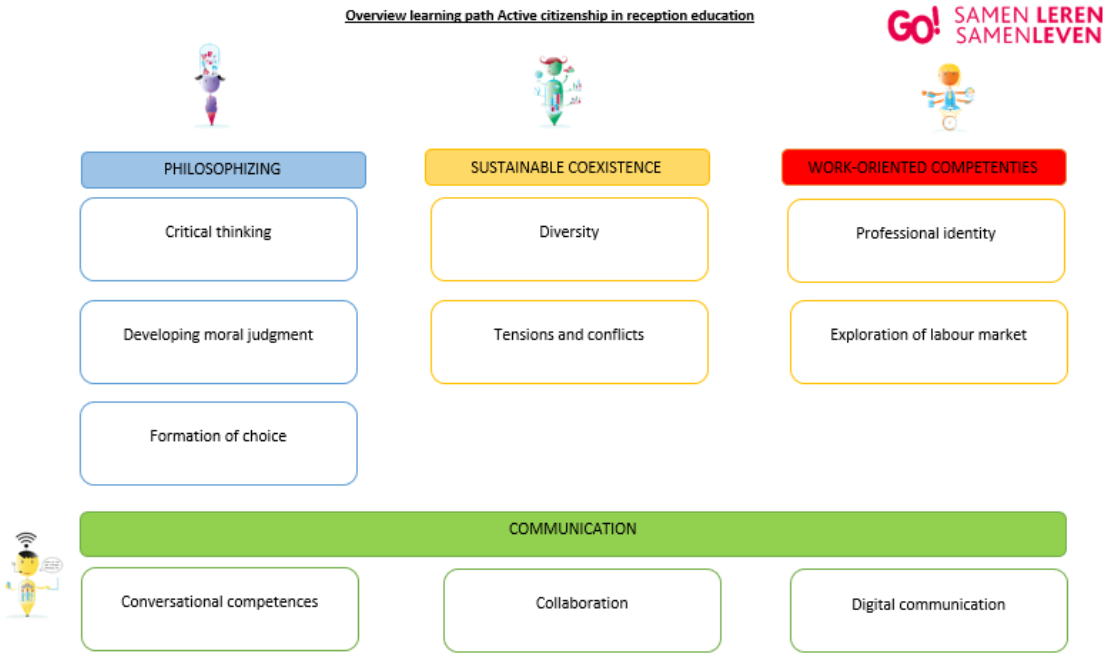
"As a follow-up coach in reception education, it is sometimes difficult for me to find out what the young people are already capable of, what they have picked up in the country of origin. I think the learning path provides an answer to that question. Learn to name things they picked up along the way."
(Follow-up coach GO! Spectrum school Borgerhout)

PART II:
Getting started with the learning path Active citizenship in reception education

What is the learning path Active citizenship in reception education?

The Active Citizenship learning path in reception education is a dynamic learning path that can be used. It is an addition to and concretisation of the Active Citizenship Learning Line for the secondary education of GO! In addition to the Active Citizenship Pupil Line for secondary education, scientific insights into reception education education in Flanders, interviews with (former) reception education pupils, school teams and experts are at the basis of the learning path. With the learning path, we want to inspire reception education teams on the one hand to work on citizenship in a structured way and from a broad approach, and on the other hand to confirm in numerous activities they already undertake in the context of Active citizenship.

The learning path contains 4 main competencies: communicating, philosophising, sustainable coexistence and work-oriented competencies. Each main competence in turn consists of 2 or 3 clusters. In the following we describe the learning path schematically and briefly explain the main competencies. On the website we collect background literature in the inspiration box for each competency that inspired us to work out the competencies and we make suggestions to work with the competencies at school.



Schematic display of learning path Active citizenship in reception education

Communication is the pedestal of the learning path. This implies that every lesson, activity or project on active citizenship in reception education stimulates pupils to strengthen their communicative competencies. After all, learning to live together cannot be successful without competences in intercultural, non-violent and digital communication as well as efforts to lower the barriers that can create noise in communication. Within reception education, the focus is on Dutch language acquisition. Based on the GO vision on active citizenship and multilingualism, we developed a broad base that, in addition to many links with reception education language goals, emphasizes communicative competencies with attention to the strength and importance of the students' home language.

The main competence of **philosophizing** is very broad. Under the term philosophizing, we collect competencies that enable young people to research topics independently and in dialogue. We do this by means of a qualitative source analysis, critical thinking, reflection, reflection on identity development, judgements about good and evil and by taking a closer look at participation processes in society. In the online inspiration box, under the heading 'Philosophy', we make an initial attempt to inspire with working methods or methodologies to coach young people in the development of these competencies. In addition, under the section 'Pedagogical-didactical tools' we make suggestions for sources in which philosophizing is touched upon as a didactic method of teaching about citizenship. These methods can be used more widely than just to guide young people within the competence of philosophizing. Philosophy as a didactic method can be a starting point for emancipatory citizenship didactics.

Sustainable coexistence includes competences that strengthen positive intercultural relationships, enable pupils to critically analyse inequality and inclusiveness in society, and provide pupils with tools to respond to discrimination. Within this main competence, students are also challenged to consider conflict as a potentially constructive one, to examine human rights and to turn it into action in their daily lives. This competence also includes setting up actions within the framework of the sustainable development objectives.

Work-oriented competencies are a collection of competencies that on the one hand strengthen reception education students in competencies that enable them to find their way in the economic environment. On the other hand, we want to use the learning path to focus on career learning. For this theme, we base ourselves on the DuLeGo! methodology, which was developed within GO! in the context of dual learning, based on the career competencies of Jos Akkermans and insights from research by Marinka Kuijpers. In order to support young people in career learning, it is very important to facilitate activities in which they can gain experience in order to get to know themselves better. Learning activities or active citizenship projects, whether in the classroom, at school or elsewhere, can be a starting point for this.

In addition, guiding young people in (learning to) reflect is crucial. Qualitative reflection leads to insight into one's own qualities, motives and concrete, challenging action points about one's own educational career or orientation towards the labour market in the short and longer term.

Research into the careers of Flemish reception education pupils and reception education teams shows that a significant part of the reception education youngsters who arrive in Belgium at a later age (16+) after one year reception education want to make the transition to a vocational training or the labour market for various reasons. Recent research shows that soft skills among young people are important in finding and keeping a job. With the Active Citizenship learning path in reception education, we try to support young people in the development of broad citizenship competences that enable them to actively shape society and to make a successful study and/or career choice with attention for lifelong and life-wide learning.

You can download the complete learning path from the website under the 'Learning path' section.

We asked some students from a pilot school what they thought was important in the learning path and what all young people in Belgium should learn at school. Some of their reactions:

"I am very keen for young people in school to learn to deal with disagreements and to learn to disagree."
(Soma,15j - reception education GO! Next KTA2)

"All pupils must learn to listen to each other and to deal with other cultures and discrimination. I've seen quite a lot of discrimination in Belgium."
(Kamar, 14 years - reception education GO! Next KTA2)

It is very important that [reception education-] youngsters at school not only study the easy directions. They can also become politicians, for example. ”
(Soma, 15 years - reception education GO! Next KTA2)

I think that in Belgium people need to know and learn about different cultures. If we can't learn from each other, we can't understand each other."
(Nicolas, 12 years old - reception education GO! Next KTA2)

"I want to be a mechanical genius later!"
(Ilyas, 16 years - reception education GO! Spectrum school)

Competence-based work on active citizenship in reception education

Coaching reception education youth in their growth towards active citizenship, how do you do that?

Competence development and active citizenship in reception education

As we indicated earlier, active citizenship is a process and a result. In order to provide young people with the tools they need to participate fully in society, it is not enough just to develop knowledge about society. The most recent studies on citizenship education in Flanders illustrate that our young people have an above-average international political knowledge, but that there are major challenges in terms of interest in the elections, appreciation of cultural diversity and the general degree of participation of pupils, parents and teachers in the school community. This illustrates that, for 21st century citizens, knowledge about citizenship alone is not enough; it must be applied on the basis of skills and attitudes. There is therefore a need for a competence-based approach.

This challenge is probably no different for foreign-speaking newcomers. The knowledge, skills and attitudes that they have developed in the past in their home country or during their flight are probably different from those of pupils without an escape background. However, this also provides an equally rich basis for the further development of citizenship competences. The focus on competencies - without unilaterally focusing on (pre-)knowledge - can, in our opinion, meet the awareness, recognition and further support of the talents of reception education youngsters. A competence-based approach allows us to start from a power-oriented view of non-Dutch-speaking newcomers.

In addition, a competence-based approach to active citizenship also allows for a better balance in reception education between formal and informal learning by paying attention to:

- **experiential learning:** building on and encouraging reflection on experiences gained by pupils in more informal contexts. Pupils are active citizens both at school and outside the school gate. Citizenship competencies are therefore also developed outside the school gate. Bringing these experiences into the school context on the one hand creates opportunities to design authentic and very diverse learning environments and to bridge the gap to in-depth learning in the formal context of the school and on the other hand makes it possible to make (citizenship) qualities of young people visible and to recognise them.

- **Practical learning: to** actively put pupils to work in school (or elsewhere) and to let them take control of their own learning process in order to achieve their goals. The focus of competence-based work on active citizenship is on skills. Knowledge is important but serves as an important prerequisite for the in-depth development of skills. Exercising skills is a process that can be facilitated through, among other things, practical learning.

Competence development and empowerment

In the introduction, we explored the relationship between active citizenship, social vulnerability and empowerment. In this section, we will examine in more detail how competence development can contribute to the empowerment of the individual (at the micro level).

Zimmerman, one of the founders of the theory of empowerment, defines **empowerment of the individual as** follows (Van Regenmortel, 2002): "*Empowerment is seen as a process by which individuals acquire mastery of their own lives and achieve democratic participation in their community life.* "

He explains the concept of mastery on the basis of 3 core concepts. We link these core concepts to the concepts of knowledge, skills and attitudes that form the basis for competence-based education.

- We can link *'critical awareness' to the* knowledge component of competencies. In order to increase the mastery of pupils, knowledge of social structures and mechanisms is needed. This knowledge is an essential part of the learning path Active citizenship in reception education.
- The second key concept of *'participation'* refers to the behavioural component and can be linked to the learning path skills that young people need in order to be able to participate fully in society as active citizens.
- The last core concept, *'control or resilience',* refers to individuals' belief in their own capacities and ability to change things. The latter core concept can be linked to numerous attitudes within the Active Citizenship learning path.

The parallels between the threefold division within the concept of 'mastery' and the development of competencies show that competence-based working on active citizenship can be a useful approach to working on empowerment.

We would like to emphasize that competence development among (reception education) young people on an individual level cannot be dissociated from the responsibilities of other citizens, groups, organizations or institutions that are further in their empowerment process to create the conditions to enable empowerment of others. In this way, it becomes a shared responsibility of all citizens in a society.

Competence oriented working with the learning path Active citizenship in reception education The competence-oriented learning path action citizenship has been built up from knowledge content (K), skills (V) and attitudes (A).

Knowledge content indicates what concepts, theories or strategies students need to master a skill.

Points of attention:

- It is not intended that pupils should rehearse this knowledge as factual knowledge. This is more about conceptual and procedural knowledge. The focus is therefore on understanding and applying concepts, theories and strategies.
- a concrete interpretation or definition of knowledge content are not given in the learning path. Many of the knowledge contents relate to major concepts, strategies or theories of which no clear definition can be found or is desirable in the literature. Different sources offer richer content than an unambiguous definition.

Skills are an action that refers to a level of proficiency in Bloom's taxonomy.

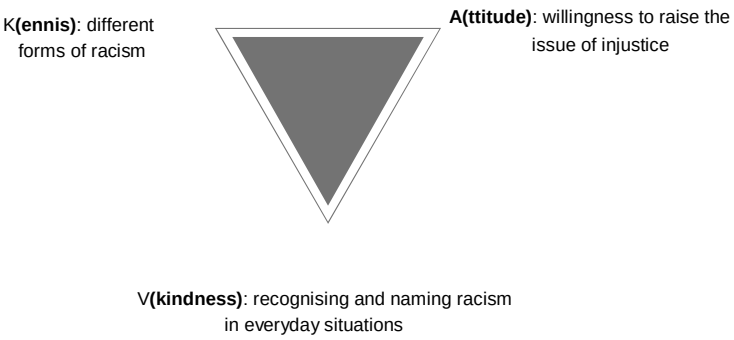
Point of attention: when working on active citizenship in a competence-based way, we put the emphasis on these skills. There are also often several skills in the learning path for one knowledge content in order to allow students to practice knowledge content on the basis of different skills. The different skills in a knowledge content usually have a different level of proficiency.

Attitudes describe an underlying attitude.

Point of attention: attitudes can only be pursued by putting pupils to work in depth with the knowledge content and skills. Measuring attitudes is not an end in itself.

The knowledge, skills and attitudes in the learning path are inextricably linked to each other and together form a competence. Within competence-based education, it is not useful to take these three apart or to offer them separately in an educational setting. An example on the next page makes it clear that in-depth learning can be achieved by focusing on competencies and by putting knowledge, skills and attitudes first and linking them together.

Out of the main competence Sustainable living together:

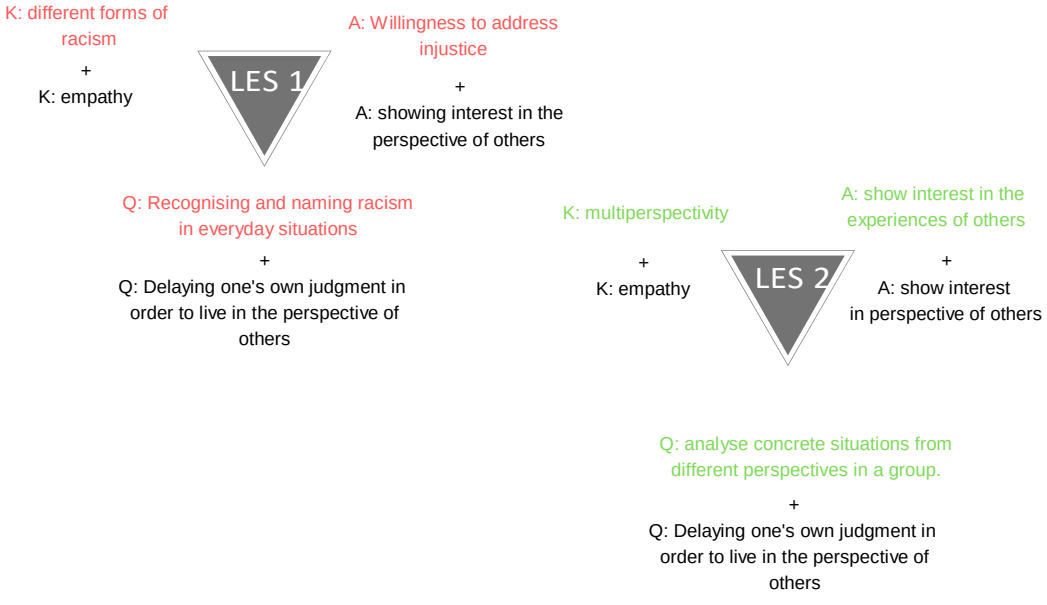


Pupils who can theoretically describe different forms of racism, but who cannot link them to their daily lives, only become theoretically active citizens.

Pupils who are able to recognise and identify visible forms of racism in everyday situations but have little knowledge of more subtle forms of racism will be less able to recognise and identify these manifestations of racism.

Combining knowledge and skills leads to an in-depth learning process with possible positive effects on the attitudes to be pursued.

The Active Citizenship learning path in reception education is designed in such a way that teachers can combine competences from different main competences or clusters in a lesson design or project. This encourages the **transfer of** skills to different contexts. The same skill can therefore be practiced with different knowledge contents. An example of 2 lessons in which the same competency from 'Communicating' is offered in combination with another competency from 'Sustainable living together' makes this clear.



The skill of *'postponing one's own judgement in order to put oneself in the perspective of others'* can be practiced in situations around racism as well as in situations in which different perspectives on a situation are discussed.

The Active Citizenship learning path and the reception education development goals

Coaching young people in reception education in the development of citizenship competences is related to the development goals for reception education. Working on active citizenship can go hand in hand with strengthening pupils in language development. The Active Citizenship learning path contains many competences that can be linked to both linguistic and general development goals. Below, we explore both general links between the linguistic reception education goals and the learning path as well as specific links.

General links between the Active Citizenship learning path and the reception education language goals (OD1-OD17)

The sub-aspects of the reception education objectives offer many opportunities to add or start citizenship competences to learning activities that focus on linguistic objectives.

- **Processing level**
  The competencies in the learning path can be seamlessly linked to the development goals of reception education. After all, active citizenship aims to encourage pupils to actively work with written and oral texts. In concrete terms, this means for students that they select information from different sources (structuring level), compare it (assessing level) and test it against other frames of reference, including their own frame of reference (assessing level). This means that the competencies in the learning path are often at the structuring and assessing processing level. But descriptive skills are also important because they have to guarantee a good understanding of the texts. Good understanding forms the basis for all more complex tasks.

- **Text types**
  The development goals for reception education focus primarily on informative and prescriptive texts. Opinive, persuasive, narrative, argumentative and artistic-literary texts can be complementary here. Within the Active Citizenship learning path, all types of text can be used, both verbally and in writing. Discussions, discussions during group activities, participation in a debate, newspaper or magazine articles (online and offline), feedback discussions, a student portfolio, ... are text types that lend themselves well to working on citizenship competences.

- **Contexts**
  The Active Citizenship learning path offers many opportunities to work around competences from everyday life, the pupils' world and the social context. In addition, the 'work-oriented competences' section contains career competences that help pupils to develop their own learning pathways.

- **Communication partners**
  Active citizens are skilled in intercultural communication, detecting and avoiding misunderstandings in communication, non-violent communication, digital communication, participation in debates... this with fellow students, teachers and known (and possibly unknown) adults.

- **Skills**
  Active citizenship means that pupils can critically process information from all kinds of sources. To achieve this, receptive listening and reading skills are important. In addition to the critical processing of all kinds of information sources, interacting with fellow pupils, peers and adults in their own environment is of great importance. In the learning path the majority of the competencies contain not only receptive skills but also productive and interactive skills.

  In summary, we can state that the learning path Active Citizenship can provide input in the area of all parts of the linguistic goals.

Specific linking of reception education objectives to the learning path Active citizenship

In addition to the general links as elaborated above, we make a proposal to link all reception education objectives directly to competences from the learning path. This proposal can be found in the document 'Specific link reception education-goals - learning path Active citizenship' on the website www.gofier.be under the section 'Learning path'.

"Our reception education has many linguistic objectives. The most important thing is that we teach students to enter into a clear dialogue and to communicate with each other in a respectful way. These elements coincide nicely with the competences from the learning path."
(reception education coordinator GO! Next KTA2)

PART III:
Designing a living and learning environment for active citizenship in reception education

Towards a broad citizenship culture at school

Working in the classroom on knowledge, skills and attitudes to strengthen citizenship competences is impossible without a good citizenship culture in school. It is important to start from the uniqueness of the school itself.

For GO!, the Free University of Brussels (VUB) investigated which **school variables** positively influence citizenship. An overview of the school variables that are part of a good citizenship culture is given in the table below. Schools can use this to improve their citizenship culture.

Pupils participation	Participation goes beyond the formal pupil council or school council. It is a culture that permeates the whole school; a culture that emphasises the equality of everyone in education and in which dialogue is paramount. The different participants have their possibilities and limitations. Support ensures that equivalence is not compromised and is based on the freedom of choice or autonomy of each participant. Participation means having as much say as possible (discussing problems, goals and routes) but also shared responsibility for the decisions taken. This culture is expressed both in the informal dialogues and in the formal participation structures such as pupils, parents' councils and school boards.
School rules	There is a safe school environment with clear and fair rules that are applied consistently. In addition, problems are solved by a collaboration between the school team and pupils.
Peer support	Youngsters consult their questions and problems with peers of their age or lifestyle. They're looking for support from each other. Peer support is a way of working together and supporting each other. Peers help each other with their own knowledge, insights and experience. Peer' means that you are equal and/or in similar circumstances in many ways. This makes it an improvement in quality: the peer fits in with the young people's world of experience and knows what they need. The school offers an excellent environment in which this fact is stimulated and supported.
Broad school approach	Broad schools aim for maximum development opportunities for children and young people. How do they manage that? By working together with the neighbourhood, parents and all possible organisations - a truly integrated approach.

Engaging with pupils provides insights into the strengths and weaknesses of the school in the field of citizenship culture. The input of the reception education students can help schools to think about these factors and to get an idea of the factors on which the school can focus even more. These school-specific issues have a positive influence on the citizenship competences of pupils, which are being worked on through the learning path.

Active citizenship in the classroom and outside the school

Those who work on the learning path in the classroom and thus explicitly offer exercise space for students to develop their competences, can follow the next steps as a guideline.

STEP 1: Identify the links between the learning path and the series of lessons, projects and themes that are already covered during the lessons. In this way, strengths and possible gaps in citizenship education can be discovered in the classroom.

STEP 2: Establish a planning to work on the basis of the Active Citizenship learning pathway.

STEP 3: Update existing learning material and design new learning activities that focus on those citizenship competences that are not or not yet covered by existing lessons. The section in this text entitled 'The Learning Path for Active Citizenship and the reception education Objectives' can help teachers to design learning environments that focus on linguistic goals and on citizenship competences.

Points of attention:

- **reception education teachers themselves choose the most relevant and meaningful competences from the learning path in the context of their own school and class**. The active citizenship learning path can be implemented by teachers and reception education teams in a way that is in line with the way the school works. It provides inspiration and a structure for a competence-based approach to active citizenship, but should not be seen as an exhaustive list of goals to be achieved.

- **there is no predetermined chronological order in which the** competencies from the learning path are offered. However, it will be noticeable that certain competencies are of a higher level of control than others. Based on the starting position of the students and the class group, teachers themselves decide which competencies they offer in which order and whether they work in a differentiated way.

- working on citizenship competences in the classroom should not be limited to the classroom. Setting up **projects and learning activities in relation to the social context** is crucial in order to be able to talk about *active* citizenship. In the inspiration box on the website you will find some organisations that can support schools in setting up projects on active citizenship outside the school gate.

- For your suggestion, there is a **step-by-step plan** for a lesson design based on the Active Citizenship learning path on the website www.gofier.be under the

section 'Pedagogical-didactical tools'.

The VUB also investigated which **class variables** positively influence citizenship for GO! An overview of these variables is given in the table below. Teachers can use this to improve their citizenship culture.

Openness for discussion	When there is an openness to discussion in the classroom, it means that pupils feel the space to be able to talk openly and honestly about their views on a subject. On the other hand, they must also be able to listen openly to other (different) perspectives of fellow students. This calls for reciprocal interest on the part of pupils. In addition, the students and the teacher are open to the the results of the discussion and a safe environment.
Equivalent handling	Pupils feel that they have access to the same opportunities and have the same duties as all other pupils. They feel like they're being righteous are being treated.
Teacher-pupil relation	The teacher guides, helps, listens and encourages the youngsters on. The teacher is sincerely interested in the young people and sees not only learners, but also young adults. The teacher believes in the young person and all his/her abilities.

Support tools for students and teams in reception education

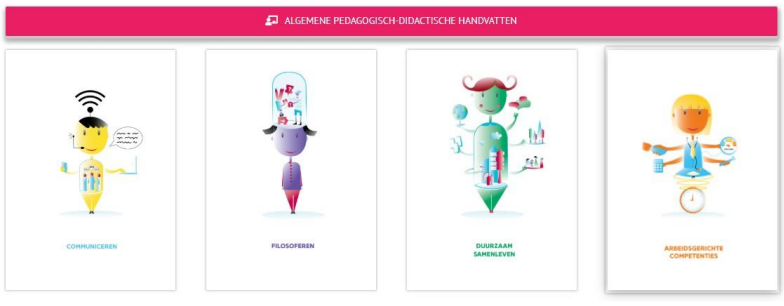
To support reception education teams, GO! developed two supporting tools to work with the Active Citizenship learning path: the Active Citizenship Competence Range in reception education for students (and teachers) and a website with, among other things, an inspiration box to share expertise from practice and academia. We briefly present the tools here and would like to refer to the website www.gofier.be for more information.

The Active Citizenship Competence Range for reception education Pupils

In order to give students within reception education an insight into the competences of the learning path Active citizenship, we developed, in cooperation with Wablieft, centre for clear language, a competency range Active citizenship for students. The competency range contains the four main competencies, clusters and a selection of competencies. The range is less extensive than the learning path and serves as a starting point to make reception education pupils aware of citizenship competences and to encourage them to reflect on experiences in which citizenship competences were discussed. The competency range can be used in different ways. One of the possibilities is to use the competency range as an insertion and coaching tool. The competency range, a manual and an overview of the link between the learning path and the competency range can be found on the website under the 'competency range' section.

The online inspiration box for teachers

On the website you will find an inspiration box with all kinds of inspiring material. GO! collected expertise on active citizenship and reception education and bundled these materials online in the structure of the Active Citizenship learning path. The inspiration box contains concrete teaching material, TED-talks, background literature, insights from research, organisations that can support citizenship education at school, testimonials,... The inspiration box is dynamic and will continue to grow.



The inspiration box does not provide a ready-made elaboration for the implementation of active citizenship in reception education. We are convinced that one prescribed path is neither desirable nor meaningful. Active citizenship comes to life in the context of a school and the local (and international) community around it. However, we are of the opinion that a lot of preconditions can be described in order to arrive at qualitative citizenship education in reception education. With the Active Citizenship learning path, we hope to provide a framework for further work. With the inspiration box, we hope to inspire reception education teams to create meaningful living and learning environments based on this framework.

Suggestions for further steps

This inspiration guide was developed within the framework of the FIER project, a European project on refugees, labour market integration and education. Within this project we have taken many steps and achieved the following objectives:

- the development of a learning path Active citizenship for underage foreign-speaking newcomers in collaboration with a few GO! reception education schools.
- Exploring and developing a prototype for tools that can support the implementation of this learning path in schools.

The learning path, the website with inspiration box and background information and the competency range offer schools a starting package to get started. Are you inspired, do you see the learning path finding its way into your school? Get on with it, experiment and inspire us in your turn.

There are still steps that we GO! would like to take in the future to support schools to start working on the Active Citizenship learning path in reception education. The development of teaching materials, working methods and methodologies in co-creation with reception education teachers, the further development of the online inspiration box and the exploration of the needs for a professionalisation offer for reception education teams are possible further steps.

You can follow further developments via the website www.gofier.be. Do you have any suggestions or would you like more information? Please contact us via the contact page on the website.

Consulted literature

The sources in this list were consulted to write the inspiration guide. This list does not provide a complete overview of sources of inspiration for the development of the Active Citizenship learning path in reception education. Inspiration sources for the learning path can be found on the website www.gofier.be.

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