



Education for Democracy & Youth Engagement in the Context of Educational Reforms

Panel Description

In Canada and Australia, as in other OECD countries, educational reforms have addressed issues of vision, values, voice and action to assure youth engagement and social cohesion, in the face of reported youth apathy especially with respect to the ballot box. These reforms address the provision of curriculum primarily in terms of outcomes, content and pedagogical processes.

Given the recency of such reforms for example in Canadian jurisdiction including the Atlantic provinces, Québec, Ontario, Manitoba and Alberta, research issues abound with regard to the conceptualisation of such curricula, teacher acceptance, implementation processes, student learning, and intended and unintended programme outcomes.

This panel takes up critical perspectives, including political economy and philosophical approaches, to address issues of policy, programme, pedagogical, and conceptualisation involved in education for democracy, within the context of educational reform within the dominant neo-liberal market economy. Particular attention will be given to types of change, degrees of change, change agents, exogenous/ indogenous forces as well as curricular convergence and divergence.