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France – informal learning

FREREF

CITIZED – T 1.1

**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

Name of the partner	FREREF
Contact person	Axel Joder
Researcher(s)	Axel Joder, Liliane Esnault, Monica Turrini, Julie Raouane
Methodology used to conduct the research <i>(please explain how you conducted the research, whether you used qualitative and/or quantitative research; primary and/or secondary sources)</i>	<p>We carried out a web research on Lilo by the following key-words: “éducation civique informelle”, “éducation civique et sociale”; “éducation populaire civique”.</p> <p>We used primary sources from governmental agencies, European organisations, and local NGOs. We also used scientific literature from the pedagogical sciences field (Revue française de pédagogie, Revue vie sociale) found on Cairn with key word “education populaire”.</p>

SECTION 2 – COUNTRY/ORGANISATION

Name of the country/organisation examined	France – informal learning
General overview of the country/organisation policy development in the field of citizenship education	This report is aimed to be complementary to the report on formal education in France. The latter report focuses on formal education within the frame of the “Education nationale”. This report focuses on the practices and policies developed within informal format and mostly in the associative sector.
Longitudinal dimension of the policy <i>(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)</i>	As explained in the formal education report, “place of citizenship within formal education in France is tangible from the Third Republic onwards”. However, formal and informal education both seized the issue of citizenship education at the broader meaning, mainly for the later, through the movement of “popular education”. Popular education can not be clearly defined, and has known various forms in France but also in other countries such as Latin America, that inspired each others. However we are focusing in this report on the movements of popular education in France, which include verious alternative education and pedagogical practices and theories related to philosophy, politics, sciences, sport, playful pedagogy, living-together (vivre-ensemble), lifelong learning, independent thinking, wilinness and capacity to act (pouvoir d’agir) and popular culture.

	<p>The premises of “popular education” started in the XIXth century from various political movements (laïc republican; social christian; revolutionary workers) which each implemented a kind of popular education, mostly targeting young people. During the XXth century, popular education movement is institutionnalised through the format of “association” with the 1901 law. Associations could then ask for subventions from the State. The first “MJC” (Maison des Jeunes et de la Culture - House for Youth and Culture) apperaed in 1948, issued from the Resistance movement. Since 1959, popular education lies under the authority of the Ministry of Youth and Sport. The institutionalisation of the popular education movement goes along some depolitisation of the original approach. Nowadays many activities of popular education is related to the field of cultural and social animation.</p> <p>National volunteering service “service civique” is a top-down policy created in 2010 and aiming at creating national cohesion and social mixity. This policy is following the end of mandatory military service for young male French citizens. This volunterring can last from 6 to 24 months within NGOs or Foundations considered of a “public utility”. The competences acquired during the civic service could be valorised within companies that willingly adhered to the Charta for the valorisation and sensitization to civil services within companies (la Charte d'engagement pour la valorisation et la promotion du Service Civique en entreprise). Volunteers can also turn to the Institute for engagement (Institut de l'Engagement – valorisons les parcours civiques) to be accompanied in elaborating their professional project (and sometime get financial support, contact with professionals and mentoring).</p> <p>Other initiatives related to volunteering can be apprehended in the global set of bottom-up and NGOs initiatives such as mentorship, tutorship, voluntary participation in work camp etc. All these initiative have more or less the same aim to foster solidarity and belonging feelings, social and civic competences such as intercultural understanding and engagement for the community.</p>
<p>Dialectical dimension <i>(please specify any relevant debates concerning the development of citizenship education policy: public opinion's reaction, debates in Parliament; reactions of local communities; etc...)</i></p>	<p>Moral and civic education in formal education is often a topic seized by political parties and its forms and content change according to the political orientation of the government in power. Teaching of civic education, including freedom of speech and laicity, has come to the forefront of the public debate after the dramatic events of Conflans in October 2020. However, this debate does not impact as deep as in the Education Nationale the informal sector, as the civic education content offered by NGO is not the same as in formal education (and seize rarely the topic of laicity for instance).</p>

	<p>More and more NGOs seize the issue of climate change as a component of citizenship education and deliver specific pedagogical content about this theme.</p>
<p>Relevant actors involved in the policies field analysed <i>(please list the relevant actors involved in each policy: for examples, those actors who promoted the policy, those who implemented it, etc..)</i></p>	<p>NGOs' staff, Agence du service civique (under the guardianship of the ministry of national education, youth and Sports).</p>
<p>Names/titles of relevant policies development within the country/organisation <i>(please specify the level of implementation)</i></p>	<p>1. Popular civic education <input type="checkbox"/> International <input type="checkbox"/> National <input type="checkbox"/> Regional <input type="checkbox"/> Local <input checked="" type="checkbox"/> NGO(s)' initiatives <input checked="" type="checkbox"/> Bottom-up</p> <p>2. International volunteering / exchange <input checked="" type="checkbox"/> International <input type="checkbox"/> National <input type="checkbox"/> Regional <input type="checkbox"/> Local <input checked="" type="checkbox"/> NGO(s)' initiatives <input type="checkbox"/> Bottom-up</p> <p>3. National volunteering <input type="checkbox"/> International <input checked="" type="checkbox"/> National <input type="checkbox"/> Regional <input type="checkbox"/> Local <input type="checkbox"/> NGO(s)' initiatives <input type="checkbox"/> Bottom-up</p> <p><i>Any others:</i></p>
<p>KEY WORDS <i>(please identify some key words that reflect the policies' topic area)</i></p>	<p>Unformal, popular education, volunteering, international exchange, young,</p>
<p>Suggestions for case studies <i>(please list some case studies that you believe may be analysed in the next phases of the project)</i></p>	<p>1. Title: Concordia Keywords: volunteering, young, international, unformal</p> <p>2. Title: Afev Keywords: mentorship, unformal, students</p> <p>3. Title:..... Keywords:</p> <p><i>Any others:</i></p>

<p>Expected degree of difficulty in analysing each case study <i>(please indicate the degree of difficulty in analysing each policy and explain why: challenges, lack of bibliography; lack of assessment data, etc...)</i></p>	<p>Case study 1: <input type="checkbox"/> high <input checked="" type="checkbox"/> average <input type="checkbox"/> low</p> <p><i>Why? Did not answer solicitations</i></p> <p>Case study 2: <input type="checkbox"/> high <input checked="" type="checkbox"/> average <input type="checkbox"/> low</p> <p><i>Why? Already in contact with FREREF</i></p> <p>Case study 3: <input type="checkbox"/> high <input type="checkbox"/> average <input type="checkbox"/> low</p> <p><i>Why?</i></p>
<p>Any other relevant comments/details or information</p>	
<p>References <i>(if available, list the references used to conduct the analysis)</i></p>	<p>https://www.service-civique.gouv.fr/page/organisation-de-l-agence-du-service-civique</p> <p>la Charte d'engagement pour la valorisation et la promotion du Service Civique en entreprise</p> <p>https://fr.wikipedia.org/wiki/Service_civique</p> <p>https://www.engagement.fr/connaitre-linstitut/nos-programmes/</p> <p>https://www.lesechos.fr/monde/europe/leurope-la-grande-oubliee-des-programmes-scolaires-1276989</p> <p>https://www.liberation.fr/debats/2018/07/11/education-civique-nouveaux-programmes-vieille-morale_1665811</p> <p>http://www.education-populaire.fr/histoire-education-populaire/</p> <p>https://fr.wikipedia.org/wiki/Maison_des_jeunes_et_de_la_culture</p> <p>Citizenship Education in Europe – Eurydice 2012</p> <p>Framework for action SDG 4</p>
<p>OTHER DETAILS</p>	
<p>Filled by <i>(name, institution, and email)</i></p>	<p>FREREF</p>
<p>Challenges faced in conducting the analysis <i>(if any)</i></p>	<p>This policy is not a unified top-down policy, rather multiple bottom-up initiatives that comes to the same objectives, and we had to work with scattered resources.</p>