

ANNEX 1 – GRID FOR T 1.1

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	
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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>The methodology applied to this research is carried out at two levels :</p> <ul style="list-style-type: none"> ➤ an institutional level, which has enabled us to identify educational policies relating to citizenship education. We consulted the websites eduscol.fr, education.gouv.fr, legifrance.fr, etc. <p>For this level we carried out a web research on Google by the following key-words: “France école education citoyenneté”, “France education nationale citoyenneté”, “France formation enseignants citoyenneté”, “UE école éducation citoyenneté”, “programmes scolaires”</p> <ul style="list-style-type: none"> ➤ a scientific level which gave us access to the studies carried out on this issue. The search engines used were: Education Resources Information Center (ERIC), Google Scholar, Francis, Cairn, Persée, Erudit, Revues.org, Science Direct and Researchgate. <p>As for this level, we carried out a web research by the following key-words: French citizen, French republican school, citizenship education, policies, teacher training</p> <p>We worked from both primary and secondary as well as qualitative and quantitative sources.</p>
SECTION 2 – COUNTRY/ORGANISATION	
Name of the country/organisation examined	France

<p>General overview of the country/organisation policy development in the field of citizenship education</p>	<ul style="list-style-type: none"> • As for France, the theme of citizenship is an important subject first of all in the republican philosophical tradition. It is a central subject in the Nicolas de Condorcet, Jean-Jacques Rousseau and, finally, Emile Durkheim's thoughts. When France was constituted as a modern nation, the elites of the time prioritized finding a mechanism to perpetuate the values and beliefs that they decided best represented what it meant to be French. Durkheim in his essay "The Moral Education" (1902-3, 1925) suggested that the educational system be entrusted with this responsibility, saying that if "society must be learned", it is the school that must perform this task. The mandate of schools subsequently included building a society that was anchored in the national dimension, indoctrinating the citizen in the republican spirit. The place of citizenship within formal education in France is tangible from the Third Republic onwards when we witness a strong comeback in civic education and education (law March 28, 1882). • It is quite interesting that the country cradle of rationalism thought, where the primary goal of educational system is the transmission of the national creed – namely republican creed –, and that two centuries later gave born to the Human Rights Declaration was also the host of the main contemporary councils about citizen education: the "Declaration of Paris" in 2015 where the fundamental values for the European Union as respect for human dignity, freedom (including freedom of expression), democracy, equality, the rule of law and respect for human right, were celebrated, and the Education and Training 2020 Working Group in 2016 a forum for exchange on the key policy issues highlighted in the Paris Declaration, mainly on citizenship, fundamental values and non-discrimination. <ul style="list-style-type: none"> • Furthermore, it is important to note that France is one of the major immigration countries in Europe. Since contemporary times, hundreds of thousands of migrants have moved to France from its former colonies as well as from other continents. The social, cultural and economic repercussions linked to this phenomenon quickly highlighted the shortcomings of the Republican integration policies based on the principle of assimilationism, namely: the State only recognizes equal citizens abstraction made of their origins and no identity claim is considered by French law. The difficulties linked to the management of cultural diversity within French society are manifested implicitly in the request made to young people to incorporate Republican values as early as possible. An appropriation that must be done without a real critical thought. The school system is the key actor in this process. • Nowadays, the main issue concerns the degree of adequacy between Republican values and the social and psychosocial condition of a significant part of its school population. These are mainly students with an immigrant background, both first and second or third generation, who
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	<p>find it difficult to identify with the Republican discourse focused on the ideas of universal egalitarianism and indifference to differences, because they are in experiencing severe forms of social and educational segregation (Bergamaschi, Blaya, 2020a, 2020b).</p> <ul style="list-style-type: none"> • The difficulty of the Republican school - and of its institutions in a broader sense - lies in their difficulty to not concentrating the difficulties and the inequalities of school failure on the “immigrant minorities”, in particular the groups from the former colonies. In other words, to not generate an ethnic penalty for these populations. This situation represents a flagrant contradiction to the enlightenment philosophy which animates the Republican idea of citizenship that the school must transmit.
<p>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></p>	<p>Contextual elements</p> <p>In France, the introduction of citizenship education in the school curriculum is largely explained by the deleterious societal context that the country has been going through for several years: the problems of integration of immigrant populations in the 1960s, the economic crisis and the rising unemployment rate in the 1970s and 1980s, and the development of urban violence and delinquency in the 1980s. In addition, the terrorist attacks that have hit France (most recently in Nice in 2020) have created a strong sense of insecurity among citizens. These events have led to the adoption of a hostile attitude as well as a closure towards the Other and a questioning of republican values and more particularly of the place of the school on its capacity to transmit them.</p> <p>Offer and content for citizen education</p> <p>It’s in this context that the importance of implementing a pedagogy of secularism was reaffirmed. Thus, since September 2015, primary and secondary school pupils in France now have "moral and civic education" on their timetable. The average teaching time allocated per year is one hour per week in primary school and one hour per fortnight in secondary school, or 300 hours over a school year.</p> <p>Moral and civic education in primary and secondary schools pursues three interrelated goals:</p> <ul style="list-style-type: none"> • Respect others (their freedom, their religious convictions) • Acquire and share the values of the Republic which are freedom, equality, fraternity and secularism). From these values, solidarity, equality between men and women and the rejection of all forms of discrimination can be deduced. • Building a civic culture around four areas: sensitivity, rule and law, judgement and commitment.

	<p>Curriculum for moral and civic education in high schools is an extension of curriculum for the whole of compulsory schooling and contributes to the building of pupils' civic awareness. The program associates each of the three levels of the school with a main theme: first, freedom, then society and finally democracy. They allow to approach the meaning and scope of the values of the republican motto: freedom, equality and fraternity, as the foundation of a democratic society.</p> <p>School staff training</p> <p>Citizenship education requires teacher training to work at two levels :</p> <ul style="list-style-type: none"> • at a theoretical level in order to the term citizenship itself can be clarified at teacher level through a historical and conceptual approach (cf. Part I) • at a practical level, which means putting teachers in a position to debate using different protocols. <p>Since 2013, the year where the training of primary and secondary teachers is ensured by the Ecoles Supérieures du Professorat et de l'Éducation – ESPE (since 2019 Institut National Supérieur du Professorat et de l'Éducation - INSPE), a university faculty under the authority of the Ministry of Higher Education and Research and the Ministry of National Education, has been instituted a block of disciplines called “tronc commun” which questions the main socio-educational issues related to republican citizenship, such as secularism and the values of the republic.</p> <p>In addition, many universities offer diplomas dedicated more specifically to the question of secularism, a sign of a desire to promote expertise and know-how in terms of teacher training open to the challenges of our time.</p>
<p>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...)</p>	<ul style="list-style-type: none"> • The emphasis that French institutions put on the cultural and identity dimension of national belonging develops an extreme sensitivity to any behavior suspected of being the spokesperson for any identity claim. This attitude has been reinforced since the “Grand débat sur l'identité nationale” (Big debate on national identity) promoted in 2009 by President Sarkozy. It was a debate / survey addressed to all institutions including schools, which questioned the idea of national French citizenship. The strong accent put on the identification with the republican values yielded a main perverse effect. The debate generated a deep questioning among many young people about the authenticity of their membership to the Nation and contribute to weaken this feeling. The category that felt the most targeted was that of young people from

ethnic minorities, especially Muslims (Tiberj, 2017; Simon, Tiberj, 2017; Bergamaschi, Santagati, 2019; Bergamaschi, 2013).

- A very divisive debate was the one about the scarf wearing at school developed since the late 80's. In 1989 a student was excluded from high school for the first time due to the wear of Muslim veil. In 1994, wearing ostentatious religious symbols was banned from schools by a ministerial decision. From 2004, school Principals have had the right to exclude students wearing headscarves (Law of 15 March 2004). The dominant position of the politicians and intellectuals were in favor of this measure for three main reasons: a) to defend the neutrality of the education system; b) to protect Muslim women from male's domination and patriarchy; c) to fight against any religious fanaticism. Although exclusions from schools were scarce, following this measure, the side effect was to encourage families to lodge complaints with the High Authority for Discrimination and Equality (Ichou, van Zanten, 2014). The moral and civic education courses then have the mission of transmitting the message that adherence to republican principles is an essential element in becoming a flourishing citizen and benefiting from the protection of the State.

- Studies on what education for democratic citizenship could or should be analyze what each government understands by democracy and point out contradictions between respect for human rights, civic education, local concerns and the desire for a universalist discourse as well as for a rise in patriotism due to recent terrorist events. The debate on citizenship should be situated at the historical, political and philosophical level (Osler, 2009).

- Moral and civic education as a subject, is criticized: it's the only compulsory subject in the curriculum for which there isn't dedicated teaching staff. Indeed, it's usually taught by history and geography teachers, with no specific initial training.

The issue of citizenship is particularly vivid in France. Recently, there was an attempt to introduce the same regulations concerning the wearing of visible religious belonging signs and more particularly in higher education. The amendments (28, 94, 555) to the recent bill titled "Respect for the principles of the Republic", tabled by the LR parliament members and aimed at prohibiting the wearing of the veil at the university were rejected on the 19th of January 2021. As in some other

	countries, the issue of citizenship and education for citizenship in schools takes some political aspects.
<p>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..)</p>	Ministry of National Education, school management staff, teachers, parents, pupils, associations
<p>Names/titles of relevant policies development within the country/organisation (please specify the level of implementation)</p>	<ol style="list-style-type: none"> 1. Since 1966, International Day against discrimination (march, 1st) <input type="checkbox"/> International <input type="checkbox"/> National <input type="checkbox"/> Regional <input type="checkbox"/> Local <input type="checkbox"/> NGO(s)' initiatives <input type="checkbox"/> Bottom-up 2. Since 2015, Citizen course (Education morale et civique) <input type="checkbox"/> International <input type="checkbox"/> National <input type="checkbox"/> Regional <input type="checkbox"/> Local <input type="checkbox"/> NGO(s)' initiatives <input type="checkbox"/> Bottom-up 3. Since 2013, Charter of secularism <input type="checkbox"/> International <input type="checkbox"/> National <input type="checkbox"/> Regional <input type="checkbox"/> Local <input type="checkbox"/> NGO(s)' initiatives <input type="checkbox"/> Bottom-up 4. From 2004, school principals have the right to exclude students wearing religious symbols in ostentatory way <input checked="" type="checkbox"/> International <input type="checkbox"/> National <input type="checkbox"/> Regional <input type="checkbox"/> Local <input type="checkbox"/> NGO(s)' initiatives <input type="checkbox"/> Bottom <p><i>Any others:</i> parents' toolkit, cultural diversity world day for dialogue and development (may, 21st), The Council of the Wise Men of Secularism</p>
<p>KEY WORDS (please identify some key words that reflect the policies' topic area)</p>	Key words: education, school, pupils, citizen, citizenship, policies, diversity, secularism, discrimination, peace

<p>Suggestions for case studies (please list some case studies that you believe may be analysed in the next phases of the project)</p>	<p>Not identified yet</p> <p>1. Title:..... Keywords:</p> <p>2. Title:..... Keywords:</p> <p>3. Title:..... Keywords:</p> <p>Any others:</p>
<p>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...)</p>	<p>Case study 1: <input type="checkbox"/> high <input type="checkbox"/> average <input type="checkbox"/> low</p> <p>Why?</p> <p>Case study 2: <input type="checkbox"/> high <input type="checkbox"/> average <input type="checkbox"/> low</p> <p>Why?</p> <p>Case study 3: <input type="checkbox"/> high <input type="checkbox"/> average <input type="checkbox"/> low</p> <p>Why?</p>
<p>Any other relevant comments/details or information</p>	
<p>References (if available, list the references used to conduct the analysis)</p>	<ul style="list-style-type: none"> • AUDIGIER François (1999). <i>L'éducation à la citoyenneté</i>. Lyon : Institut national de recherche pédagogique (INRP). • AUDIGIER François (2007). « L'éducation à la citoyenneté dans ses contradictions ». <i>Revue internationale d'éducation -Sèvres</i>, n° 44, p. 25-34. • BANKS James A., MCGEE BANKS Cherry A. & CORTES Carlos E. <i>et al.</i> (2005). <i>Democracy and Diversity: Principles and Concepts for Educating Citizens in a Global World</i>. Washington : Center for multicultural education. • BEN AYED, C. (2015). <i>La mixité sociale à l'école</i>. Paris: Armand Colin • Bergamaschi, A., Blaya, C. (2020a). « Religions and Laïcité in the French republican school ». In Laura Zanfrini (eds), <i>Migrants and Religions : Paths, Issues and Lenses. A multidisciplinary and multi-sited study on the rôle of religious belongings in migratory and integration process</i>. Amsterdam: Brill, p. 752-767. • Bergamaschi, A., Blaya, C. (2020b). <i>The French Case: Teacher Initiatives in a Difficult Context for Intercultural Education</i>. In Cinzia

	<p>Pica-Smith, Carmen N. Veloria, Rina Manuela Contini (eds). <i>Intercultural Education: Critical Perspectives, Pedagogical Challenges, and Promising Practices</i>. Nova Scientific Press – Boston, p. 239-255.</p> <ul style="list-style-type: none"> • Bergamaschi, A. (2013). Adolescents and prejudice: A comparative study of the attitudes of two European adolescent populations regarding the issues that are raised by increasing cultural and religious pluralism. <i>International Journal of Intercultural Relations</i>, 37, 302-313. • Bergamaschi, A., Santagati, M. (2019). When friendship is stronger than prejudice. Role of intergroup friendships among adolescents in two distinct socio-cultural contexts of immigration. <i>International Review of Sociology</i>, 29(1), 36-57. • EURYDICE (2005). <i>L'éducation à la citoyenneté à l'école en Europe</i>. Bruxelles : Eurydice. • HOSKINS Bryony, VILLALBA Ernesto, VAN NIJLEN Daniel & BARBER Carolyn (2008). <i>Measuring Civic Competence in Europe: A composite Indicator based on IEA Civic Education Study 1999 for 14 years old in School</i>. Ispra (Italie) : Institute for the Protection and Security of the Citizen: Joint research center. • Ichou, M., Van Zanten, A. (2014). France. In Peter, A. J., Stevens & Dworkin A. Gary, <i>The Palgrave Handbook of Race and Ethnic Inequalities in Education</i> (328-364), London: Palgrave MacMillan. • LELEUX Claudine & ROCOURT Chloé (2010). <i>Pour une didactique de l'éthique et de la citoyenneté : Développer le sens moral et l'esprit critique des adolescents</i>. Bruxelles : De Boeck. • PAGONI Mara & HAEBERLI Philippe (2009). « Participation et éducation à la citoyenneté ». <i>Carrefours de l'éducation</i>, n° 28, p. 3-8. • SCHULZ Wolfram, AINLEY John, FRAILLON Julian <i>et al.</i> (2010). <i>Initial Findings from the IEA International Civic and Citizenship Education Study</i>. International Association for the Evaluation of Educational Achievement (IEA). • Simon, P. & Tiberj, V. (2017). <i>La fabrique du citoyen. Origines et rapport au politique en France</i>. INED, Documents de travail, 175. • Tiberj, V. (2017). <i>Les citoyens qui viennent: Comment le renouvellement générationnel transforme la politique en France</i>. Paris : Presses Universitaires de France.
OTHER DETAILS	
Filled by <i>(name, institution, and email)</i>	
Challenges faced in conducting the analysis <i>(if any)</i>	

ANNEX 2 – GRID FOR T 1.2

CITIZED – T 1.2 REPORTING GRID FOR THE CASE STUDY <i>(6-8 pages)</i>	
Section 1: PARTNER INFORMATION	
Name of the partner	
Contact person	
Researcher(s)	
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>	
Section 2: CASE STUDY	
Name/Title of the policy	
Level of the policy implementation <i>(more than one field may be indicated)</i>	<input type="checkbox"/> International <input type="checkbox"/> National <input type="checkbox"/> Regional <input type="checkbox"/> Local <input type="checkbox"/> NGO(s)' initiative <input type="checkbox"/> Bottom-up <input type="checkbox"/> Other <i>(please specify.....)</i>
Country/organisation in which the policy is/was implemented	
Region, city, or area of implementation <i>(if relevant)</i>	

<p>KEY WORDS <i>(please identify some key words that identify the policies' topic area)</i></p>	
<p>Scope of the policy</p>	<p><input type="checkbox"/> Teachers' training policies</p> <p><input type="checkbox"/> Policies generically directed to students and citizens which include tools for teachers</p> <p><input type="checkbox"/> Curricula-related policy</p> <p><input type="checkbox"/> WSA- related policy</p> <p><input type="checkbox"/> Partnerships: <i>please specify</i></p> <p><input type="checkbox"/> Other.....</p> <p><u>Short description</u></p>
<p>Which needs does this policy address(ed)?</p>	
<p>Description of the policy <i>(please provide a full description of the policies by addressing issues such as: implementing actors, targeted actors, period of implementation, funds, objectives of the policy)</i></p>	
<p>Impact <i>(Please specify what impact this policy could have and cite any relevant impact reports if available)</i></p>	
<p>Longitudinal dimension of the policy <i>(please specify whether and how the policy implementation evolved in order to catch the trends and its evolution. This would allow to understand</i></p>	

<p><i>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></p>	
<p>Dialectical dimension <i>(please specify any relevant debates concerning the policy: public opinion’s reaction, debates in Parliament; reactions of local communities; etc...)</i></p>	
<p>Critical aspects in the implementation of the policy <i>(if any, please specify how the critical aspects were detected)</i></p>	
<p>Upscaling potential <i>(please explain whether the policy has the potential to be reproduced on a bigger scale in the future)</i></p>	
<p>Innovative elements in the policy <i>(please list some of the policy’s elements that can be considered as innovative)</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>OTHER DETAILS</p>	
<p>Contact person(s) <i>(if available)</i></p>	
<p>Web link(s)</p>	
<p>Filled by <i>(name, institution and email)</i></p>	
<p>Challenges faced in analysing the policy <i>(if any)</i></p>	