

CITIZED – T 1.2

REPORTING GRID FOR THE CASE STUDY

Citizenship Passport (Passeport citoyen)

Section 1: PARTNER INFORMATION	
Name of the partner	University Côte d'Azur (UCA)
Contact person	Catherine Blaya
Researcher(s)	Catherine Blaya Alessandro Bergamaschi Iman Ben Lakhdhar
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>	We collected the elements contained in this grid by visiting institutional sites and inserting keywords in different search engines. We interviewed 7 people from the involved institutions: 2 from the department ¹ , 2 from the Local education authority, 2 from the city of Nice authorities, 1 headmaster from a primary school.
Section 2: CASE STUDY	
Name/Title of the initiative	Citizenship Passport (Passeport citoyen)
Level of implementation <i>(more than one field may be indicated)</i>	<input type="checkbox"/> International <input checked="" type="checkbox"/> National <input checked="" type="checkbox"/> Regional <input checked="" type="checkbox"/> Local – We focused on the local area. <input type="checkbox"/> NGO(s)' initiative

¹ France has got a central State that is divided into territorial bodies at three different levels: region, department and *commune* (villages, towns and cities). The State is responsible for curriculum, finance and staff recruitment and has 28 regional offices called *rectorats*. While regions administer higher secondary schools (lycées), departments administer lower secondary schools (collèges) and communes administer primary schools.

	<input type="checkbox"/> Bottom-up <input type="checkbox"/> Other (<i>please specify.....</i>)
Country/organisation in which the initiative is/was implemented	France
Region, city, or area of implementation <i>(if relevant)</i>	Supposedly the whole country but our case study is about Alpes-Maritimes, that is the local area.
Local institution/organisation or other relevant settings	City (commune), County council (Conseil départemental), National education local services (rectorat)
KEY WORDS <i>(please identify some key words that identify the policies' topic area)</i>	Booklet (livret), passport (passeport), course (parcours), citizen (citoyen), primary school (école primaire), lower secondary school (collège), higher secondary school (lycée)
Scope of the initiative	<input checked="" type="checkbox"/> Teachers' training policies <input checked="" type="checkbox"/> Policies generically directed to students and citizens which include tools for teachers <input checked="" type="checkbox"/> Curricula-related policy <input type="checkbox"/> WSA- related policy <input checked="" type="checkbox"/> Partnerships: Ministry of National Education, Departmental Council, city of Nice <input type="checkbox"/> Other..... <u>Short description</u> It is a document of around thirty pages, including one version for primary schools and one for lower secondary schools. Its objective is to promote education for citizenship. The citizen passport is built around 7 themes,

	<p>republican values, citizenship, freedom of expression, solidarity, the duty of remembrance, the environment, sports / health.</p>
<p>Which needs/problems does this initiative address(ed)?</p>	<p>During the Extraordinary Municipal Council on January 19, 2015, organized following the terrorist attacks perpetrated in France, many measures in the areas of security, prevention and education were taken immediately in order to make school children aware of the values of the Republic and to develop citizenship education.</p>
<p>Description of the initiative <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>A circular from the Ministry of National Education was published in the Official Bulletin No. 25 of June 23, 2016. It specifies the implementation of the education to citizenship that was announced on January 22, 2015 by the Minister of National Education, after the attacks the same month of that year. It was one out of the eleven measures resulting from the great mobilization of the School for the teaching of values of the Republic. Four main axes were defined by the Minister:</p> <ul style="list-style-type: none"> ➤ Putting secularism and the transmission of republican values at the heart of the School's mobilization. ➤ To develop citizenship and the culture of commitment with all of the School's partners. ➤ Tackle inequalities and promote social mix to strengthen the sense of belonging in the Republic. ➤ Mobilize Higher Education and Research. <p>It was in this first axis that the citizen's journey took place. Its objective is to promote learning about citizenship as a coherent whole, from primary to high school, so that students learn to become responsible and free citizens. Mainly school-based, this citizenship course must mobilize the entire educational community, which is responsible for its implementation. Through active pedagogy, one of the main challenges is to make students actors in the learning process so that they are empowered to find some meaning in the process and so that it is appealing to them.</p> <p>Measures to raise awareness of the values of the Republic have been set up after the attacks of 2015</p> <p><u>Civic Workshop</u></p> <p>The 1st measure was implemented at the end of January 2015. The civic education workshop is aimed at children from CP to CM2. This workshop is delivered in schools during the Educational Reception Time or during lunch break, once a week.</p>

During this awareness raising workshop, children approach, in a playful way, subjects such as secularism, the articulation of rights and responsibilities, discrimination, the risks related to the use of the Internet, the symbols of the Republic (the Marseillaise, the flag, Marianne, the motto "Liberty, Equality, Fraternity"). The objective is to promote exchanges and discussions around the values of the Republic.

The Citizen passport for primary schools

The second measure implemented in Nice schools is the Citizen Passport. This scheme, developed in close collaboration with the National Education services, as part of the School's great mobilization to teach the values of the Republic, is a tool to educate for citizenship that is unique in France. The Citizen Passport is intended for primary school students (from the first to the fifth year of primary education). It offers various sections and quizzes about France, the Republic and its symbols.

The Citizen passport for primary education

- 2015-2016: this booklet was distributed to more than 20,000 pupils in public and private elementary schools.
- 2016-2017: distributed to more than 6,500 new first year students.
- 2017-2018: the new version was distributed to more than 20,000 students from Year 2 to Year 6.
- As of the 2018-2019 school year, the citizen passport is distributed to primary schools upon request.

An educational and playful booklet that evolves with the child

The Citizen Passport was developed to accompany children in their construction as citizens, throughout primary education. It is progressive and invites them to have fun while learning. Different steps aim to lead children to think about their rights and duties. For example, they learn to:

- Recognize the symbols of the French Republic (flag, anthem, motto, Marianne...).
- Locate on the map of France the main cities of our country.
- Discover the history of France and the main fundamental texts of the French Republic.
- Recognize the great monuments representing the French Republic and the French citizens who have marked the history of France.
- Be aware of the freedom of thought and expression within the school.

A unique tool in France, written by the City of Nice and the French Ministry of Education

This citizen's passport is a first at the national level, both in terms of the tool itself and its manufacture, which has been a total sharing between the services of the community and those of the National Education.

Award

This citizen passport received “La Marianne d’or” in 2016. It’s an award of excellence for cities in France. It honours cities in France and French overseas territories that deserve to have their initiatives, actions and policies to be known and acknowledged, and to become a reference at the national level. However, there is no evaluation of the process that we could get informed about at the moment of the writing of this grid.

We were informed that some changes are under the process to be undertaken, however we do not have any information on what justifies the changes and what their authors are aiming to achieve. As for today, as far as we know, there is no assessment of the quality of implementation and of the impact in terms of awareness raising and learning outcomes about citizenship.

The citizen passport for lower secondary schools

The Citizen Passport for lower secondary schools was jointly developed by the Alpes Maritimes County council and the Local Education Authority (LEA) of the same area.

Objectives of the action / Expected effects

- To standardize the rules of living together through a tool that is shared by all educational staff (school and extracurricular),
- To promote and encourage positive behaviours in children in order to improve individual well-being and the school climate of the school and the classroom,
- To strengthen family-school-society bonds.

The passport for secondary schools was designed with the involvement and contribution of the Youth County council that in cooperation with the Local Education Authority enabled the young people to participate in the designing of the project as genuine actors.

The interviews we completed with two representatives of the County Council and the ones from the LEA showed that although much was invested in the designing and promotion of the project, there was no follow-up whatsoever from part of the two involved institutions who stated they were not be able to organize it. We could not get any information on the participation of schools nor the potential impact of the measure.

	<p>It might be interesting to set up some kind of collaboration with academic research to try and implement it again and to secure some follow-up to assess the existence of any potential impact. Moreover, students might have been involved in the transmission and teaching process to their peers as meta-analyses on school-based interventions show that when the young people are actively involved, interventions are usually more effective (Wilson & Lipsey,. Although the students who contributed to the designing of the project might have improved their knowledge, skills and maybe behaviours, it might be interesting to widen up the scope of effectiveness if any.</p>
<p>Evaluation and impact <i>(Please specify what impact this policy could have and cite any relevant impact reports if available)</i></p>	<p>See above</p>
<p>Longitudinal dimension of the initiative <i>(please specify whether the policy evolved throughout its implementation)</i></p>	<p>The policy directions for the citizen passport haven't changed since its implementation in 2015.</p> <p>After the dramatic events in Nice on July 14, 2016, the Mayor of this city required a new version of this passport. Changes have been made for a new version validated in 2017:</p> <ul style="list-style-type: none"> ➤ Insertion on the cover of the Marianne d'Or awarded in 2016. ➤ Addition of a heading: "In Nice, the Republic and its values were flouted on 14 July 2016". ➤ At the end of the booklet, new pages have been inserted on the citizen pathways for cycles 2 and 3, with concrete examples of citizen actions on the following themes: empathy, law and rules to live in society, empowerment to think in an autonomous way and to dialogue with others, commitment. ➤ Places for action in school and in everyday life have been included. ➤ Finally, pupils are asked to organize an event with their class group that brings together other classes to celebrate a value of the Republic and to illustrate this event with a drawing or photo. <p>However, we do not have any detailed information on what motivated these changes.</p> <p>The City of Nice and the National Education ministry decided to revise this support in depth during the year 2020-2021. From that date, these actions are to be presented within a new edition that will follow the pupils throughout their schooling and will make it possible to formalize, thanks to the activities completed by each pupil, some learning for Citizenship. It will be a question of revising the design of the form:</p> <ul style="list-style-type: none"> ○ Change of format with the transition to a schoolbook type format ○ Improvement of the illustrations and pagination

	<p>Aa for the content, many additions are made:</p> <ul style="list-style-type: none"> ○ Local history (in particular the attachment of Nice to France) ○ Explaining voting and role of the Municipality ○ Extensive mention of local public services ○ Sustainable development ○ Law of 1901, non-lucrative organisations ○ The French-speaking world ○ France in international organisations (UN, UNESCO...) <p>Finally, the passport will be further integrated into a global and coherent civic pathway by setting up spaces for stamping and thus acknowledging the activities taken by pupils.</p>
<p>Dialectical dimension of the initiative <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 initiative <i>(if any, please specify how the critical aspects were detected)</i></p>	<p>Each critical aspect was identified through interviews with those involved in the development and follow-up of the Citizen Passport.</p> <ul style="list-style-type: none"> ➤ Every year, its use is to be questioned according to the context of the territory. ➤ Its objectives and use must be re-explained regularly, especially due to the turnover of the school staff. ➤ It's implementation by teachers and use among pupils was not assessed. ➤ Its distribution to all schools in the territory was not checked. ➤ School headmasters were not keen to be in charge and to distribute and implement the Citizen Passport ➤ There is no dialogue between the institutions in charge of primary education and the ones in charge of secondary education and as a consequence no continuity whatsoever was planned between the two levels of education. Moreover, the citizen passport for lower secondary education is for years 9 and 1^a while primary education ends with grade 6. This means there is a gap for grades 7 and 8 which seems rather incoherent.
<p>Upscaling potential <i>(please explain whether the initiative</i></p>	<p>The goal is for all schools in France to develop a Citizen Passport.</p>

<p><i>has the potential to be reproduced on a bigger scale in the future)</i></p>	
<p>Innovative elements in the initiative <i>(please list some of the initiative's elements that can be considered as innovative)</i></p>	<p>The new version of the Citizen Passport, which will be distributed to primary schools on the occasion of the day celebrating Secularism, includes a booklet for years 2, 3, 4 and a different one for pupils in years 5 and 6 in order to respect their learning progression.</p> <p>To involve families in citizenship education, children will have a booklet they can take home. A stamp will be added to each visit to a place related to citizenship education. After collecting several stamps, children will receive goodies. However, we did not get any information on what these goodies are supposed to be.</p> <p>The way the involvement of the young people in their passport activities is a key to success. It was planned that the lower secondary version of the citizenship passport would enable students to take a fifteen-minute oral examination for their lower secondary school final exam (Diplôme National du Brevet). Students can present a project completed in one of the four school axes: health, future, arts and cultural education, citizenship.</p> <p>Another innovative element is in the nature of this learning materail. In an education system as centralized as the French republican education system, it is indeed rare that the implementation of a tool designed by the Ministry is left to the discretion of local institutions. However, the County council nor the Education authorities could provide us with an account of how many students chose this optional test and how they achieved.</p>
<p>Challenges addressed</p>	<p>Challenges addressed are to enable build a culture of a shared moral and civic culture.</p>
<p>Any other relevant comments/details or information</p>	<p>Three interviews were conducted with an Inspector from the Rectorate of Nice, the Citizen Passport referent of the City of Nice and a primary school headmaster. All these people contributed to the realization of this tool.</p> <p>Two interviews were conducted with staff from the Rectorate of Nice (Local Education Authorities) to collect information about the Citizen Passport intended for secondary schools. Despite they knew about the device, these</p>

	two interlocutors had no additional information about dissemination to lower secondary schools nor about its use by education staff.
References <i>(if available, list the references used to conduct the analysis)</i>	Wilson, S. J., & Lipsey, M. W. (2007). School-based interventions for aggressive and disruptive behavior: Update of a meta-analysis. <i>American journal of preventive medicine</i> , 33(2), S130-S143.
OTHER DETAILS	
Contact person(s) <i>(if available)</i>	
Web link(s)	<p>Canopé : https://www.reseau-canope.fr/les-valeurs-de-la-republique/enseignement-moral-et-civique-en-primaire.html</p> <p>Eduscol: https://eduscol.education.fr/588/citoyennete-et-valeurs-de-la-republique</p> <p>Ville de Nice : https://www.nice.fr/fr/actualites/lancement-du-passeport-citoyen/mairie?type=articles</p> <p>Conseil Départemental passeport-citoyen-17578.html</p>
Filled by <i>(name, institution and email)</i>	Iman Ben Lakhdhar, Alessandro Bergamaschi and Catherine Blaya
Challenges faced in analysing the policy <i>(if any)</i>	<p>The policy was designed and launched but there is no available detailed information on how it was actually implemented and what were the outcomes as far as education for citizenship is concerned. This leads us to consider there might have some strong impulse and dedication to start with but that due to various matters such as financial issues, lack of staff (involvement) and a lack of dialogue between the various stakeholders, there was no follow-up whatsoever. This also highlights difficulties due to the division of responsibilities among different stakeholders and territorial bodies with different political orientations, too. For instance, education as a whole is under the responsibility of the National Education Ministry. However, the decentralization process that started in the mid-1980s shared responsibilities among regional and local institutions. Villages, towns and cities are in charge of primary schools, county councils are responsible for lower secondary schools while regional councils are in charge of higher secondary schools. Political orientations differ from one</p>

	<p>institution to the other most of the time, which makes dialogue and even more cooperation challenging although they are to serve shared objectives such as education. It also contributes to the difficulties met to gather detailed and sound information on the education to citizenship policies.</p>
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