

Citizenship education

with children
aged 8 - 12 in France

Conceptual research findings
Empirical study

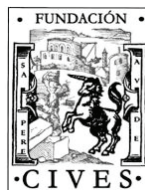
Project-Partner:

DARE
Democracy and Human Rights Education in Europe

AdB
Arbeitskreis deutscher
Bildungsstätten e.V.

cidem.org

VOLUNTEERING MATTERS



CEO
CENTRUM EDUKACJI
OBYWATELSKIEJ

Zentrum
polis
Politik Lernen
in der Schule

BOURGOGNE
la ligue de
l'enseignement
un avenir par l'éducation populaire



ENGAGE

Identifying resources, needs, barriers and opportunities in the national contexts

Citizenship education with children aged 8 - 12 in France

Emmanuelle Alais, Pauline Bozec, Ramy Cham, CIDEM, la ligue de l'enseignement

Conceptual research findings

A. Elements of context concerning the French territory

The "Engage" project takes place during a difficult and complex context in France, notably linked to several factors (structural and circumstantial):

- Of course, it is difficult not to address the attacks of January 2015 against Charlie Hebdo which has placed the entire educational community before a complex reality regarding possible approaches and the transmission of Republican values in school today. We are witnessing the disarray of some teachers who are facing "offensive" behaviour by pupils who lack information on current events.
- Concerning the "Engage" project and the target audience for the study, a difference in the teachings should be noted between 1st degree (a single teacher on almost all of the disciplines) and 2nd degree (a single disciplinary approach by subject does not necessarily facilitate the transversal nature of a 'citizenship' project within the school)
- The school reform implemented in September 2014 introducing new school rhythms with the definition of the Territorial Educational Project that aims to promote and harmonise "coeducation" for a territory between the various levels of the educational community (school, family, and extra-curricular) and with goals of citizens education shared for the more ambitious projects.
- The common base of knowledge, skills and culture with the Decree No. 2015-372 of 31-3-2015 - J.O. of 2-4-2015 bringing profound changes including "Moral and Civic Teaching" and pending the arrival of the related programmes.
- A study conducted nationally involving a certain number of key points and resources for the "Engage" project "National Consultation on the draft programmes for moral and civic education"
- The debates focusing on secularism and Republican values high light the differences that can foster the rise of extremism and obscurantism in France and Europe.

B. Citizens education today

1) Analytical tools used

January 13, 2015, a **press release**⁽¹⁾ is sent by the CNESCO (National Council of Evaluation of the school system) offering in the aftermath of the events a **commentary addressing the theory and practice of "learning citizenship in the French school system: A strong commitment in official instructions, yet a different picture in reality"** providing essential information about the observed gaps between official instructions and the practical implementation of „citizenship education“ in schools in France. Below are some excerpts:

"[...] If France presents a solid school organisation for citizenship education in the school curriculum and official instructions, the implementation of these lessons in classes and the participatory practices of students in the school life of institutions are often at odds with the requirements. The thinking started today, especially through the recasting of

the common base of knowledge, skills and culture as well as the moral and civic education project will ensure the link between school requirements and teaching practices in the field.

[...] In effect, the country has mobilised, since the 1990s, in its programmes and school instructions the three main dimensions that may constitute citizen education: firstly, specifically identified civics classes; secondly, a student participation in the governance of institutions in secondary schools that create a commitment to the public affairs of the school (as class delegates (representatives to the Board of directors or council of high school student life, debates within the hour of class...), and; thirdly, the educational action projects aiming to open young people to actions of citizen empowerment in and out of school. Overall, theoretically, the French model of citizen education has all the appearances of an educational model that is solid and well-articulated between the distribution of knowledge and skills around citizenship and the mobilisation of students seeking to acquire attitudes and citizen behaviour through concrete actions that they may undertake. [...]

[...] It is in the transition from theoretical investment, as it can be seen in the school curriculum and official instructions, to the reality of its accomplishments in the field that one can note the weaknesses in this field of education in France.

The general inspection reports by National Education ministry, including in 2011 and the report of the Mission on the teaching of secular morality of 2013⁽²⁾ address a wide-ranging set of shortcomings and failures in citizenship education in France.

Firstly, if civic education is identified in France as a discipline, under the different labels according to the level of education, and associated with hourly quotas also identified, in fact, these hours of lessons, most often in history-geography are not always provided in their entirety. These hours can be used notably to complete the coverage of school curriculum in other subjects. [...]

[...] Beyond courses in civic education, the gap between, on one side, the intentions cited concerning the participation of students in the governance of their institutional bodies (class councils, etc) and on the other side the reality of this academic life is even stronger. True there are experiences of outstanding institutions mobilised around citizen education, sometimes supported by territorial communities and associations for popular education. [...]"

This press release has all the elements required to carry out an analysis on the difficulties faced in citizenship education in France on all cycles. In addition to these contextual factors, it is the result of civic education implemented since the third Republic with one big difference between the first and second degree.

In parallel, a **"national consultation on the draft programmes of moral and civic education"** was completed in 2014 and 2015 according to the law of July 8, 2013, guidance and pro-

gramming for the school reform of the Republic.

This new teaching is implemented on all levels, from elementary to high school and is applicable from the start of the 2015 school year. The main objective of this teaching is , **to a transmit a base of common values: dignity, freedom, equality, solidarity, secularism, the spirit of justice, the respect for the person, equality between women and men, tolerance and the absence of any form of discrimination.. It needs to develop a moral meaning and critical thinking and allow the student to learn how to behave and act thoughtfully. Finally, it prepares for citizenship and increases awareness of individual and collective responsibility”.**

The consultation took place throughout the national territories, with all the important stakeholders in the school system, expanded to the largest possible number (the rules of the consultation are available in the consolidated document).

This consultation has highlighted the following elements in particular:

The proposal for this new teaching subject has gained widespread endorsement

- The educational community stresses that this teaching (which reaffirms the Republican and democratic values) reinforces the main mission of the school system
- This teaching subject will facilitate the adherence of all members across the entire teaching body
- The project seems coherent and in line with a continuous cross-sectional learning process throughout the entire schooling period
- Concerns have also emerged regarding secularism and its teaching, and the importance of clarifying key concepts
- The question of evaluation is not mentioned in the programmes
- Special attention is drawn to the gap between the expectations of the program and the actual potential of the students

For this theoretical contribution, **attention is paid to cycles 3 and 4 corresponding to the “Engage” project** (for students ages 8 to 12).

The importance, today, of the **transition between elementary school and junior high school** given the substantial gap between them at various levels when it comes to operational matters. Indeed, thinking has started to readjust the cycles and in particular to create a particular link with the cycle 3 which will evolve into an “inter-degree” cycle (this will concern grades 4, 5 and 6). The reform of the schools and in particular, the reform of the junior high school states: *“Junior High School in 2016 will need to better teach fundamental knowledge, training in other skills and have daily operations that are more flexible to adapt to the diversity of the needs of the students.”*⁽³⁾

2) The new common base of knowledge, competencies and culture

With the establishment of the new common base of knowledge, skills and culture, this new cycle will also promote an obligation to greater involvement between primary and secondary education institutions, and will encourage joint work.

We note concrete actions inside primary school establishments with participatory, cooperative and collective projects promoting the involvement of the students before, during and after the implementation of a project. In the secondary education establishments, collective projects exist but are more often subject to involvement, or not, of the educational community in interdisciplinary work. These projects play a strong role in citizen education.

This comes down to the difference in training of primary and secondary school teachers from one teacher covering all subjects in primary school ⁽⁴⁾ to one teacher per teaching subject in secondary school ⁽⁵⁾, and the current teacher training lacking theoretical and

practical tools for learning related to citizenship.

One must “understand the evolution of the teaching profession as well as the politics of certain choices for training, to better analyse the questions being currently asked and benefit from past experience in order to move forward and not simply go backward »⁽⁶⁾, wrote Sylvie Grau.

3) Teacher Training

The matter of training the teaching staff and more widely the entire educational community present in a school should evolve around the “values of the Republic” and the role it takes up today in the various training courses promoting these essential principles. **Finally, the mission of a teacher in the role as an educator towards citizenship needs to be thought about.**

For the educational community, from a broader perspective than the teachers, the education principal advisors (CPE) also, have an important mission on this “civic” education. Nevertheless, they cannot manage the teaching of citizenship” often considered as a poor cousin to the daily workload, and relegated behind administrative considerations” according to a CPE, without the active involvement of the entire educational community.

4) The territories

Another axis that also should be taken into account on issues of education for citizenship is the dimension of national and territorial policies as well as the territory itself that influences investment in institutions more or less directly. This axis creates **inequalities on the national territories** already, with the involvement of local authorities on issues of citizenship, accommodation, extra-curricular activities, with free or paid access, for example on new extracurricular activities, a variable number of structures, trained or untrained personnel, etc.

5) The question of coeducation

The principle of coeducation (relationship between teachers, families, youth, etc.) is often forgotten, each remaining in its role, meeting each other on very rare occasions, unaware of professional trades, missions, issues that people encounter. Transversality exists only on rare occasions with these stakeholders on the topic of citizenship education today despite the establishment in the territories of the territorial educational projects (PEDT).

6) Additional associations, e.g. NFE providers

Not to mention additional associations of public teaching, popular education movements, as used today by institutions such as the public school. Nevertheless, their practices, their knowledge concerning dynamics of non-formal education are a necessary and complementary value.

These associations uphold principles such as ⁽⁷⁾ :

“Educate to ,bring society together’. Work on the development of citizen empowerment respecting the principles of secularism. Fight against determinism, social sorting and discouragement. Participate in the reform of public policies for education on new bases closely associating all educational and cultural institutions, families, communities, associations and youth.

Defend a comprehensive approach of the times and places of education. *With our shared beliefs and our diversity, we wish to reaffirm that it depends on the collective will, be it political or citizen-based , and put the collective wheels in motion to act in synergy and shape our times, actions and places of education, multiple, but all complementary.”*

C. Education in France, the key elements ⁽⁸⁾

“The history of the school laws in France is in fact a social and political history, a history of the Republicanisation of the nation.”

1) The creation of compulsory education for all

The first school laws were essential in the implementation of the French school system with notably the following laws:

- Act of 16 June 1881 establishing primary education for free in all public schools
- Act of 28 March 1882 on compulsory primary education
- Decree of August 2, 1881 on nursery schools
- Law of 30 October 1886 on the Organisation of primary education

2) Secular school, the separation of Church and State

In parallel with the school laws, laws impacting school and particularly the law on the separation of the churches and the State:

- The contract of association Act of 1 July 1901.
- Act of July 3, 1905 law of separation is passed, as a reminder, the first sections of this Act:
 - **Article 1** The Republic ensures freedom of conscience. It guarantees the free exercise of religion under the only restrictions laid down below in the interest of public order.
 - **Article 3** The Republic does not recognise, finance or subsidise any religion. As a result, from January 1 following the enactment of this law will be removed from the budgets of the State, departments and municipalities, all expenditures relative to religions. May however be included in abovementioned budgets expenditures for Chaplaincy services and intended to ensure the free exercise of religion in public institutions such as schools, colleges, schools, hospices, asylums and prisons.

*“The Republicans founded the Republic through the school. ⁽⁹⁾
[...] The republic invests in the school domain: The school becomes a demonstration area, a temple of knowledge (with on its pediment the Republican motto), [...]*

***The school carries its rites:** The schoolboy wears his uniform [...], acquires the behavior of a citizen, undergoing punishment or being valued by the school distinctions [...]*

School communicates the character of the school master, representative of the Republic in the village

School curriculum is fixed [...]

***School shapes the future citizen:** By its courses of history, geography and civics, but also by the rites of the school battalions which exalts the figure of the student-citizen-soldier. [...]*

A slow secularisation of public instruction: The primary school is built around secularism. [...]

The school then reflects the time. In fact, the third Republic adopts a series of provisions which secularise daily public life: removal of Sunday rest (1880), public prayers, religious oaths (1881), authorisation of divorce (1884)... while maintaining the Concordat.”

D. Summary:

In a theoretical analysis of education for citizenship in France, there is a gap between intentions (common base, instructions of National Education, etc.) and practice in schools on the national territory. The implementation of a new common core as well as the redesign of teachings and particularly of moral and civic education programmes especially reintroduced learning for citizenship in a strong way. The implementation also of a new cycle 3, promoting a greater exchange between primary and secondary education should also facilitate the continuity of teachings, not forgetting the training

of teachers who have high expectations and needs of educational resources. This reintroduction would also enhance the missions of teachers as a transmitter of values of living together in France, which are the Republican principles.

Territorial policies strongly involved in investments (on the foundations but also on actions in the territories may be in connection with the citizenship education) inside educational institutions must have a stronger involvement in their territories, allowing them to reduce inequality between territories (urban, rural, etc.).

The events of 2015 in France have strongly influenced and deeply re-questioned these learning settings, therefore actions and partnerships are underway. They will help reappropriate this education, which is essential for living together.

Empirical study

A. Summary of the context around the project ENGAGE

The ENGAGE project occurs simultaneously on two levels - European and national - and is structured along 4 phases for a total duration of 30 months from September 2014 to December 2016.

– Phase 1 which is aimed at assessing the needs and national specific expectations relating to the programme of citizenship education, both in terms of content and learning methodology.

The questionnaire that was delivered, in the beginning phase of the instructional design, will make it possible to identify resources, needs, barriers and opportunities for citizenship education taking into account teachers feedback.

– Phase 2 for the design of an educational module for citizens by all the partners in the project, and translation in each of the five languages of the project.

– Phase 3 for tests in schools partners (3 in each Member State) and adjustment of the material on the basis of the results obtained.

– Phase 4 is the finalisation of the project and the launch of the tool at the national and European level.

We thank all teachers, primary education advisors, institutions, and partners for their valuable participation in this survey.

B. Approach for distribution of the questionnaires

Each questionnaire was distributed to teachers in establishments mostly in the Yonne Department. Questionnaires were also sent more widely in Burgundy and the Paris region. The mobilisation around this survey proved to be complex despite the use of different existing networks. The current context can also be explained by a consultation already organised by the Ministry of National Education, the need to allow time for thinking on behalf of the teachers.

This survey, the empirical part of this project, is not exhaustive. It attempts in particular to conduct a census of resources, needs, barriers and opportunities for citizen education of teachers today.

The different graphs below are provided for informational purposes. These responses will support the creation of tools that are in line with the concerns of teachers at the national and European level.

This survey took place over two months (April 2015 - May 2015).

The questionnaire was built around four sections:

- 1) Nature and objectives of the education for citizenship
- 2) Thematic content of citizenship education
- 3) Pedagogies for the teaching of citizens education
- 4) Teacher training for citizenship education

C. The results of the questionnaires

1) Nature and objectives of education for citizenship

1. According to you, what does „citizenship education“ mean?

Teachers who replied to this questionnaire each have their own definition of citizenship education that can be registered in two different aspects of teaching:

– **A ‚Competence‘ aspect** with inputs around training commitment and understanding of the Republican principles as for ex-

ample this quote: “The main objective of citizenship education is in my opinion to instill in people a real citizen culture based on the respect of others and the collective group.”

– And a **‚Knowledge‘ aspect** providing knowledge, either learning collective rules with feedback such as: , compliance with rules / respect for others‘.

N.B.: The new programme makes it possible to provide answers to these aspects, on the significant contributions taking into account dimensions ‚knowledge‘ and ‚competence ,.

2. In your opinion, what are the main objectives of citizenship education

Separate objectives themselves in direct link with elements of the previous question. Objectives related to:

– **Living together: transmit, develop, promote, participate**
“Is to develop living together... to respect each other and the material, to analyse, position, argue, listen to each other's needs, propose, manage crises... living together at school that would be one of the schools of life outside school...» (In the same way that could be life at home)“

“Then as now, it is said that belonging to a community are those that chose to live together by sharing values and common objectives.”

– **Rights and duties: Provide knowledge on the definition of the citizenship at the legal level**

“Know the institutions that govern us and that make the decisions / know and respect the values of the Republic / respect the differences (physical, intellectual, of traditions).

“Explain citizen's rights and duties.”

“It means communicating the rights and duties of citizens, explaining the functioning of the institutions, freedoms and their limits.”

– **Train the “citizens”**

“The values of the Republic are learned at school, be it through school life or through specific educational actions. They suppose daily work by the teachers in their classes. This citizen education covers all adults involved with students.”

“Provide training to students to prepare their future lives as citizens / give the principles required to live in a society / know and recognise the other => interpersonal relationships in everyday life.”

3. In your opinion, is citizenship education an important responsibility of the teacher?

All responses to this question are 100% positive. The teachers who work in primary or secondary education indicate that education for citizenship is an important mission, but not the only one:

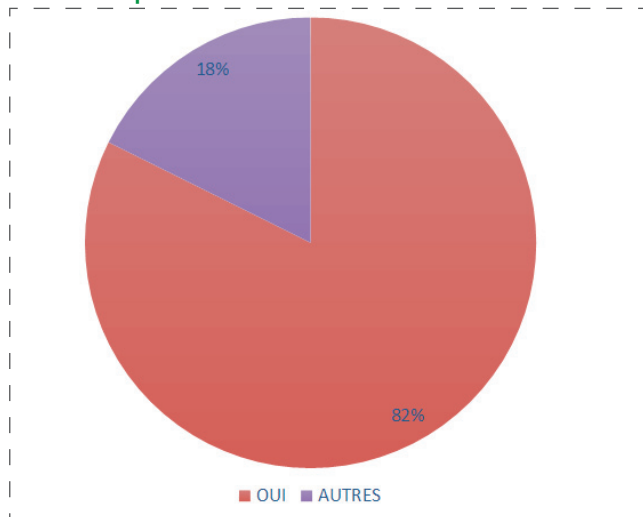
– “Yes of course... the school is an integral part of society”

– “It is an essential task, but to which we cannot give much time.”

– “Yes, the teacher as representative of the State has a mission to provide citizenship education.”

– “Yes, but it is not only the role of teachers. ,’ Parents and others in young people's lives are necessarily affected.”

4. In your opinion, should each teacher contribute to citizenship education?



A large majority of teachers (82%) agree that every teacher should contribute to education for citizenship.

"Educating for citizenship is a cross-sectional theme so all teachers must be able to contribute. , ' However other members of the educational community can also contribute (CPE, AED,...)." "

"Junior high school is a place of collective life where youth can learn the values of the Republic. This is for the student to know, to adapt and to respect common rules. In the functioning of institutions, the rules of procedure define the rights and duties of students. It is essential that each teacher, each adult, working in the institution contributes to citizen education."

"Yes, in its way, but be careful, if we try to be good at everything, we become good at nothing."

18% of responses shown as ,others' represent nuanced responses:

"No, I think every teacher can do it, but this should not be an obligation."

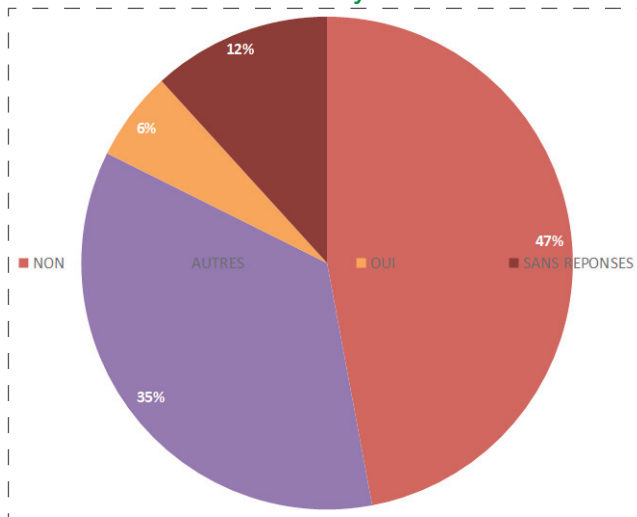
5. If not, which teacher(s) are, according to you, primarily concerned?

The teachers that are most concerned by this question are history and geography teachers. There were a few comments on the identification of this material in scheduling.

"Currently, this discipline does not appear as such in students' schedules." And the hours provided within history and geography courses are badly defined."

"In connection with history, [civics] makes it possible to target the essential elements, life as a citizen should be inspired by historical events to understand the consequences of certain ideas and attitudes. There are (H, G, EC) disciplines that offer educational materials that are clear, easy to identify by the students, to discuss certain aspects of citizenship."

6. According to you, is the space allotted to this discipline in the schedule sufficient? Why?



This question resulted in much less clear-cut responses on the part of teachers.

– 47% responded NO

The space allotted is not sufficient for this discipline. Other teachings (mathematics, French, etc.) generally take up the schedules.

"The time is not sufficient as too much space is provided for teachers of one skill subject, to the detriment of transmitting "knowing how to be" and "know-how" skills."

– 35% with nuanced answers

These responses are in relation to the question about citizenship education: is it a discipline or should it be treated across multiple subjects? The question of evaluation is also raised.

"I think that citizenship education is not only dealt with in certain time slots, but more as a backdrop for a set of disciplines. The difficulty lies in my manner of coordinating actions and evaluating them."

– 6% responded Yes

– 12% provided no answer

2) Thematic content of citizenship education

1. According to you, what are the five most important themes that citizenship education should address?

Among all the themes listed (open question) on the questionnaires by teachers, the most frequently registered are:

- Education for diversity, respect for freedom, the respect for others...
- Respect for the rules and democracy
- Living together
- Respect for the Environment and Sustainable Development
- The values of the Republic, secularism and equality

Then the following themes:

- Citizenship on a daily basis and commitment
- Gender equality
- Solidarity
- ...

2. According to you, what theme(s) should be more/better handled by the citizen education?

This question also being open, there are as many answers as questionnaires, nevertheless interesting points have been identified by teachers addressing broader themes:

"I think that the students live in an „all-digital“ society for which they do not know the rules. So, I think that it is a subject that

should be addressed more by civic education and not just in a „repressive“ manner.”

“Share a common project that engages the future and its political concerns (not politicians), also what is the relationship between the exercise of citizenship and respect for freedoms”.

“The administrative organisation of France (State and local), the rules of democracy, freedom of expression, solidarity.”

1. Empathy / 2. Participation in a collective project /
3. Conflict resolution / 4. Education about differences /
5. Knowledge of local, national, European and global democratic bodies. »

3. In your opinion, what theme(s) is / are the most difficult to handle in class? What are the main difficulties encountered?

The functioning of rules and the values of the Republic: education about secularism, the rules of democracy, the functioning of the institutions that they are political or not, etc.

- Living together
- Respect for differences and notably cultural ones
- Living together based on respect for culture and religion
- Understanding the risks associated with individualism
- Tolerance
- Respect for others
- Listening to each other
- Empathy and conflict mediation

The main difficulties encountered:

The lack of training to address certain themes and the difficulties associated with certain subjects such as the teaching of religion or the difficulties associated with coeducation...:

“The little training that we have in this area (if it isn’t self-study)... the fact of often working alone (no cross-sharing of information on students, not enough perspective on our practice in class in relation to our students, only the difficulties of everyday life and only in solutions to seek, test...”

“Religion, the difficulty is mostly in the tensions that it creates due to the strong impact of communitarianism and that touches on personal identity.”

“Main difficulty: it runs into the upbringing that the child receives at home / the cultural difference of each student.”

“All educational changes in our work is moving toward an adaptation to the specific student, and we ask the student less and less to adapt to the group.”

4. In your opinion, what theme(s) is / are the easiest to handle in class? In your opinion, why?

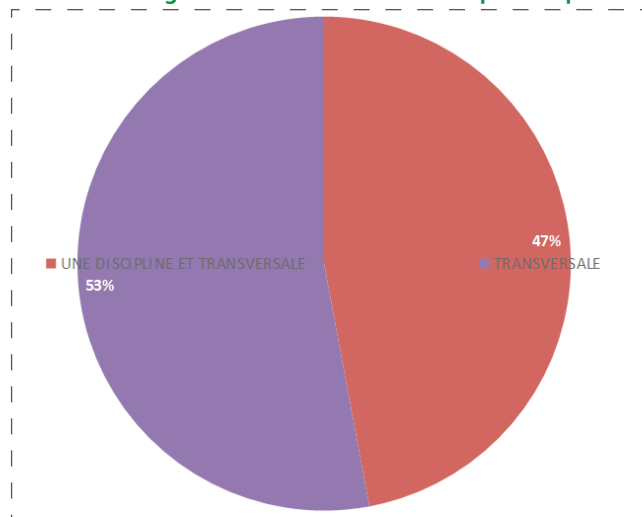
– Legal:

rights and duties, equalities and fundamental freedoms and their limits, the administrative organisation of France, the values of the Republic, human rights and children’s rights...

That which is related to understanding that could be based on texts mainly linked to knowledge.

- For some, they indicate that concerning citizenship education, there is no easy-to-handle theme.

5. Do you think that citizenship education is a discipline in its own right or does it cut across multiple disciplines?



Responses’ regarding this issue is almost unanimous on the transversality of this inter-disciplinary subject matter.

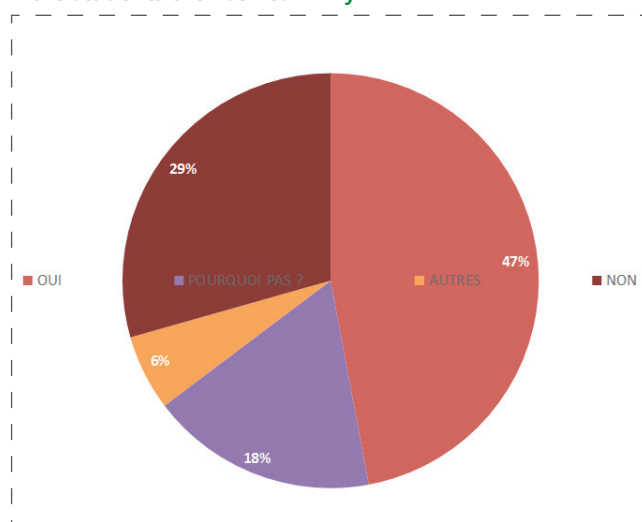
For 53% of respondents, they maintain that there must be a discipline to provide practical knowledge such as the administrative functioning of the French territory but at any rate, there must be a transversality across disciplines.

Some respondents also indicate certain details:

“[Citizen education] concerns all disciplines but foremost the family environment especially education regarding common values. The school can never be a substitute for parents.”

“It is a cross-discipline subject but since it is not dedicated to a single subject, it tends not to be covered very much. Yet we ask teachers to evaluate it through the common base without leaving them the time ‘to study it’.”

6. Do you think that working themes can be chosen by the students themselves? Why?



It is interesting to note that **47% of teachers answered Yes and 18% ,why not?’** making students players through their participation in collective projects, mediation among peers, encouraging initiative-taking, not to mention a common base.

29% of teachers answer no to this question stating that the students could not choose themes by themselves, the knowledge of institutions is important, and guidance is required for them to remain objective, etc.

Regardless of the responses of teachers, many agree to the fact that it is important that students have a teacher as a model, be able to acquire knowledge, etc. primary school teachers answered 100% Yes .

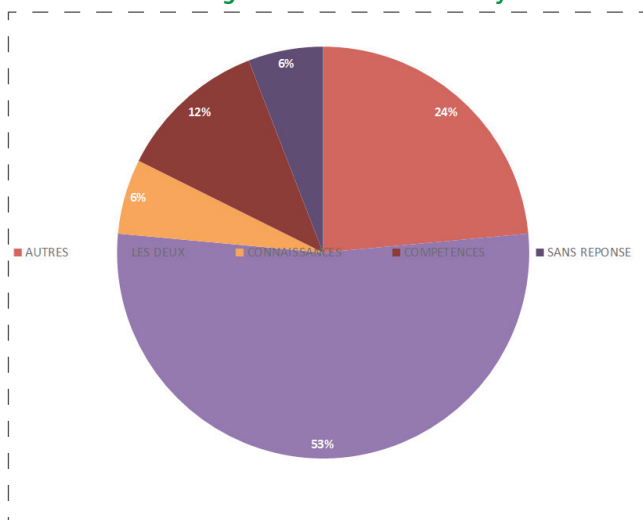
3) Pedagogies for the teaching of citizenship education

1. According to you what are the most appropriate teaching methods for citizenship education? Why?

The most appropriate pedagogies being raised the most are the organisation of debates, presentations by experts, group work...

- The pedagogies associated with formal education :
 - A course of lectures
 - Reflections around texts, posters, newspapers...
 - Research on the internet
 - Watching television reports
 - Creating presentations
- **non-formal education related pedagogies :**
 - Project pedagogy (actions around exhibitions, concrete cases around freedom of expression, etc.)
 - Games and role-plays (real-life situation) / experimentation
 - Exhibitions
 - Cooperative pedagogies

2. According to you, should the citizenship education focus more on knowledge or skills? On both? Why?



A majority of teachers, 53% state that the acquisition of knowledge and skills is required for the learning of citizenship, and living together.

"It must clearly communicate attitudes more than skills and even more than knowledge. Citizen education teaches to be a citizen, it makes no sense if it only teaches intellectual understanding about what means to be a citizen."

"In my opinion, citizen education must communicate knowledge but also understanding, skills. Because citizenship is based on the understanding of the rules but also on knowing how to be."

3. What knowledge? List 5 areas please

Knowledge often listed on the questionnaire:

- Knowledge and history of law and the fundamental texts
- Institutions and administrative operation
- Republican values
- The rights and duties of citizens
- Understanding of the world, society and solidarity

Other knowledge also listed were: teachings of religions, voting, gender equality etc.

4. What skills? List 5 areas please

Knowledge often listed on the questionnaire:

- Observe, listen, speak, analyse, and act
- Respect for each other

- Participate in the development of the acquisition of values (tolerance, solidarity, etc.)
- Participate in the development of critical thinking skills
- Etc.

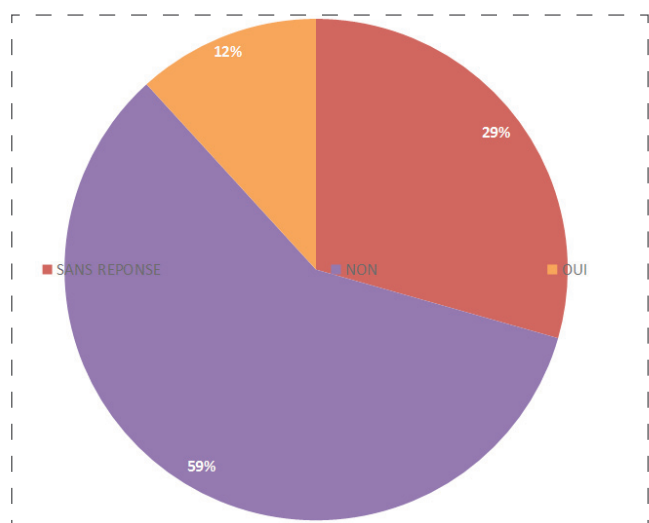
5. According to you, what method(s) of assessment can be put in place?

Responses to this question are numerous, with some questions about the possibility or not of concretely evaluating skill(s) related to citizenship. Nevertheless, some options have been put forward:

- **Collective assessments**
 - Changes in the number of incidents between students
 - Number of collaborative projects developed and acted on by students
 - The quality of social life within the institution
 - The quality of the consultation process on the projects
- **Individual assessments**
 - Assessment of knowledge
 - practical applications
 - Written evaluations in the shape of questions concerning rules, the principles laid down in the texts
 - Oral evaluations during debates (evaluation of reasoning ability and argumentation)

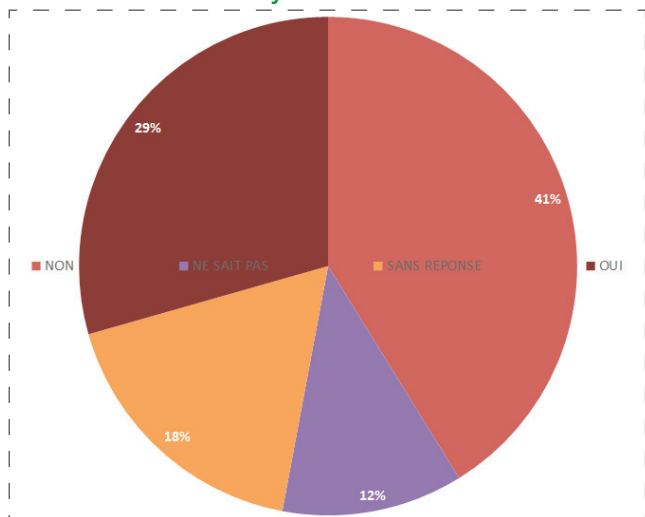
Not to mention the link pointed out with the common-base and programs.

6. Have you ever participated in an innovative project in connection with citizenship education? If Yes, could you please list its main features?



Only 12% of the teachers indicate that they participated in a project in relation to the learning of citizenship within their institution.

7. In your establishment, does collaborative work occur between teachers on this cross discipline? How it work concretely?



Only 29% provided a positive response concerning the implementation of collaborative work between several disciplines.

8. According to you, what is the usefulness of the procedures of democratic election of students and other means of involvement in school life? Would it be useful to develop? Why? How?

These dynamics are obviously important in schools but specific points still need to be paid close attention to such as:

- The recognition of the establishment on the role of delegates
- Do not limit oneself only to these participatory forums which are only a part of a civic engagement and do not forget the rest
- Some teachers think that students are too young to participate in these proceedings

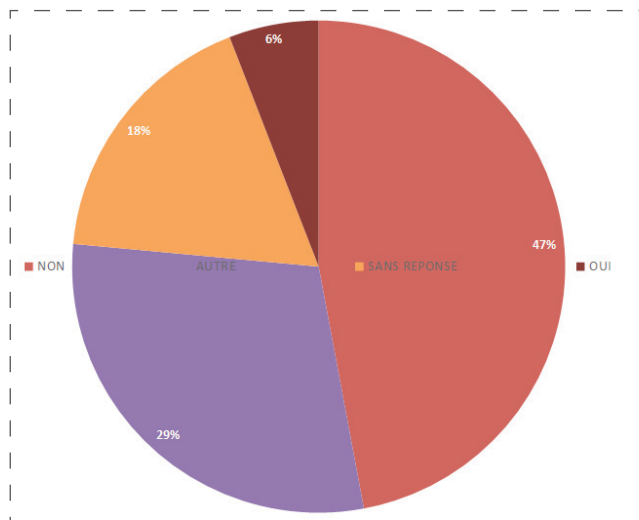
"The participation of pupils in school life only makes sense if student delegates are genuinely recognised in the school establishment and if their opinions are actually taken into account. This means that the institution must be able to actually implement the decisions made by the students."

"They are in my opinion too young for democracy / the presence of students in Board of Directors has no meaning, they do not understand what is happening and generally they are not interested. It is rather counterproductive, in fact."

"The interest is to make students actors within the institution as any individual can be within the society. This allows them to understand how a democracy functions, to then become enlightened citizens. It is therefore in my view important to develop them by strengthening the role of delegates, forming class councils where each student may be granted a special role, by soliciting the opinion of students for certain decisions..."

4) Teacher training for citizenship education

1. According to you, is the initial training sufficient to ensure your missions related to education for citizenship? If not, what should be improved?



47% of teachers think the initial training is inadequate concerning the themes of citizen education.

In particular, according to them, it would be important that teachers learn to highlight the importance of civic attitudes, but some do not see how to improve the training even if they think it is necessary to include a specific training module.

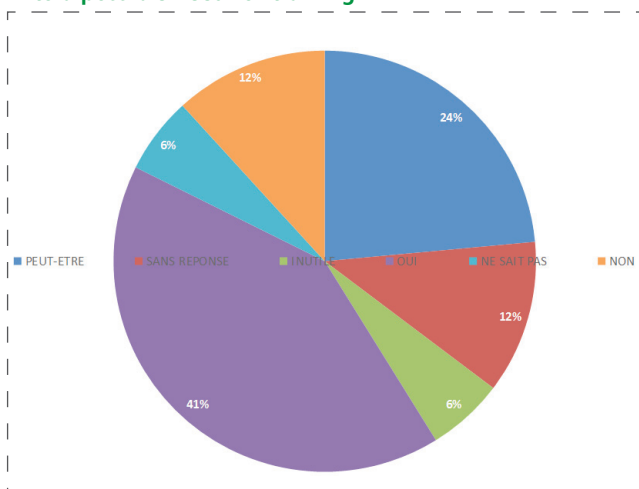
Initial training is important but one should not neglect continuing education throughout the career that has become very rare according to teachers who also offer to «define the skills directly related to citizenship and that are common to all teachers regardless of our specialisation.

2. On a daily basis, how are you preparing to carry out these tasks?

To ensure their responsibilities on a daily basis concerning citizen education, the teachers responded:

- Some improvise because they say that they are lacking analytical tools, sometimes knowledge of certain tools that could help them, and pressure from the programmes also plays a role.
- Some do not prepare for this discipline, and use conflicts or problems in class to share and discuss with students
- No teachers replied that they were preparing to address this subject

3. Is continuing education a way to respond to a possible need for training?



41% of teachers respond that continuing education would meet their needs and 23% „maybe“. They also add that the training should be more brought to the fore, more proposals and training with content that is appropriate to their requests (on knowledge such as political institutions and their developments for example.)

4. Would you say that your needs are more for content or pedagogy? On both? Why?

Here are the teachers responses on this issue, the majority of returns show that the needs of teachers lie in two areas:

Both:

- Work on the knowledge, the understanding and the know-how
- Also be able to call in outside professionals
- Pooling of projects, feedback, exchange of practices
- Understand the attitudes of students, their mode of operation

Contents:

- Provide more knowledge

Pedagogy:

- Transmit values and Republican and democratic values, expectations, knowledge to a child who lives in an ever-changing world of information? Build together despite cultural, generational, and other differences
- Provide real-life postures: dialogue, respect and listening or authoritarianism, harassment and bullying

5. What are your three main needs in terms of training?

According to you, what actor(s) is / are the most competent to address these issues?

The three main needs identified are:

- **Need for techniques:** active listening, discovery of non-formal education, theatre
- **Need for specific professionals:** therapists, psychologists, lawyers, politicians, associations working in the area of citizenship
- **Need to exchange practices and feedback:** description of innovative projects of other institutions, setting up think tanks and discussion groups,...

6. What teaching resources do you use to ensure this mission? List at least 2 examples please

Regarding replies on this issue, **searches on the internet (“unlimited resource”)** won a large majority of responses on the part of teachers, also, the use of their own resources and more ‚traditional‘ media: posters, texts, debates, exchanges...

7. In your opinion, are there not enough/too many educational resources related to education for citizenship? On themes in particular?

On this last question, there are two trends:

- Lots of resources and particularly on the internet, they nevertheless require research and for some, they are more globally based on the educational community (archivist, etc.)
- Little or insufficient knowledge about their existence

For the listed themes, those listed are:

- Empathy
- Accompaniment in citizenship learning
- Respect for others
- Sustainable development
- Health education

D. Summary

The items indicated in the questionnaire by teachers enable us to make a summary of the resources, needs, barriers and opportunities for the learning of citizenship at school for children aged 8-12.

1) Identifying resources

- The internet seems to be an unlimited resource for identifying resources
- Knowledge of existing resources by teachers is very diverse, and fairly little knowledge on the resources at their disposal for this discipline with more ‚traditional‘ networks (dedicated sites, complementary associations, Canope, etc.)

2) Identifying needs

- The contribution of complementary educational techniques: active listening, theatre, etc.
- Continuous training adapted for teachers: theoretical knowledge (for example: knowledge of the public; understanding their mode of operation and their attitudes) and practical contributions
- Promote opportunities for sharing practices between teachers and between institutions
- The contribution of specific professionals

3) Identifying obstacles

- Citizenship education has little space allotted in schedules, and it is necessary to allot time for it.
- Promote a certain transversality to ensure that all teachers become stakeholders in this discipline
- The time to prepare for this discipline also seems to be an obstacle

4) Identifying opportunities

- The establishment of a new cycle 3, promoting work between elementary schools and junior high schools
- The new common base and the implementation of the new programmes with moral and civic education in particular