

From citizenship to education to civic values

In France, it is the revolutionary period that sees the word "Bourgeois" disappear in favor of that of "Citizen". The "Declaration of the Rights of Man and the Citizen" of 1789, fundamental text of the French Revolution which sets out a set of individual natural rights and the conditions for their implementation, symbolizes freedom and equality, respect for the human being and, politically, liberalism and democracy. But in France, citizenship will evolve gradually to embrace the idea of general interest including the rights granted to citizens on the example of the right to vote differently granted to men, women and the military.

Citizenship therefore incorporates humanistic principles, namely respect for others and their differences, and is defined by values, among which are:

Civility: it is an attitude of respect, both with respect to other citizens (politeness), but also with regards to buildings and places of public spaces. It is a mutual and tolerant recognition of individuals among themselves, in the name of respect for the dignity of the human person, which allows greater harmony in society.

Citizenship: it consists, individually, in respecting and enforcing the laws and rules in force, but also being aware of one's own duties towards society. It is a question of acting so that the general interest outweighs the particular ones.

Solidarity: it corresponds to an attitude of openness to others that illustrates the republican principle of fraternity. It has a relationship with the community, common projects. In these conditions, solidarity, which consists of helping the poor, directly or through public policies (such as taxes) is very directly linked to the notion of citizenship.

In France, from the 19th century, citizenship education appears in French schools for children from 6 to 11 years old. It appears only after the Second World War in middle school (11 to 15/16 years) and in the 1990s in high school (16 to 18/19 years). After the social movements of May 1968, civic education disappears to be reintroduced in the 1980s. The majority of European countries have chosen a teaching integrated with other subjects while France is the only country to offer compulsory specific education with dedicated hours (from 36 hours per year in primary and secondary school to 14 hours in vocational high school) during all years of compulsory schooling.

A BVA (market and opinion research institute in France) survey conducted for the National Assessment Board of the school system and the social assistance fund for the National Education, reveals a renewal in the perception of citizenship and its learning by the French.

A richer view of citizenship tends to prevail.

Indeed, if more than 80% of the French answer that they "totally agree" or "rather agree" with the fact that "being a citizen" is "to respect the law" or "to participate in political life" (two classic dimensions of citizenship), themes such as "to defend the right to education for all", "to fight against discrimination" or "to stand in solidarity with the poor" are also acclaimed by more than 75% who firmly anchor citizenship in a social field.

To support this renewed and pluralistic vision of citizenship, the French, long convinced that the civic spirit, values and morals are transmitted mainly in the family, today trust the school more than 70% to participate in the construction of future citizens, alongside with parents. But this judgment appears differentiated according to the age of the respondents: the younger the respondents are, the more they support the idea of the responsibility of the school in citizenship education.

However, some young people sometimes escape these processes of socialization, and it's when they take action that their vulnerability is revealed. It is in these moments that Justice, seized by these situations, entrusts them to us.

Juvenile justice concerns minors in danger (civil action) at the same time as minors who have committed criminal acts (criminal proceedings). In these two areas, it is the children's judge who is competent to take the judicial decision.

Every year, nearly 383,000 juveniles are cared for by Courts, with just over a third in the penal framework (170,000) and the other two thirds in the civilian sphere.

The founding text of juvenile justice, so called Ordinance of February 2, 1945, regulates education for minors in criminal charge. These minors are monitored by our services of the Directorate of Judicial Protection of Youth in the context of alternative measures to imprisonment in open environment, institutional hosting, training and insertion but also in detention (about 3,000 minors each year but figures are in constant increase).

The management of juveniles by the courts is based on essential principles, namely the educability of all, the respect of the rights and freedoms of each one of them, the work on the act and the actions of education; citizenship is always the heart of our interventions.

The various attacks in France in recent years have left our national cohesion capacity and everyone's commitment to the values of our society in turmoil.

Within judicial protection, this has resulted in the creation of the position of Referents for Citizenship and Secularism throughout our national territory. From the outset, beyond the sole mission of evaluation and treatment of situations of radicalized or at risk of radicalization minors, the National Mission of Monitoring and Information (MNVI) of our directorate has set a goal of general prevention through the implementation of actions promoting the values of the Republic, such as "living together" and education for citizenship, including secularism.

This direction is reaffirmed in the February 2018 new government plan to prevent radicalization entitled "Prevention to Protect." Now erected into a public policy in its own right, prevention through the exercise of citizenship (traveling exhibitions: "13-18 questions of justice", "Me, young citizen", ...), must be reinforced to become general for all minors under our responsibility.

Since 2015, nearly 900,000 euros a year have been allocated to the Directorate of Judicial Protection of Youth for the implementation of training actions (for my inter-regional territory, this amount is of 90,000 euros, of which 20,000 went for 4 places of detention of minors).

The actions carried out concern:

- living together, otherness (notion of identity, empathy, interculturality, mutual help and cooperation, humanitarian commitment) whose objective is to bring the young to know to know each others' similarities and differences.

- acquisition of critical thinking information and images decoding, the aim being to get the minor to question himself/herself and to deconstruct the information to which he/she has access to form his/her own opinion),
- fight against discrimination and all forms of intolerance (racist, anti-Semitic, sexist manifestations) whose objective is to deconstruct representations to accept the other in its difference,
- remobilization around the values of the republic, learning democracy, the functioning of institutions, whose objective is to work on the feeling of belonging and what makes us citizens with rights and duties,
- secularism: historical contributions to religious facts, knowledge of freedom of expression, of conscience to provoke debate and to address the rights and duties of secularism.

All the actions financed concern both the training of professionals on the apprehension of these themes as well as the pedagogy of the individual and collective activities to be carried out with the young follow-ups.

The phenomena of polarization and various identitarian withdrawal (religious extremism, politics) that cross our society invite us to be vigilant on citizen issues.

Thus education in civic values can be understood in many ways.

In the first place, it is worth mentioning that the framework for the care of minors is also part of the social law dated January 02, 2002, which places at the center of our interventions the beneficiaries, who are the minors and their families.

The creation of participative meetings (family and youth with professionals) must encourage their involvement in the operational life of our institutions. Thus, the Charter of Rights and Freedoms must be the subject of discussion and exchanges with each minor, individually and/or collectively. The establishment of an operating regulation must also encourage discussions about the rights and duties to be respected by everyone, adults and young people.

In addition, there are national actions in support of services to create an internal synergy and federate young people around common projects vectors of values, such as sharing, solidarity, effort, otherness. Among these actions, it's possible to introduce:

- « **Rêves de gosse** ». This event about hypothetical dreams, created since 1996, promotes the meeting of young sentenced minors and young disabled people around an aerial baptism and a village of entertainment where to present projects carried out by these young people throughout the year; it allows one to learn to accept the other in its difference;
- « **Bulle en fureur** ». This action, based on reading selected comics, allows to encourage young people to give their opinion on these works, to confront them to others, to develop their critical sense but also to learn to make choices and take decisions;
- « **Le parcours du goût** ». Created in 1999, it is about a culinary event (which includes a cooking contest as well as the management of a stand presenting local products from territories where sentenced youngsters are hosted to the general public) to learn to serve others, to manage stress and emotions;
- Finally, the oldest is the "**Michelet Challenge**". Created in 1972, it is a mini-olympic, educational, sporting and civic sporting event, which brings together for one week nearly 350 young girls and boys under judicial control. Each year, a theme is in the spotlight (solidarity, commitment, taste of effort, ...). Beyond the podiums and medals, the challenge is above all an

educational media that pays tribute to Edmond Michelet, who survived from the concentration camps and became French minister of justice in 1959. During the challenge, a ceremony on a Memorial, organized by veterans, allows to pay tribute to the military and civilians killed during the 2 world wars.

As part of all care, insertion and training activities, ... citizen actions are also offered to minors as:

- an intergenerational activity that organizes meetings with seniors living in retirement homes around activity of animal mediation, reading poems,
- activities with LICRA, association specialized in the field of discrimination,
- a writing workshop carried by Amnesty International as part of an "I WELCOME" campaign contributing to the realization of a Slam about minor refugees 3 groups of young sentenced people from different structures (e.g. 34 young people concerned) met to hear their story. This action has also received the prize for civic education through the association of the National Order of Merit,
- performing games around health and well-being,
- a micro-sidewalk activity with a radio partner on topics around citizenship,
- a sharing activity of wheel armchair with young disabled people,
- the creation of a mural fresco based on human values topic in an educational home to promote the transmission between young people who stay there temporarily.

In one of our services in Gironde, a "parent citizen group" brings together, for open discussions, parents, professionals and sometimes external speakers, on topics related to education and citizenship.

In prisons for minors or in closed educational centers, teachers and educators of our directorate are brought to propose various activities such as:

- the ZEN ART workshop, which allows to produce a collective work and to learn collaboration. The very nature of the activity is conducive to self-awareness and dialogue with peers. The cultural and artistic approach is an excellent medium for educational mediation, as the assessments of the projects implemented bear witness to;
- a workshop on digital to understand social networks, the protection of privacy, the phenomena of happyslapping, the cyber-sexuality, pornography, ...

Other actions have shown their interest as those of "testimonies": that of Mrs. Latifa IBN-ZIATEN, the association "Imad for youth and peace", whose son, military, is one of the victims of the Toulouse terrorist attack in 2012; that of David DESCLOS, former recidivist criminal, demonstrating his resilience trajectory throughout a show, to which juvenile prisoners attended with interest. Real support of mediation to accompany the putting in words of the young faces to this possible identificatory model.

As criminal court decisions, minors may be condemned to participate in specific actions designed to work on questions relating to citizenship:

The measure of reparation: this measure intended for the minors favors an individualized educational accompaniment which engages the minor in a restorative step by the realization of an activity or an action for the benefit of the victim.

The repair can be either direct to the victim (letter of apology, repair of degradation, ...) or indirect by carrying out an activity for the benefit of the community such as cleaning a graffiti.

The civic training course: for minors from 10 to less than 13 years old, this sanction aims to organize in collective sessions, modules related to social organization and civic values such as respect for others, solidarity, citizenship...

The course of citizenship: intended for more than 13 years on penal judicial decisions, it aims to remind the sentenced minors the Republican values of tolerance, respect for human dignity and to make them aware of their duties and their responsibilities. For example, it may be a collective training around the use of mobile phones, cyber-harassment or dissemination of photos involving breaches of privacy, sexual harassment via social networks (snapchatt), ... The contents of the citizenship courses deal with discrimination, gender relations, adolescent radicalism, e-citizenship, values of the Republic

To return to the previously mentioned BVA survey, the classical themes of French civic education ("the political and legal institutions in France", "the creation and functioning of European units" ...) are not the most popular, the French preferring to focus on learning values. They are more than 80% to adhere to the introduction, in citizenship education, of topics such as "Human and Child Rights", "gender equality" or "the fight against discrimination". I consider, for my part, that news in France invites us to continue, even to highlight, our work around living together to allow everyone to find place in society.

But this survey also reveals that the institutions of socialization must also be renewed in their teaching methods. Alongside the traditional course of civic education, **more active pedagogies** opening institutions to the outside world are acclaimed.

Nearly 90% of French people support introduction of civic debates, implementation of solidarity or environmental projects, listening of large external witnesses or participation of young people in the life of an institution.

All in all, it is **a new face of citizenship education** that the French are drawing.

These requests are welcome as **international research and** clearly show that while the traditional civic education course improves young people's civic and political knowledge, it is not automatically linked to more developed civic attitudes and commitments, such as interest in politics, sense of political efficiency, actual or expected civic engagement ...).

There is even a paradox when studies show that the rise of civic and political knowledge is not related to more positive attitudes and civic engagement because it is not enough to be an enlightened citizen to go to vote or to engage in a civic life rich in adulthood. It is more the engagement of the young people in civic projects (solidarity, environmental, ...) supported and accompanied by our institutions which would be in link with future engagements in the adult citizen life.

In general, **it is the teaching methods that make the youngsters active by allowing them to appropriate our values** rather than more masterful forms of intervention. Thus, to understand the value of "Fraternity" (which can remain quite theoretical for young people if they are content to read it on the pediments of public buildings and in books), a group of young sentenced people can develop a citizen project in a goal of solidarity in their neighborhoods, helped by teachers, educators, ... and supported by the community.

More generally, the intentions described evoke **an open educational climate** (good relations between professionals and young people, taking into account their point of view, freedom of expression of young people ...) with positive effects on their knowledge and attitudes to develop their involvement in political discussions outside our forums.

In order not to conclude, I will specify that our services of the Judicial Protection of the Youth are strongly engaged in the establishment of a local and national partnership network with associations, foundations, communities to support the actions carried out in education Citizenship (House of Journalists, LICRA, Amnesty International, Cultural Affairs Directorate, ...

Thank you for your attention,

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