Youth Partnership
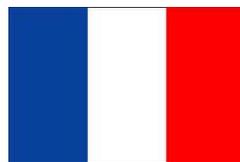
Partnership between the European Commission
and the Council of Europe in the field of youth

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Information sheet
YOUTH AND THE WORLD

FRANCE

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By:

Ministry of National Education

Ministry of Sport, Youth, non formal education

and voluntary organisations

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1. Implementation of a new field of action: "Youth and the World"

How is the field of action "Youth and the World" of the current EU youth strategy transposed in your country?

2. Awareness raising on Global issues

2.1. Promotion of Global Education

Is there any national/regional policy document which lays the legal basis for the promotion of Global Education?   If YES:

Formal Education

A. Human rights and citizenship education

Article 1 of the French Constitution of 4 October 1958 stipulates that, "France shall be an indivisible, secular, democratic and social Republic. It shall ensure the equality of all citizens before the law, regardless of origin, race or religion. It shall respect all beliefs. It shall be organized on a decentralized basis. "

The French orientation and programming law of 23 April 2005 on the future of school states that, "Beyond the transmission of knowledge, the State entrusts schools with the primary task of imparting to students the values of the Republic. The right to an education is guaranteed to everyone in order to allow them to exercise their citizenship". (Extract from the French orientation and programming law on the future of school, 23 April 2005. - Art. 2).

The Education Code stipulates in the first chapter of the General Provisions (Chapter 1, Article L. 121-1) that, "Schools, middle schools, high schools and higher education establishments shall transmit and impart knowledge and working methods. They help to promote coeducation and gender equality, in particular in the field of careers guidance. They contribute to education and civic responsibility and to preventing delinquency. They teach awareness of and respect for human rights as well as the recognition of concrete situations that infringe those rights. They provide an education with contents and methods that are adapted to the country's economic, social and cultural development and to its European and international environment."

Article L 312-15 states that: "Civic education includes, at all stages of schooling, the teaching of the values of the Republic, of an awareness of and respect for children's rights guaranteed by law or by an international treaty and the recognition of concrete situations that infringe those rights."

B. <u>Sustainable development education</u>

The French Education Ministry places special emphasis on the field of sustainable development through the generalized provision of sustainable development education**.**

The aim of sustainable development education is to give future citizens the means to make reasoned choices that take on board complex sustainable development issues, enabling them to take decisions and to act in a clear and responsible manner, be it in their private lives or in the public realm. Thus the national education system contributes to in-depth change within French society with a view to establishing the necessary dynamic balance between social, economic, environmental and cultural developments at all (local, national, European and international) levels.

The first phase of this process (2004-2007) successfully laid down the principles for this cross-cutting education and mobilized the academies.

The second phase (2007-2010) addressed the inclusion of sustainable development themes and issues in education programs, the creation of academic committees for sustainable development education and the promotion of global sustainable development approaches in primary, middle and high schools. Furthermore, academic schemes to foster this education were put in place in cooperation with the regional authorities.

The aim of the third phase of this process of generalization, starting in 2011, was to broaden and deepen the application of the three priority aims of the second phase: the full inclusion of all sustainable development issues in educational programs, the promotion of global approaches in education establishments and schools and the training of teachers and all personnel involved in this education.

In order to implement this process, the problems, themes and issues at stake in sustainable development are incorporated into:

-the syllabus of primary, middle and high schools, in the general, technological and professional branches;

-the training of teachers and management staff;

 -school and establishment projects, via global development approaches;

-the creation of suitable teaching material.

How is Global Education promoted?

A. <u>Human rights education</u>

The seven major competencies that constitute "the common core of knowledge and competencies" all contribute to the drawing up and adoption of the concepts that underpin the values of the Republic: the aim is for young men and women to acquire the knowledge, skills and attitudes that will enable them to exercise their freedom, to make informed choices and to become autonomous, responsible and active citizens.

Competencies 5 (humanistic culture), 6 (social and civic competencies) and 7 (autonomy and initiative) address the issue of respect for human rights and fundamental liberties in the most explicit manner.

➢ <u>A humanistic education</u>

A humanistic education allows students to acquire both a sense of continuity and of change, of identity and otherness. An understanding of where France and Europe come from and of their place in today's world enables students to project themselves into the future with greater clarity. A humanistic education contributes to the development of an individual's sense of judgment, taste and sensitivity, and to shaping the awareness of belonging to a community of citizens. It allows students to form reasoned opinions, prepares them to ensure their own cultural development and opens them to the world.

➢ <u>Social and civic competencies</u>

In order to complete their schooling and vocational training, build a private and professional future, successfully adapt to life in society and freely exercise their citizenship, other competencies are crucial for students. School must fulfill its social and civic education function more effectively, enabling each individual to become fully responsible, i.e. autonomous and open to initiative.

The idea is to put in place for every student a genuine civic roadmap incorporating values, knowledge, practical aspects and forms of behavior with a view to encouraging each individual to participate in an effective and meaningful fashion in social and professional life, to exercise freedom in full respect of other people's rights and to refuse violence. To that end, students must learn the difference between universal principles (human rights), the rules of a constitutional state (the law) and social customs (civility).

It is also essential to develop a sense of belonging to one's country, to the European Union, with due respect for the diversity of people's personal choices and decisions.

➢ <u>Citizenship education</u>

Education transmits the values of the Republic: liberty, equality, fraternity; secularism; the rejection of all forms of discrimination. Students read the great founding texts setting out those values, and which are used to underpin the teachers' work in the classroom on a daily basis. Citizenship education involves all the adults who take part in students' life at school, sometimes working side by side with external partners.

Students must be prepared for life as members of society and citizens. These educational actions provide the opportunity to bring students together around an event or a particular project. They are a means of encouraging autonomy, of empowering students and of developing a sense of commitment.

> ➢ **Human rights and citizens' rights education**

Human rights education in general, and children's rights education in particular, are an integral part of education programs. They lay the foundation for the fight against intolerance, racism and anti-Semitism. In addition to classes, educational actions over longer periods of time (awareness-raising days or weeks) or in the form of prizes or competitions are useful means for carrying out this pedagogical work.

> ➢ **The fight against discrimination**

The fight against discrimination and harassment/bullying at school is a priority educational goal involving the entire educational community**:** the "common core of knowledge and competencies" that forms part of the social and civic competencies, self-respect and a regard for others (civility, tolerance, rejection of prejudice and stereotypes): http://www.agircontreleharcelementalecole.gouv.fr.

- **Action against racism and anti-Semitism**

The French Education Ministry, aware that all forms of racism and anti-Semitism are a threat to the social cohesion that ideally should be nurtured at school, takes action in the form of educational and preventive measures to raise awareness among students, as well as the firm and systematic condemnation and punishment of all racist, anti-Semitic and xenophobic acts. The Ministry is also strongly involved in the implementation of the national action plan against racism and anti-Semitism, an inter-institutional program under the guidance of the Interior Ministry.

- **Action against homophobia**

The fight against all forms of homophobic behavior at school is crucial for citizenship, educational success and public health. Numerous actions are adopted in support of that objective: information brochures, the "Ligne Azur"-helpline, short films, academic plans, in-school interventions etc.

> ➢ **The French Education Ministry's institutional and associative partners**

- **La Commission nationale consultative des droits de l'homme (CNCDH) (French consultative human rights commission)**

The CNCDH is a national institution that promotes and protects human rights. It provides the Government with advice and proposals in the field of human rights.
http://www.cncdh.fr/

- **Le Defenseur des droits (The Defender of Rights)**

The Human Rights Authority HALDE and the Ombudsperson for Children (*Défenseur des Enfants*) were merged into a new office in May 2011, called *Defenseur des droits* (The Defender of Rights). A training tool for addressing discrimination is now online on the *Defenseur des droits* and *Education Nationale* websites.

http://www.defenseurdesdroits.fr/sites/default/files/upload/promotion_de_%20legalite/elearning/modquotidien/cliquez_ici.html

B. <u>Peace and conflict prevention</u>

➢ **The "parcours de citoyenneté" (citizenship roadmap)**

A law passed in 1997 abolished national military service which was replaced with a so-called "parcours de citizenship" comprising a census of young men and women at the age of 16, defense and security education at school and a "journée défense et citoyenneté" (defense and citizenship day).

The ministries of defense, national education and higher education have joined forces to help young people understand the causes and consequences of present-day conflicts, to have an informed outlook on current affairs and to act as responsible citizens. The defense and citizenship day draws the attention of young men and women to the rights and duties of each citizen and emphasizes the importance of acting for the benefit of others.

C. <u>Sustainable Development Education</u>

➢ **The third sustainable development education generalization phase, launched in 2011, places particular emphasis on the following aspects**:

o <u>Strengthening governance and guidance</u>

The academies are to create sustainable development education committees under the chairmanship of the academy president and moderated by the academic coordinator for sustainable development education. These committees coordinate teaching, disciplines and cross-cutting educational activities amongst themselves and with partners.

o <u>Expanding partnerships</u>

The academic sustainable development education policy is based on collaboration with policymakers at regional and local level in the field of sustainable development: State services, regional and local authorities, associations, public institutions, research centers, enterprises, etc. These partnerships can provide support for training courses, for projects within schools and establishments and for the creation of teaching material.

o Improving information and success story-sharing

Schools, educational establishments and academies are encouraged to share and capitalize on their projects and actions. Joint communication and sharing strategies can be decided on and implemented with the partners.

➢ **Sustainable development education and cross-cutting educational activities**

Educating students in the area of international solidarity and development in order to give them the keys for understanding the great global imbalances and to encourage them to think about solutions are an integral part of sustainable development education and contribute to a better understanding of environmental, economic, social and cultural interdependence on a planetary scale. For that purpose, the new programs explicitly address the problems linked with the geopolitical, economic, social and demographic dividing lines and the food and energy divides that exist in the contemporary world. Schools and establishments are being encouraged to develop all kinds of projects with partners engaged in international solidarity actions, such as specialized associations and dedicated public institutions.

The national strategy for sustainable development (2010-2013) identifies the major role played by the education system in creating a "knowledge society" and in consolidating social cohesion through the implementation of educational policies for that purpose (educational support, fight against illiteracy and failure at school, excellence roadmaps, special needs considerations, policy for the widespread use of ICT – Information and Communications Technologies – in Education).

What are the most tackled aspects of Global Education?

Human rights and sustainable development issues are priorities. The Ministry's policy revolves around a project that emphasizes individual responsibility, highlights the importance of collective ethics in the balance between rights and duties and condemns all forms of discrimination and harassment.

What are the main stakeholders in the field of Global Education?

The main stakeholders are government institutions, international organizations, universities and schools, as well as research networks.

Is there any report/survey available on Global education and young people in your country?

If yes what is its focus of research and what are the main outcomes?

2.2. Young people and sustainable development

What are the most relevant initiatives/projects at regional/national level encouraging green patterns of consumption and production with young people?

Sustainable development challenges cross continuing education stakes through: autonomy access, citizenship, cultural diversity, empowerment, social insertion, promote chances and right equality, educational enhancement, cultural awareness, health and well being education. The department in charge of youth develops, according to the national strategy of sustainable development some politics that are implementing and improved at local level by state representative and local partners.

We can find the major projects in:
- summer camp, after school and community programs
- youth and continuing education partners
- local experimentation
- animation job training

Is there any report/survey investigating the awareness of environmental issues among young people in your country? If so what are the main outcomes?

To our knowledge, at that point there is none official report regarding awareness of environmental issue among young people. However plenty of local initiatives analyze youth practice and action to create local dynamic and targeted answers. Good practices are mutualized and some of them valorized in the National report to the parliament regarding national strategy of sustainable development.

As example we can note:
- "jeunes reporter pour l'environnement" (youth environment reporter) that offer prizes for the best report (newspaper, radio, tv…) realized by kids on this topic,
- "goutte d'eau" operation (water drop) valorizing summer camp implementing nature protection and environmental education.

Is there any report/survey investigating the civic engagement related to environment issues among young people in your country? What are the main outcomes?

To our knowledge, at that point there is none official report investing civic engagement related to environment issues among young people.

However through the Civic service agency, more than 1000 people are involved every year in local projects: renewable energy, climate changes, biodiversity, nature cleaning…

Many local governments, communities and associations are working on the same goal.

See annex 1: Report from RFEDD /French network of students for sustainable development: 10 000 young people to imagine a more sustainable higher.

2.3. Young people and human rights
Is there any report/survey investigating the civic engagement related to global human rights issues among young people in your country? What are the main outcomes?

3. Cooperation with third countries in the field of youth
3.1. Agreements and areas of cooperation
Are there any bilateral or supranational agreements with countries / regions outside Europe in the field of youth?

France is a state member of the CONFEJES (multilateral organization of the ministers of Youth and Sports of Francophonie - speaking French countries). France contributes with funds and experts to the programs of this organization. 42 countries are members of CONFEJES (mainly from west and central Africa

Cooperation in the field of youth policy and /or youth research

The main aim of CONFEJES is to help developing countries to improve their own policy in the field of youth and sport. Every year, training for civil servants and professionals working with youth are managed by CONFEJES on all the Youth issues. Training about entrepreneurship for young people who want to create their own activities are organised in each developing country member of the organization

Support to the development of youth work on other continents

3.2. Support measures for young people

What are the opportunities offered to young people to explore and enhance global understanding by going abroad such as volunteering and youth exchange programmes)?

Volunteers camps, short term volunteering (shorter than SVE or Service Civique) longer volunteering (others than Service Civique)

See annex 2 : France Volontaires contribution.

Promotion of youth entrepreneurship and employment opportunities with regions/countries outside of Europe:

Through France – Quebec Youth Agency, France has a long cooperation with Quebec… Every year, this agency advises young people who would like to go to Quebec for vocational training or work experience.

4. Participation of young people and youth organisations in policy making on global issues

Have young people and youth organisations been given political and financial support to be individually or collectively involved in the policy regarding dialogue and cooperation on regional and global issues? How?

Is there any report/survey investigating young people's participation in campaigns regarding global climate change/global warming, development aid or human rights? What are the main outcomes?

Is there any report/survey investigating young people's participation in non-governmental organisations active in the domains of global climate change/global warming, development aid or human rights? What are the main outcomes?