School, ethnicity, citizenship

Coordinated by Béatrice Mabilon-Bonfils et Geneviève Zoïa

The purpose of the special report « School, citizenship, ethnicity » is to address the sensitive issue of training and coexistence of identities in contemporary societies from the perspective of different disciplines (anthropology, sociology, education sciences, social psychology, and history) through a comparative study of spatial approaches. The very notion of ethnicity needs to be questioned: what does it refer to in different cultural settings? How does it help us apprehend the forging of national identities here and elsewhere? We wanted to understand what it meant for the young generations today to be French, Belgian, Mauritian ... by focusing on one of the main spaces where these identities are forged, i.e. the educational institution. We explore the extent to which the latter is still involved in the process of forging an identity, and how inclusive or dividing this process is. The collection of contributions in this issue demonstrates that we cannot continue to define/analyze? school experiences as a single, uniform framework at a time when the real/clear/recognized? lack of social and ethno-cultural diversity in classrooms, schools, and neighborhoods has triggered regionalized/local/community differentiated socialization experiences.

Summary of articles

- **BÉATRICE MABILON-BONFILS & VIRGINIE MARTIN**
  *A school that gives birth to the Other*

  In our political model, whose school was the cardinal, instrument, the Other must become the Same. The republican school was built for the Common on an assimilationist mode. The presence of undervalued cultures, that is now of thinking as sustainable questions our citizenship and therefore our school. The historico-theoretical article aims to analyze social reversal process: a school, which is thought to the make the Common even if this common is a product of social relations) is transformed into a school that creates another. It will be fed by empirical illustrations.

- **LARUE ALLEN, JULIETTE BERG & HEE JIN BANG**
  *Young adult voters' civic engagement in the Paris region*

  To encourage youth's involvement in civic life, we need to understand the individual and contextual factors that shape their involvement with civic and political issues. This study illustrates how youths' individual characteristics and their interactions with proximal and national contexts relate to their participation in political life. Using survey data collected from 632 students from four ethnically diverse high schools in the Paris region, this paper focuses on data from 245 participants who were of voting age. We examine individual, proximal, and national context factors that may affect youth's involvement using three indices of political and civic engagement: Commitment to Political Activities, Social Movement Participation, and Unconventional Participation. Results showed that youth with greater political knowledge were more likely to engage in Conventional Political Activities. Gender and race/ethnicity also explained some variation in two of the three indices. School and peer contexts were strongly related to each type of engagement, underscoring the importance of citizenship education, collective school efficacy, and open classroom climate for discussion in promoting young adults' political participation.

- **FRANÇOIS DURPAIRE**
  *Teaching the National Anthem. The French Case*

  L'article 2 de la loi d'orientation du 23 avril 2005 rappelait qu'« outre la transmission des connaissances, la Nation fixe comme mission première à l’École de faire partager aux élèves les valeurs de la République. » Le code de l'éducation rappelle que l'éducation civique « comporte obligatoirement l'apprentissage de l’hymne national et de son histoire. » Qu'en est-il concrètement de l'enseignement de la Marseillaise, en comparaison par exemple avec les États-Unis où s'enseigne...
le Pledge of Allegiance? Que dit cet enseignement ou non de l'hymne national du rapport de l'École à la transmission d'une « citoyenneté d'adhésion » qui était l'une de ses missions originelles? Au-delà, enseigner la nation est-elle une des solutions envisagées pour construire du commun dans une école où différentes identités coexistent. Résumé en anglais de votre article (50-150 lignes maximum):

- **IULIANA LUNCA POPA**

*Are Phillipe and Françoise more appreciated in school than Illyas and Yasmina?*

The problem of inequality in school brings us inevitably to the ethnic issue, a taboo and a phenomenon described as "invisible" in France. Hence, rather than dealing directly with this very delicate problem an approach based on the use of indirect indicators for the ethnic origin (such as the consonance of the name / first name), is required/preffered. Assuring the anonymity of students and thus operating as a screen to students' identities, technologies constitute an element able to break the traditional teacher-student relationship. In this new work and learning environment provided by the use of technology some questions rise: Teachers representations on the cognitive potential of students are changing? They are any changes in representations with respect to cognitive performance of students due to the supposed ethnic origin of the student?

- **PERRINE DEVLEESHOUWER**

*The transitions toward higher education of youth with a foreign background in Brussels*

This article analyses the upward social mobility wishes through higher education of youth with a migrant background in Brussels. Based on the literature about higher aspiration of migrant populations, the article demonstrates that the link between aspirations and migratory projects is non-systematic. This links is mediated by the educational experience – intended here as both the students’ position in the educational hierarchies and the subjective perceptions they have about their position. The article also shows the students’ tinkering strategies when they face contingencies in their transition to higher education.

- **DIMITRI CAUCHIE**

*Ethnocultural affiliations in the Mauritian school context : self-identification of future teachers, perception of pupils diversity and conception of a common citizenship*

This paper presents some of the outcomes of our doctoral research dedicated to the promotion of ethnocultural diversity within the Mauritian school. Following a brief literature review about the different community identities in Mauritius, we present results concerning the ethnic and cultural self-identification of the future primary school teachers, their intentions to take into account the diversity of their public school in their professional practices, and their conceptions of a common Mauritian identity. These results show a dynamic and evolving complexity of identities. The multiplicity of community affiliations is not denied but they do not plan to take into account the ethnocultural characteristics of their pupils. The exclusion of this factor seems to be the fair way of an equal school education and the development of a common identity is conceived as a citizenship not referring to religious affiliations. The Mauritian multiculturalism seems to be reinforced by the educational action of teachers and the intercultural development remains a challenge.

- **OLIVIER COUSIN**

*What's to be done of the diversity. Hospital and school in front of the racial discrimination*

The article is based on extensive research dealing with the experience of discrimination. School and public hospital were two of the theaters in which the survey was conducted. Two institutions that historically have been protected by discrimination by displaying their universalism. The school has to deal, in theory, only with the students, the hospital only with the patients, and each of these institutions remains deeply attached to the republican principle. Yet today, these institutions experience and face discrimination and acknowledgment of diversity differently. To understand these differences, we must remember how the relationship between universalism and particularism plays in the hospital and at school. It is at the foundation of medical practice, but school has rejected historically this opportunity. Racial discrimination remains marginal in the hospital because its organization is based on combination of an objective and rational treatment of the patient and the individualization of its management. In school, they are not necessarily more important. But the fear of discrimination contaminate the institution because of the combined effects of school sorting and spatial segregation, and discomfort with regard to the place given to the management of diversity.
JEAN-FRANCOIS BRUNEAUD

*Ethnic and religious diversity in French middle schools: between a flexible and a strict laicity*

This article examines part of the results of a survey on ethnic, cultural and religious diversity in schools. Based on a panel of middle school students from Bordeaux’s regional education authority, the article questions the nature of the schoolchildren’s relationship to French laicity depending on their ethnic origin, religious beliefs and to their affiliations.

GENEVIEVE ZOIA

*Treatment of Difference in french school. Two cases: adolescence and cultural diversity*

This article discusses the place of diversity education and treatment of ethnocultural differences through the teacher training in France. Two areas of otherness are addressed: youth culture (Hersent, 2003) and cultural backgrounds. The ethnographic material consists of informal and comprehensive interviews with students and teachers, and derived from experience of responsibility for common training under Masters of the teacher training collège (ESPE). That is why data is collected from students of all disciplines. We show that schools are part of permanent confrontation standards, together with a rather political legitimation and recognition, that comes necessarily meet the training area.

Varia

ANTOINE AGRAZ

*Study the imagination of the internship in medical educational institute (IME) : a tool to place better the report in the abstraction of the welcomed young people*

The object of this article is to decipher the imagination of the young people welcomed in IME (Medical educational institute) from the point of view of their representations of the training in internship. We join here a double theoretical anchoring (Bachelard and G. Durand) to analyse the symbolic dimension of the training in internship in the IME, in the alder of the interest carried in the latter by the welcomed young people. How of the training in internship symbolically invested by the young people of the IME ? What are the dominant images ? The imagination of the young people of the IME determines their representation of the internship, thus the way she behaves to it. We shall also see that the history of the ideas in the field of the intellectual handicap and the pedagogy gives meaning to the study of the nuances and the hidden dimensions bound to the imagination of the internship in IME, which is not without engedering heavy educational consequences in touch with the process « learn ».

VANESSA DESVAGES-VASSELIN & PABLO BUZNIC-BOURGEACQ

*Teacher and Game : player experience in teaching game*

As playing is not common practice in primary schools, we question the place of games and their authenticity during teaching periods and more specifically the teacher’s reasons for letting children play or not. This article is based on a research about the uses of games in primary schools. To start with, we have questioned the rightfulness of games at school in order to identify the tensions which are inherent to these practices. Our analysis has focused on the teacher himself, as he appears to be the last and deepest motivation of these tensions, and on his subjective position about games in the classroom. With this aim, we have analyzed the play practices of three primary school teachers confronted with the integration of games in their teaching methods.

GAËLLE ESPINOSA

*Affectivity, teacher-student relationship and report to the teacher: Contribution to a reflection on the characteristics of a successful relationship*

The main objective of this article is to contribute to a better understanding, through a double psychological and psychoanalytic lighting, affectivity and its role in the teacher-student relationship and the relationship with the teacher of the student, and consequently in the school experience and academic learning of the student. The position we take here is in line with our previous works (Espinosa, 2001, 2003, 2004), looking in particular elements that may contribute to the well being of children in school. This contribution is expected to better understand what is played between
teacher and students in the pedagogical relationship, in school experience and in learning, to reflect on the idea of a successful teacher-student relationship and contribute to a characterization of such a relationship.

CHRISTINE VIDAL-GOMEL

*Occupation risk prevention and training: some reflexions based on professional didactics and ergonomics*

This paper aims to understand the design of training in occupational risk prevention with cross-references to ergonomics and professional didactics. A case study realized in the delivery of ready-to-use concrete domain is presented. It stresses how a safety rule is defined and transformed in companies, how this rule becomes less operational for the operators. It also enlightens the resources developed by operators with experience and their limits for risks management. Indeed, situational and peer based mediated may be insufficient for the development of safety skills. So the objective is to identify "professional knowledge of reference" to design trainings that embed "regulated safety" and "managed safety", which are required to produce safety culture and security. This approach of training design, based on activity analysis both in ergonomics and professional didactics, allows to turn back on the technical/regulatory and behaviourist point of view which still dominates the domain of training in occupational risk prevention.