Community and Culture

Subject Area: Social Sciences

Secteur de la formation professionnelle et technique et de la formation continue

CCBE
COMMON CORE BASIC EDUCATION

Direction de l'éducation des adultes et de l'action communautaire

Québec

Community and Culture

Subject Area: Social Sciences

Secteur de la formation professionnelle et technique et de la formation continue

CCBE
COMMON CORE BASIC EDUCATION

Direction de l'éducation des adultes et de l'action communautaire

Development Team

Coordination

Fidèle Medzo, Basic Education Coordinator

Direction de la formation générale des adultes (DFGA)

Hélène Duchesne and Martine Leroux, Subject Area Coordinators, DFGA

Content Development

Hélène Charles, Commission scolaire Marguerite-Bourgeoys

Johanne Duranceau, Commission scolaire Marie-Victorin

Collaboration in Research and Content Development

Monique Cloutier, Commission scolaire Pierre-Neveu

Mireille Gauthier, Commission scolaire de Laval

Consultation

Carmen Allison, Education Consultant

Domenico Masciotra, Education Consultant

Isabelle Nizet, Education Consultant

Michel Ruel, Commission scolaire des Découvreurs

English Version

Direction de la production en langue anglaise

Secteur des services à la communauté anglophone

Ministère de l'Éducation, du Loisir et du Sport

Subject Area: Social Sciences
Community and Culture

Courses

Presecondary

Cultural Traits of Québec Society — SST-P121-2

Secondary Cycle One

Shared Values and Cultural Diversity — SST-1121-1

Community Involvement — SST-2122-1

Table of Contents

Presentation of the Program of Study

The *Community and Culture* program comprises a total of 100 hours of courses divided into two levels: Presecondary and Secondary Cycle One. Its aim is the same as that of all the programs in Common Core Basic Education, which is to help adults deal competently with real-life situations.

The program raises adult learners' awareness of their cultural environment. Whether they were born in Québec or elsewhere, adults need to understand the evolution of the society they live in. They explore this society in terms of its geographical, historical and cultural features and situate themselves with respect to these benchmarks. They develop a more comprehensive and balanced view of reality and enhance their sense of belonging and social commitment. In tracing their cultural heritage, they discover aspects of their community that they were previously unaware of and come to appreciate the collective identity and cultural traits of Québec society.

The program also provides adult learners with the opportunity to explore the shared values underlying a democratic society that recognizes and accepts diversity. The durability and validity of a democratic society's goals are founded on values such as solidarity, justice, equality and respect for the rights and freedoms of others. These values must be shared and highlighted in order to determine their impact on individual and collective well-being and to ensure the social cohesion necessary to maintain peace. Living with others is not simply a matter of tolerance: it depends on respect for others and a willingness to share social space.

This program addresses the challenges inherent in community life with a view to promoting culture as a unifying source of collective and shared identity. It offers adult learners the opportunity to participate actively and responsibly in the organization and implementation of a group project in their community.

The Courses of the Program of Study

The table below lists the courses in the *Community and Culture* program of study.

Community and Culture

Presecondary Course	Duration	Secondary Cycle One Courses	Duration
Cultural Traits of Québec Society	50 hrs	Shared Values and Cultural Diversity	25 hrs
		Community Involvement	25 hrs

The Presecondary course *Cultural Traits of Québec Society* aims to help adult learners discover the cultural reality of Québec society. They become familiar with the specific characteristics of their community. The program provides an opportunity for them to construct a sense of collective identity.

The two courses in Secondary Cycle One, *Shared Values and Cultural Diversity* and *Community Involvement*, provide an opportunity for adults to reflect on the unifying forces at the basis of society. In the first course, adults become familiar with the social and cultural differences among the people they frequent and begin to appreciate what it means to live in a democratic and pluralistic society. In the second course, they are introduced to cooperative work and become involved in a project in their education centre, neighbourhood or town. These courses do not follow a set sequence. The first is not a prerequisite for the second.

Links Between the Program of Study and the Broad Areas of Learning

Community life is at the very heart of the broad area of learning *Citizenship*. Each individual shares responsibility for the present and future of Québec society and must take into consideration the common values interwoven throughout its history. One of the main reasons adults pursue their education is to be able to fulfill their social and political roles effectively in a culturally diverse society. They learn to become open to differences and to participate in redefining the collective identity of Québec society.

The program *Community and Culture* responds to the educational needs related to the broad area of learning *Citizenship* in that it helps adult learners understand that cultural reference points shape collective identity. For adult learners to assume their responsibilities in a community, they must feel that they are part of that community and have a role to play in it. Their interactions with others are thus formed by their awareness of the cultural characteristics of society. The program also enhances their awareness of the diverse forms of cultural expression and the social reality of contemporary Québec. Adult learners are encouraged to assume responsibility by participating in a group project they can identify with.

Contribution of the Program of Study to the Orientations of the *Government Policy on Adult Education and Continuing Education and Training*

This program of study addresses the orientations of the *Government Policy on Adult Education and Continuing Education and Training* by promoting cultural awareness, improvement in the quality of language, the exercise of citizenship rights and responsibilities, and the integration of information and communications technologies.

Cultural Awareness

In the context of the education reform, culture can be understood as a process that develops the faculties of the mind through the construction of resources related to human achievements beyond those of a strictly utilitarian or professional nature. In this sense, culture integrates attitudes, behaviours, values and knowledge that link individuals to their human heritage. The cultural orientation of the program thus increases adult learners' capacity to understand the world, to appreciate human achievements, artistic and otherwise, to perceive their interrelationships and to give them meaning. Culture is the key to developing a free spirit and an open mind.

The *Community and Culture* program is consistent with the aims of the education reform. It raises cultural awareness by addressing fundamental dimensions of human activity. It provides learners with cultural references and intellectual tools that transcend simple subject knowledge and improve their chances for educational success in a lifelong learning process. This in turn depends on a solid, well-articulated and coherent foundation in the basics, one that broadens horizons without restricting the mind and evokes curiosity and interest. It provides learners with the opportunity to explore ideas and opinions and appreciate the wealth of human experience. The program helps adults develop this essential spirit of open-mindedness toward the world and all its diversity.

Quality of Language

The *Community and Culture* program offers learners many opportunities to develop their linguistic capacities. Language is the principal means of understanding social reality. It is the almost exclusive means for making sense of the world. The capacity to represent the world depends in large part on one's language proficiency. To become competent in the area of social sciences through the study of culture, values and diversity requires using and developing one's language resources.

The program allows adult learners to use different forms of expression. Through reading, writing and communicating orally, adults become more adept at organizing their thoughts, formulating and sharing opinions and enhancing their sense of community. This helps them participate actively and concretely in the construction of knowledge, to develop and transform their thinking, to adopt positions and to define their identity, all of which involve the exercise of democratic principles. The program promotes the expression of social thought, achieved primarily through words. Social thought, so

essential for informed, enlightened and responsible citizenship, can only be constructed through the medium of language.

Citizenship

The *Government Policy on Adult Education and Continuing Education and Training* places the citizen at the heart of the educational process. From this perspective, the program constitutes a circumscribed and rich environment for learning and discussing the role of citizens as members of the community and the world. It provides opportunities to approach reality from the perspective of the humanities and social sciences and to explore the real-life situations associated with their role as citizens. The program constitutes, to a certain extent, an official recognition of the place of citizenship in adult general education by providing learners with cultural, social, economic, historical and geographical references that help them appreciate the value of democracy.

Integration of Information and Communications Technologies

Wherever they live, citizens can communicate with each other, share information and discuss issues using new information technologies, without concern for the barriers of time and space. In the courses of the *Community and Culture* program, adult learners use the Internet and its different search engines to gather information. They also use word processing software to organize their research and present their results. In group projects where the pooling of information is essential, chatting provides an opportunity to participate in discussion groups, discuss similar projects and open up to new experiences.

Cultural Traits of Québec Society

SST-P121-2

Presecondary

Presentation of the Course *Cultural Traits of Québec Society*

The course *Cultural Traits of Québec Society* is designed to help adult learners deal competently with real-life situations in which they discover the cultural dimensions of Québec society.

It prepares them to recognize different expressions of Québec's cultural identity.

By the end of the course, adult learners are capable of sharing their representation of their community using cultural references such as language, the diversity of lifestyles or our natural and man-made heritage.

Dealing With the Real-Life Situations

Dealing effectively with real-life situations is based on actions. These actions are grouped into categories and make use of a set of resources that include operational competencies and essential knowledge. During the learning process, adults are expected to construct knowledge related to these resources in order to be able to deal appropriately with their real-life situations.

The class of situations, categories of actions, operational competencies and essential knowledge constitute the compulsory elements of the course. These elements are explained in detail under their respective headings.

Class of Situations Addressed by the Course

This course addresses a single class of situations: *Discovering the cultural traits of Québec society*.

By definition, being a citizen means being part of a group, a community or a social, political or cultural entity. Adult learners who discover the cultural traits of Québec society gain a better understanding of their community and develop their sense of belonging to it.

This class includes real-life situations in which adult learners become involved in their sociocultural environment. Their involvement in various social activities, cultural visits and regional events enables them to become more familiar with the traits of the society in which they live. This exploration enables them to identify important cultural dimensions of Québec society. It helps them develop a representation of cultural phenomena so that they can understand their importance in determining cultural identity.

Class of Situations	Examples of Real-Life Situations
Discovering the cultural traits of Québec society	- Cultural visits - New environments - Social activities - Tourism - Regional and provincial events - Rallies - Festivals - Celebrations

Categories of Actions

The *categories of actions* are groups of actions that are appropriate for dealing with the real-life situations addressed in the course. *Examples of actions* are provided to illustrate the scope of the category in a variety of contexts.

Categories of Actions	Examples of Actions
▪ Identifying human actions across Québec	▪ Observes the territorial divisions of Québec ▪ Locates his/her region within Québec as a whole ▪ Observes the influence of geographic factors on the social and demographic organization of his/her region ▪ Compares the urban and rural regions of Québec ▪ Observes the lifestyles specific to different regions of Québec
▪ Recognizing the distinctive cultural traits of Québec society	▪ Identifies the language and heritage of his/her region and of Québec in general ▪ Values heritage assets ▪ Identifies the cultural traits of Québec ▪ Identifies cultural activities in his/her community ▪ Discusses their impact on the community

Compulsory Elements and End-of-Course Outcomes

The compulsory elements are those that the teacher must absolutely take into account when designing learning situations.

Class of Situations

Discovering the cultural traits of Québec society

Categories of Actions

- Identifying human actions across Québec
- Recognizing the distinctive cultural traits of Québec society

Operational Competencies

Communicates

- Gathers information
- Presents a coherent picture

Acts methodically

- Plans his/her research
- Organizes information
- Selects cultural traits
- Proceeds step by step
- Evaluates his/her research

Essential Knowledge

- Road maps
- Geographic and thematic maps
- Collective identity
- Cultural traits

The end-of-course outcomes describe how adults make use of the compulsory elements to deal with the real-life situations addressed in the course.

End-of-Course Outcomes

In order to deal with the class of situations *Discovering the cultural traits of Québec society*, adult learners adopt an exploratory approach in which they use road maps, geographic maps and thematic maps to find evidence of human actions across Québec and recognize the distinctive cultural traits of Québec society.

During the process, they learn about significant elements and our collective representation of the environment. They structure their approach by planning their research and organizing the information gathered. They proceed step by step and use historical or geographic references to select cultural traits such as land use planning, the natural and man-made heritage, customs, traditions and art in order to explain and construct their representation. They evaluate their research on an ongoing basis.

At the end of the process, they share their representation of certain traits as expressions of collective identity, as well as their observations, by presenting a coherent picture based on the cultural traits selected.

Evaluation Criteria

- ▪ Methodically identifies evidence of significant human actions across Québec
- ▪ Gives a coherent presentation of the distinctive cultural traits of Québec society

Operational Competencies

The contribution of each operational competency is described in terms of the actions that are appropriate for dealing with the real-life situations in this course. These operational competencies are addressed in other courses and therefore all of the courses taken together contribute to their development.

In this course, only the following operational competencies are addressed: *Communicates* and *Acts methodically.*

Contribution of the Operational Competency *Communicates*
The operational competency *Communicates* enables adult learners to gather information, share ideas and the cultural traits of Québec society they have discovered, and gain a better understanding of cultural phenomena. During the process, they learn about the cultural dimensions of their community and their usefulness for constructing their own representation of their cultural environment. They present a coherent picture of their representation based on actual references.

Contribution of the Operational Competency *Acts methodically*
The operational competency *Acts methodically* enables adult learners to organize the cultural traits they discover in a meaningful manner. Adult learners who act methodically plan their research and select one or more cultural traits to explore in greater depth. They organize the information gathered and proceed step by step, taking the teacher's instructions into account. They evaluate their research on an ongoing basis.

Essential Knowledge

Road maps

- Legends

- Transportation corridors

- Spatial organization: towns and cities

Geographic and thematic maps

- Legends (natural and man-made heritage)

Collective identity

- Role of cultural traits

Cultural traits

(References)

- Demographics

- Languages (official and spoken)

- Secularism (public space)

- Natural and man-made heritage (definition and examples)

- Lifestyles (rural, urban, customs, traditions, art)

Attitudes

The following attitude is provided as a suggestion only. The development of this attitude can help adults to become more competent in dealing with the real-life situations in this course.

Open-mindedness
To communicate effectively, adults must show open-mindedness in their relationships with other members of the community. This attitude enables them to engage in a fruitful exchange of information and to gain access to a variety of cultural expressions of Québec society. It creates a climate of trust, which is of benefit to all members and supports discussion and sharing of ideas pertaining to cultural issues.

Complementary Resources

The following resources are provided as suggestions only and consist of references that may be consulted in learning situations.

Social Resources	Material Resources
▪ Museums ▪ Heritage sites ▪ Tourist offices ▪ Seniors' committees ▪ Citizens' committees	▪ Tourist guides ▪ Road and thematic maps ▪ Geographic maps ▪ Atlas ▪ Artistic and literary works ▪ Radio and television programs ▪ Popular music

Contribution of the Subject Areas

The contribution of other subject areas, in particular knowledge related to Languages and to Mathematics, Science and Technology, is also useful for dealing with the real-life situations in this course. The elements identified for each subject area are not compulsory and do not constitute prerequisites.

Subject Area: Languages
Program of Study: *English, Language of Instruction* Course (Secondary): *Enjoyment and Entertainment I* • Categories of actions related to the class of situations *Using language to explore Québec and Canadian cultural expression*

Subject Area: Mathematics, Science and Technology
Program of Study: *Computer Science* • Finding information on the Internet

Andragogical Context

Although all adults living in Québec are an integral part of its cultural reality, they may not necessarily pay much attention to it. The course *Cultural Traits of Québec Society* is intended to raise adult learners' awareness of their cultural environment. They are asked to construct a representation of their community, focusing on cultural traits that define Québec society (language, demographics, secular nature of institutions). To this end, they must recognize the different sources of information available, decode the information gathered and discuss it with their peers. They make choices and discuss them with others. They present the results of their research based on the selected cultural traits. They may include photographs or other visual aids in their presentation. This course helps adult learners develop the ability to question, explore, analyze and participate actively in their own learning.

The teacher accompanies the adult learners in their discoveries. Although he or she presents occasional content to guide the learners or to review prior learning, the learners themselves are responsible for their own learning. With the teacher's advice, they take charge of their research. They plan their own presentation as much as possible. What do they want to tell people about the cultural traits of their community? They must make choices and explain them to others, focusing on the elements they deem important. Having them form opinions and share the things they believe are important places them at the centre of the learning process and provides motivation.

The resources used to support learning may vary depending on the region. For regions without access to museums, the Internet provides access to photographs and audio-visual resources. Seniors can also provide a wealth of information, as can the natural and man-made heritage. It is often a question of rediscovering human and material resources available in the community.

Throughout the learning process, the teacher pays attention to the adult learners' choices and reasoning. He or she may guide their research, reflection and methodology. He or she supervises each step and validates the adult learners' results. He or she moderates discussions and ensures that the learners demonstrate tolerance and respect for others. He or she must be sensitive to potentially discriminatory statements.

This introduction to cultural traits should spark adult learners' interest in their own identity, that of the people around them and that of the ethnic communities that make up Québec society.

Learning Situation

The learning situation that follows is provided as an example to show teachers how the principles of the education reform can be applied in the classroom.

It is authentic in the sense that it addresses a real-life situation (taken from the class of situations in the course) that adults may find themselves in. It is sufficiently open and comprehensive to allow adult learners to explore several important aspects related to dealing with this real-life situation.

The examples of actions presented in the course help the teacher to identify those actions that an adult would take to deal with the real-life situation. The teacher can then refer to these examples in order to develop pertinent learning activities.

The learning situation is organized in terms of the three steps of the teaching-learning process, which are as follows:

- planning learning
- actual learning
- integrating and reinvesting learning

These steps highlight the principles of the education reform insofar as they encourage adults to be active, to reflect on their learning and to interact with their peers when the learning context is suitable. They include learning activities and may also include evaluation activities intended to support adults in the learning process.

These activities help learners to construct knowledge related to the compulsory elements of the course that are targeted by the learning situation concerned: one or more categories of actions, essential knowledge and the actions of the operational competencies associated with the categories of actions.

The example provided also refers to certain teaching strategies—pedagogical methods and techniques—that can be selected according to the learners, the context and the learning environment. Certain learning strategies may also be suggested, as well as a variety of material and social resources.

Example of a Learning Situation

Discovering Their Community

The real-life situation selected from the class *Discovering the cultural traits of Québec society* involves adapting to a new environment. The adult learners may have to welcome new people who have had to move to a different neighbourhood or region or enroll in a new education centre, and need to become familiar with their new environment. They will be asked to share certain cultural traits of the community with their peers.

In this course, adult learners are asked to participate in a welcoming activity for new students in their centre. They look for cultural dimensions they would like to share with them. They identify significant human actions throughout Québec and sociocultural traits specific to their environment. The goal of the learning situation is to introduce adult learners and their peers to elements of the community that they are unfamiliar with or have forgotten. They appeal to the operational competencies *Communicates* and *Acts methodically* to accomplish the task.

The teacher discusses with the adult learners what they deem important about their community and its history, geography or customs. A brainstorming session could help them identify important elements. In the first learning activity, the teacher gives an informal lecture on major cultural traits (e.g. language, lifestyles, demographics). Adult learners do preliminary research on their community and identify one or more cultural traits. In groups, they discuss what they know, define the aspects to be investigated and draw up a research plan. They can also do this individually, but in either case the teacher should validate their choices and help them obtain the most useful sources of information.

Adult learners identify the material and social resources that are available and relevant to their presentation of a cultural portrait. They may consult tourist guides or audio-visual material and refer to their knowledge of history and geography in order to identify and explain the cultural dimensions they wish to present. They can do this in a workshop, in the computer lab or at the library. The teacher provides a blank map for the adults to locate the region they want to talk about. Once they have made their choices, the teacher gives a lecture on certain geographic characteristics, giving adult learners a first glimpse of their community. Then, using road maps and working in groups, the adults learn to recognize the territorial boundaries and find their way around.

After learning to use a map to find a location and identifying the sociocultural traits they would like to explore, the adult learners gather the information they need to prepare their presentation. They discuss different points of view with their peers to confirm their understanding of the cultural traits selected. If needed, they gather additional information.

After ensuring that they have all the information required to present the different aspects of the cultural traits they selected, the adult learners organize their information and plan the steps of their presentation. They make sure to stay within the time allotted and decide whether or not to use visual aids. Once they have gathered all the necessary materials, they can go through a trial run with one or more of their peers to verify that everything is in order.
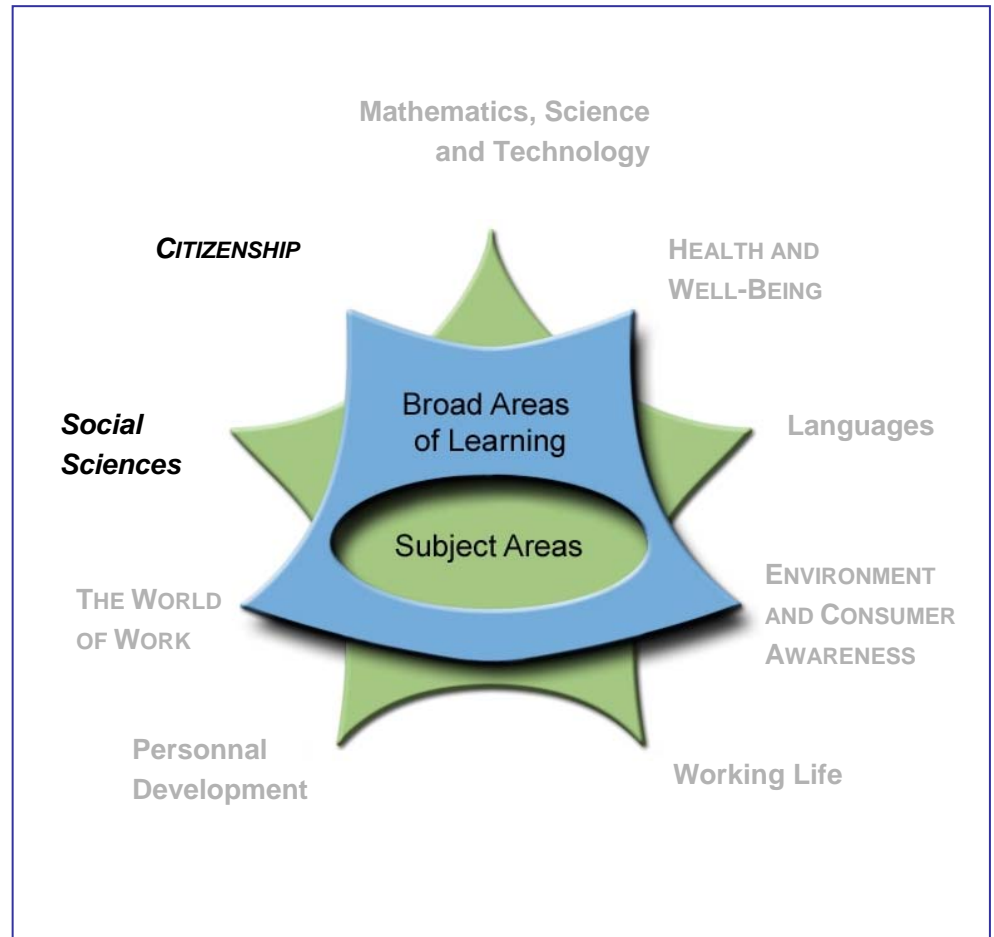
During the welcoming activity for new students, they give an oral presentation, using visual aids if necessary, of one or more cultural

dimensions. After their presentation, they review their research with the teacher and their peers and identify areas that call for improvement.

By the end of this learning situation, adults will be able to locate their own community on a map and discuss its different cultural dimensions.

Elements of the Course Addressed by the Learning Situation

Class of Situations
Discovering the cultural traits of Québec society

Learning Situation
Discovering Their Community

Categories of Actions

- Identifying human actions across Québec
- Recognizing the distinctive cultural traits of Québec society

Operational Competencies	Essential Knowledge
▪ Communicates ▪ Acts methodically	▪ Road maps ▪ Geographic maps ▪ Cultural traits (depending on the adult learner's choice)

Complementary Resources

▪ Maps ▪ Atlas ▪ Tourist guides	▪ Historic and cultural sites ▪ Radio and television programs

Mathematics, Science and Technology

CITIZENSHIP

HEALTH AND WELL-BEING

Social Sciences

Broad Areas of Learning

Languages

Subject Areas

THE WORLD OF WORK

ENVIRONMENT AND CONSUMER AWARENESS

Personnal Development

Working Life

Course

Shared Values and Cultural Diversity
SST-1121-1

Secondary Cycle One

Presentation of the Course *Shared Values and Cultural Diversity*

The *Shared Values and Cultural Diversity* course is designed to help adult learners deal competently with real-life situations that involve becoming familiar with differences and appreciating the wealth of social and cultural practices in Québec society.

It enables adult learners to recognize the importance of shared values for individuals and society.

By the end of the course, adult learners will have improved their sense of observation and will have gained a better understanding of the distinctive social and cultural traits of the individuals and groups that are a part of their everyday life. They will be able to define their vision of diversity and recognize the importance of shared values for the common good.

Dealing With the Real-Life Situations

Dealing effectively with real-life situations is based on actions. These actions are grouped into categories and make use of a set of resources that include operational competencies and essential knowledge. During the learning process, adults are expected to construct knowledge related to these resources in order to be able to deal appropriately with their real-life situations.

The class of situations, categories of actions, operational competencies and essential knowledge constitute the compulsory elements of the course. These elements are explained in detail under their respective headings.

Class of Situations Addressed by the Course

This course addresses a single class of situations: *Ways of expressing diversity*.

This class includes real-life situations that reflect the social and cultural diversity of Québec society. Adult learners are encouraged to strengthen the social cohesion indispensable for life in society. Indeed, life in a democratic society requires recognizing the diversity of individuals and groups and including them in community life. Living alongside others in a pluralistic society means respecting the rights and shared values of all citizens.

The class *Ways of expressing diversity* comprises real-life situations in which adult learners come in contact with people or groups of varied social and cultural backgrounds. Such situations may arise when adults use public services or attend public meetings or festivals. They may also occur in their neighbourhood.

Class of Situations	Examples of Real-Life Situations
Ways of expressing diversity	- Registering for courses - Participating in neighbourhood committees - Participating in parent committees - Participating in student committees - Participating in social activities - Participating in student life - Participating in street festivals - Participating in a professional association - Participating in a leisure activity - Using public services - Participating in community groups

Categories of Actions

The *categories of actions* are groups of actions that are appropriate for dealing with the real-life situations addressed in the course. *Examples of actions* are provided to illustrate the scope of the category in a variety of contexts.

Categories of Actions	Examples of Actions
▪ Identifying elements of sociocultural diversity	▪ Inquires about ways of expressing diversity ▪ Identifies elements that reflect social and cultural diversity ▪ Associates these elements with specific social and cultural aspects ▪ Recognizes and appreciates social and cultural diversity in his/her neighbourhood
▪ Identifying unifying elements in the community	▪ Looks for similarities among members of the community ▪ Identifies unifying elements in a parent committee ▪ Identifies connections between these elements and shared values ▪ Observes unifying elements at a town festival ▪ Determines means of bridging the gap between cultures ▪ Investigates the importance of sharing values

Compulsory Elements and End-of-Course Outcomes

The compulsory elements are those that the teacher must absolutely take into account when designing learning situations.

Class of Situations

Ways of expressing diversity

Categories of Actions

- Identifying elements of sociocultural diversity
- Identifying unifying elements in the community

Operational Competencies

Communicates

- Gathers information about different ways of expressing diversity
- Shares ideas about different ways of expressing diversity
- Describes the contribution of social and cultural diversity to the community

Exercises critical and ethical judgment

- Objectively considers different ways of expressing diversity
- Examines divergent opinions
- Takes shared values and the rules of democratic behaviour into account
- Takes a stand on measures aimed at helping people live together in harmony

Essential Knowledge

- Elements of sociocultural diversity
- Unifying elements in the community

The end-of-course outcomes describe how adults make use of the compulsory elements to deal with the real-life situations addressed in the course.

End-of-Course Outcomes
In order to deal with the class of situations *Ways of expressing diversity,* adult learners define the concept of diversity as they perceive it in their community and are able to recognize unifying elements in the community that enhance its diversity.
Adult learners who identify elements of sociocultural diversity refer to lifestyles, ancestry, customs and languages. They gather information about ways of expressing diversity and consider them objectively. They discuss these ways with their peers, sharing ideas and examining divergent opinions.
In identifying unifying elements in the community, adult learners describe the contribution of cultural and social diversity, taking shared values and the rules of democratic behaviour into account.
At the end of the process, they take a stand on measures aimed at helping people live together in harmony.

Evaluation Criteria

- ▪ Identifies significant elements of sociocultural diversity
- ▪ Identifies significant unifying elements in the community

Operational Competencies

The contribution of each operational competency is described in terms of the actions that are appropriate for dealing with the real-life situations in this course. These operational competencies are addressed in other courses and therefore all of the courses taken together contribute to their development.

In this course, only the following operational competencies are addressed: *Communicates* and *Exercises critical and ethical judgment.*

Contribution of the Operational Competency *Communicates*	
The operational competency *Communicates* helps adult learners understand others and make themselves understood. Dealing with real-life situations involving cultural diversity and seeking cohesion require a proactive communication approach: adult learners are encouraged to see beyond their differences in order to understand others.	In this context, sharing ideas with peers helps adult learners develop democratic values. They gather information about the cultural and social diversity they observe and consider different ways of expressing this diversity in order to construct a representation. They describe the contribution of social and cultural diversity to the community.

Contribution of the Operational Competency *Exercises critical and ethical judgment*	
The operational competency *Exercises critical and ethical judgment* helps adult learners discern and appreciate the social phenomena they encounter in real-life situations. They must take a stand based on an assessment that disregards stereotypes, prejudice and subjective and intuitive convictions.	When adult learners witness different ways of expressing sociocultural diversity, they consider them objectively, without passing judgment. They examine divergent opinions, taking shared values and the rules of democratic behaviour into account. They take a stand on measures aimed at helping people live together in harmony.

Essential Knowledge

Elements of sociocultural diversity

- Interculturalism and multiculturalism
- Ancestry
- Lifestyles
- Customs, beliefs, values
- Languages

Unifying elements in the community

- Equality of rights and solidarity
- Access to public services (education, heath, social assistance)
- Shared territory
- Official languages
- Shared values based on rights: freedom, justice, equality
- Evolution of social rights (historical references)

Attitudes

The following attitudes are provided as suggestions only. The development of these attitudes can help adults to become more competent in dealing with the real-life situations in this course.

Open-mindedness	Respect
Open-mindedness allows adult learners to overcome their prejudices and set aside their personal interests and particular concerns to discover the rich social makeup of Québec society manifested in its underlying democratic values and the diversity of the people and groups that it comprises.	Respect for others is essential when adult learners are confronted with the diversity of social and cultural practices in Québec society. Respect contributes to the quality of social life and fosters the development of democratic principles and values.

Complementary Resources

The following resources are provided as suggestions only and consist of references that may be consulted in learning situations.

Social Resources	Material Resources
- Government agencies - Non-government agencies - Community organizations	- Québec Charter of Human Rights and Freedoms - Canadian Charter of Rights and Freedoms - Universal Declaration of Human Rights - Historical atlas

Contribution of the Subject Areas

The contribution of other subject areas, in particular knowledge related to Languages and to Mathematics, Science and Technology, is also useful for dealing with the real-life situations in this course. The elements identified for each subject area are not compulsory and do not constitute prerequisites.

Subject Area: Languages
Program of Study: *English, Language of Instruction*
Course (Presecondary): *Discovery and Challenges*
▪ Categories of actions related to the class of situations *Using language to discover Québec and Canada and their multicultural character*

Subject Area: Mathematics, Science and Technology
Program of Study: *Mathematics*
▪ Understanding information in the media expressed using rational numbers, statistics or graphs
Program of Study: *Computer Science*
▪ Finding information on the Internet or in other computer media

Andragogical Context

In the course *Shared Values and Cultural Diversity*, adult learners take a fresh look at their community. The situations identified in the course correspond to occasions when adults come into contact with other citizens. These everyday situations are opportunities to become familiar with different ways of expressing cultural and social diversity. Taking the time to examine their own perceptions and values helps adult learners broaden their vision and understanding of the different characteristics of the people around them. The teacher guides them in their exploration of the elements of sociocultural diversity. The criteria they deem important for describing their community broaden their vision of diversity. In discussions with their peers, they inquire about the meaning of shared values and assess their importance as unifying elements in their community. These real-life situations help adult learners develop their autonomy and their capacity for reflection, analysis and discernment, as well as their critical and ethical judgment.

Adult learners start by taking a look at ways of expressing diversity. They take the time to understand the question and find manifestations of differences in their own community. They learn about interactions and reflect on their own perceptions and those of others. In role-plays and learning situations, they examine their vision of diversity and unifying elements to ensure fair and equitable living conditions for all.

Special attention should be paid to value judgments during discussions: openness to diversity requires an open mind. The teacher is encouraged to mediate and guide learners in their reflections about stereotypes and prejudices that could influence the debate. The aim is to get beyond social and cultural differences in order to discover the richness of diversity and measures aimed at helping people live together in harmony.

Learning Situation

The learning situation that follows is provided as an example to show teachers how the principles of the education reform can be applied in the classroom.

It is authentic in the sense that it addresses a real-life situation (taken from the class of situations in the course) that adults may find themselves in. It is sufficiently open and comprehensive to allow adult learners to explore several important aspects related to dealing with this real-life situation.

The examples of actions presented in the course help the teacher to identify those actions that an adult would take to deal with the real-life situation. The teacher can then refer to these examples in order to develop pertinent learning activities.

The learning situation is organized in terms of the three steps of the teaching-learning process, which are as follows:

- planning learning
- actual learning
- integrating and reinvesting learning

These steps highlight the principles of the education reform insofar as they encourage adults to be active, to reflect on their learning and to interact with their peers when the learning context is suitable. They include learning activities and may also include evaluation activities intended to support adults in the learning process.

These activities help learners to construct knowledge related to the compulsory elements of the course that are targeted by the learning situation concerned: one or more categories of actions, essential knowledge and the actions of the operational competencies associated with the categories of actions.

The example provided also refers to certain teaching strategies—pedagogical methods and techniques—that can be selected according to the learners, the context and the learning environment. Certain learning strategies may also be suggested, as well as a variety of material and social resources.

Example of a Learning Situation

Different Ways of Expressing Diversity

Adults encounter different ways of expressing diversity on a daily basis, whether in class, in their apartment building or where they shop. In the course *Shared Values and Cultural Diversity*, one of the real-life situations in the class *Ways of expressing diversity* is participating in a school activity. The operational competencies *Communicates* and *Exercises critical and ethical judgment* are invoked in the process of exploring social and cultural diversity and becoming familiar with shared values. In this learning situation, adult learners identify different ways of expressing diversity, create a poster describing ways of expressing diversity in their community, and present the poster in an oral presentation.

The teacher shows a short documentary on multiculturalism in cities such as Montréal, Toronto and Vancouver. Then, he or she leads a discussion on the characteristics of large cities and writes examples on the board. The adult learners review the different social and cultural aspects that characterize diversity, such as lifestyle, language and family traditions. The teacher asks the following question: "How is diversity expressed in the centre?" Adult learners discuss with the teacher or the class their perception of diversity in their community and the different ways of expressing it. They then identify manifestations of diversity in their community and classify them in a table drawn on a sheet of cardboard or created electronically. Once they have compiled all the information, they create a collage describing diversity in their community. They could also create the poster using a computer. They organize their message and present the results of their research to the class. They point out changes in their perception of diversity.
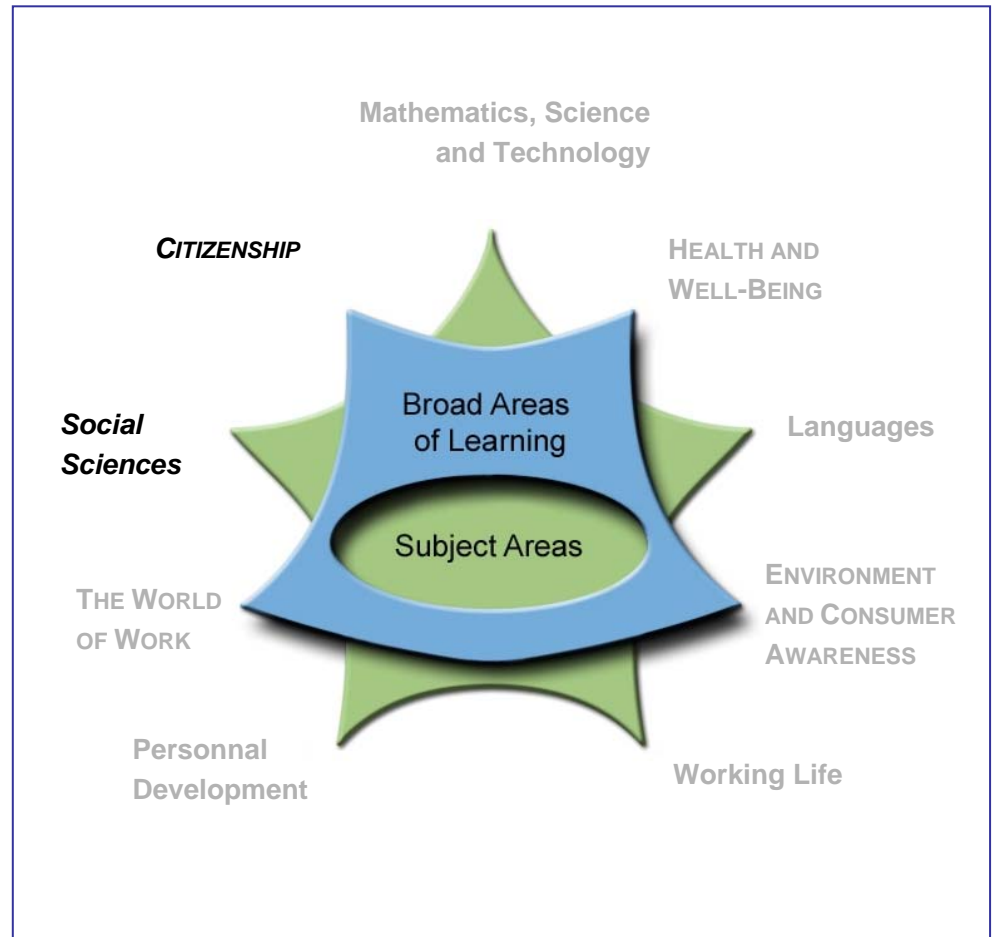
This presentation is followed by discussions about the different perceptions of diversity. Differences aside, do these aspects contain unifying elements? What are the unifying elements in a large city where people have not necessarily chosen to live together, but do so for personal reasons? The answers to these questions start with concepts related to community life and shared values and end with unifying elements in society. The adult learners, individually or in groups, identify the common elements in the groups studied.

Using a self-evaluation sheet, adult learners examine the difficulties they encountered and the learning they acquired.

At the end of the process, they are capable of recognizing different ways of expressing sociocultural diversity and establishing similarities with other everyday situations.

Elements of the Course Addressed by the Learning Situation

Class of Situations
Ways of expressing diversity

Learning Situation
Different Ways of Expressing Diversity

Categories of Actions

- Identifying elements of sociocultural diversity
- Identifying unifying elements in the community

Operational Competencies	Essential Knowledge
▪ Communicates ▪ Exercises critical and ethical judgment	▪ Ancestry ▪ Lifestyles ▪ Customs, beliefs, values ▪ Languages ▪ Official languages ▪ Shared values based on rights

Complementary Resources

▪ Documentary ▪ Video	▪ Camera ▪ Map

Mathematics, Science and Technology

CITIZENSHIP   HEALTH AND WELL-BEING

Social Sciences   Languages

Broad Areas of Learning

Subject Areas

THE WORLD OF WORK   ENVIRONMENT AND CONSUMER AWARENESS

Personnal Development   Working Life

Community Involvement
SST-2122-1

Secondary Cycle One

Presentation of the Course *Community Involvement*

The course *Community Involvement* is designed to help adult learners deal competently with real-life situations in which they collaborate in activities aimed at developing community life.

It prepares adult learners to participate actively, responsibly and jointly in the organization and implementation of a group project in their community.

By the end of the course, adult learners will be able to recognize the positive aspects of their commitment to and participation in a group project.

Dealing With the Real-Life Situations

Dealing effectively with real-life situations is based on actions. These actions are grouped into categories and make use of a set of resources that include operational competencies and essential knowledge. During the learning process, adults are expected to construct knowledge related to these resources in order to be able to deal appropriately with their real-life situations.

The class of situations, categories of actions, operational competencies and essential knowledge constitute the compulsory elements of the course. These elements are explained in detail under their respective headings.

Class of Situations Addressed by the Course

This course addresses a single class of situations: *Joint action.*

Life in society offers adults a multitude of opportunities for integration and self-fulfillment. They frequently find themselves in situations that require cooperation and where they learn about democratic processes and principles.

These everyday situations include joining a help network, doing volunteer work, helping organize a theme day or exhibition promoting democratic rights and values, participating in intercultural days or debates on current issues, collaborating on a newspaper and participating in a social or student committee.

Class of Situations	Examples of Real-Life Situations
Joint action	- Joining a help or sponsorship network or association - Doing volunteer work - Collaborating on a newspaper (student or other) - Sitting on a board of directors or student committee - Organizing a recycling project - Organizing a debate - Organizing a theme day or theme week - Organizing an exhibition promoting democratic rights and values - Organizing an intercultural day or intercultural week - Buddying with new students

Categories of Actions

The *categories of actions* are groups of actions that are appropriate for dealing with the real-life situations addressed in the course. *Examples of actions* are provided to illustrate the scope of the category in a variety of contexts.

Categories of Actions	Examples of Actions
▪ Defining the project	▪ Obtains information about a recycling project ▪ Proposes an exhibition on an issue of concern to the community ▪ Examines the impact of the project on the community ▪ Exchanges points of view on the project and debates them with other members of the community
▪ Planning the project	▪ Defines tasks ▪ Defines responsibilities ▪ Identifies available resources ▪ Establishes evaluation criteria ▪ Looks for partners ▪ Plans meetings ▪ Determines what to do to help organize a neighbourhood party ▪ Chooses how to become involved in the group project ▪ Identifies alternatives
▪ Implementing the project	▪ Participates in meetings ▪ Participates in a committee ▪ Applies the democratic rules governing group discussions ▪ Participates in decision making ▪ Participates in shared tasks ▪ Monitors the work ▪ Adapts to change ▪ Re-evaluates the work and identifies any necessary changes

Categories of Actions	Examples of Actions
▪ Validating the results	▪ Measures the strengths and weaknesses of the actions taken ▪ Evaluates his/her participation in the group project ▪ Determines the impact of the joint action on the community ▪ Suggests solutions and improvements ▪ Re-evaluates the work and identifies any necessary changes

Compulsory Elements and End-of-Course Outcomes

The compulsory elements are those that the teacher must absolutely take into account when designing learning situations.

Class of Situations

Joint action

Categories of Actions

- Defining the project
- Planning the project
- Implementing the project
- Validating the results

Operational Competencies

Communicates

- Gathers information about a project
- Expresses his/her understanding clearly and coherently
- Respects others' points of view and right to speak
- Clearly presents his/her point of view

Cooperates

- Assumes his/her tasks and responsibilities in a joint action
- Collaborates in the achievement of a common goal
- Demonstrates solidarity in decision making and problem solving

Essential Knowledge

- Meeting procedures
- Democratic principles
- Citizenship aspect of a project

The end-of-course outcomes describe how adults make use of the compulsory elements to deal with the real-life situations addressed in the course.

End-of-Course Outcomes
In order to deal with the class of situations *Joint action*, adult learners join their peers in defining a group project, and help plan and implement it. At the end of the exercise, they validate the results of their actions in light of their impact on the group project.
When defining a group project, adult learners gather information about the objectives of the project and establish its meaning for citizens, describing its goals and the issues raised.
Adult learners who help plan a project evaluate the effort needed, and help define the steps in the process, determine what kind of meetings are needed and select appropriate actions. They also help establish evaluation criteria.
At the implementation stage, adult learners work toward the common goal. They participate in discussions and apply meeting procedures, such as respect for participants and for decisions resulting from negotiations, deliberations or consensus. In these discussions, they express their understanding clearly and coherently, and respect democratic principles by clearly presenting their point of view and respecting others' points of view and right to speak. They demonstrate solidarity in decision making and assume tasks and responsibilities in the group project.
At the end of the process, adult learners validate the results of their actions and make connections between their actions and their achievements. They determine how their actions helped shape the citizenship aspect of the project. They may refer to their way of participating in discussions or taking concrete action to achieve goals. Thus, they contribute jointly to the search for solutions to the difficulties encountered.

Evaluation Criteria

- Defines a harmonious group project
- Thoroughly and effectively plans a group project
- Efficiently implements a group project
- Systematically validates the expected outcome

Operational Competencies

The contribution of each operational competency is described in terms of the actions that are appropriate for dealing with the real-life situations in this course. These operational competencies are addressed in other courses and therefore all of the courses taken together contribute to their development.

In this course, only the following operational competencies are addressed: *Communicates* and *Cooperates*.

Contribution of the Operational Competency *Communicates*	
The operational competency *Communicates* plays a fundamental role in dealing with real-life situations in the class Joint action. It enables adult learners to discuss issues with other members of the community in order to understand, define, direct and carry out a group project. Good communication ensures effectiveness and cohesion within the group.	Adult learners gather information about the project. In their discussions with members of the community or other people involved, they are capable of clearly presenting their point of view. Their language is imbued with respect for others; they observe democratic principles such as the right to speak and respect for others' points of view. They express their understanding clearly and coherently.

Contribution of the Operational Competency *Cooperates*	
The operational competency *Cooperates* is necessary in dealing with the real-life situations in the class *Joint action*. It enables adult learners to exercise their role as citizens and to create bonds of solidarity with other members of their community.	Adult learners collaborate with the other members of the community toward a common goal, making decisions and carrying out the group project. They assume tasks and responsibilities in the development of the project. They demonstrate solidarity in decision making and in the search for improvements and solutions to problems.

Essential Knowledge

Meeting procedures

- Right to speak

- Deliberation

- Right to vote

- Search for a consensus

Democratic principles

- Respect for the choice of the majority

- Equality of members

- Solidarity

Citizenship aspect of a project

- Criteria for a group project (contribution to the community, reduction of injustice or inequality, needs related to a common concern—environment, family, etc.—popular education, support for a minority group, cooperative aspect)

- Rights in relation to the charters of rights and freedoms

- Objectives of the project, issues, target population, expected outcome, necessary actions

Attitudes

The following attitudes are provided as suggestions only. The development of these attitudes can help adults to become more competent in dealing with the real-life situations in this course.

Open-mindedness	Motivation
Participating in a group project requires an attitude of open-mindedness. Teamwork requires that all participants share ideas, problems and solutions.	Believing in a project and in strength in numbers reinforces each person's contribution. Motivation is necessary for carrying a project through to the end.

Complementary Resources

The following resources are provided as suggestions only and consist of references that may be consulted in learning situations.

Social Resources	Material Resources
- Student committees - Governing board - Community or neighbourhood groups	- Charters of rights and freedoms - Books, magazines - Newspapers and electronic media

Contribution of Other Subject Areas

The contribution of other subject areas, in particular knowledge related to Languages and to Mathematics, Science and Technology, is also useful for dealing with the real-life situations in this course. The elements identified for each subject area are not compulsory and do not constitute prerequisites.

Subject Area: Languages

Program of Study: *English, Language of Instruction*

Course (Presecondary): *Engagement and Involvement*
- Categories of actions related to the class of situations *Using language to fulfill civic and social duties in the community*

Subject Area: Mathematics, Science and Technology

Program of Study: *Computer Science*
- Finding information on the Internet or consulting other computer media about a group project

Andragogical Context

In the course *Community Involvement*, adults participate actively in a group project in their education centre or neighbourhood and critically examine their own involvement. The situations identified in the course provide opportunities for action that arise on a daily basis in the learners' lives. Whether these situations concern the beginning of the school year when materials and information are in high demand, or the holiday season when food or clothing needs are glaring, or intercultural weeks, when immigrants ask questions, they all constitute opportunities for adult learners to participate in committees or joint actions. Such involvement is even more significant when adult learners themselves decide to launch a group project. They are then better able to evaluate its effects on individuals and the community. With the help of their teacher and peers, adult learners gain experience in teamwork and in sharing tasks and the results of their efforts. They play a crucial role in the group project, where everyone makes a unique contribution that enhances the group effort. In addition to developing a sense of cooperation, adults learn how to communicate effectively, improve the quality of their messages, exchange ideas and become open to different opinions. Finally, they realize that solidarity improves quality of life in the community.

While a lecture can help adult learners understand the democratic rules governing society, it is by participating in discussion groups and sharing in decision making that they become efficient. The teacher guides adult learners through the development of the project and the adult learners play a crucial role through their contribution. Teamwork and project-based learning are intimately linked to citizenship. They require interaction and collaboration among adult learners and foster the development of the operational competencies *Communicates* and *Cooperates.*

Learning Situation

The learning situation that follows is provided as an example to show teachers how the principles of the education reform can be applied in the classroom.

It is authentic in the sense that it addresses a real-life situation (taken from the class of situations in the course) that adults may find themselves in. It is sufficiently open and comprehensive to allow adult learners to explore several important aspects related to dealing with this real-life situation.

The examples of actions presented in the course help the teacher to identify those actions that an adult would take to deal with the real-life situation. The teacher can then refer to these examples in order to develop pertinent learning activities.

The learning situation is organized in terms of the three steps of the teaching-learning process, which are as follows:

- planning learning
- actual learning
- integrating and reinvesting learning

These steps highlight the principles of the education reform insofar as they encourage adults to be active, to reflect on their learning and to interact with their peers when the learning context is suitable. They include learning activities and may also include evaluation activities intended to support adults in the learning process.

These activities help learners to construct knowledge related to the compulsory elements of the course that are targeted by the learning situation concerned: one or more categories of actions, essential knowledge and the actions of the operational competencies associated with the categories of actions.

The example provided also refers to certain teaching strategies—pedagogical methods and techniques—that can be selected according to the learners, the context and the learning environment. Certain learning strategies may also be suggested, as well as a variety of material and social resources.

Example of a Learning Situation

Student Paper

All adult learners registered in an adult education centre can take action in their environment. This course proposes a learning situation involving collaborating on a newspaper, which belongs to the class *Joint action.* Adult learners develop the operational competencies *Communicates* and *Cooperates* by examining a group project and the cooperative actions inherent in its implementation.

A presentation and roundtable discussion break the ice and indicate each learner's interest in collaborating on a newspaper. The teacher summarizes the different points of view. Then, forming pairs or groups of three based on common interests, the adult learners discuss the content of the newspaper and improve their understanding of the project. They apply their knowledge about the citizenship aspect of the project, its objectives, the target population and its impact, as well as its contribution to community life. The teacher may guide the discussions by providing a questionnaire on the various elements. While the adults are deliberating, the teacher walks around the class and provides additional information as needed. He or she takes this opportunity to review certain meeting procedures such as respect for others' points of view and right to speak.
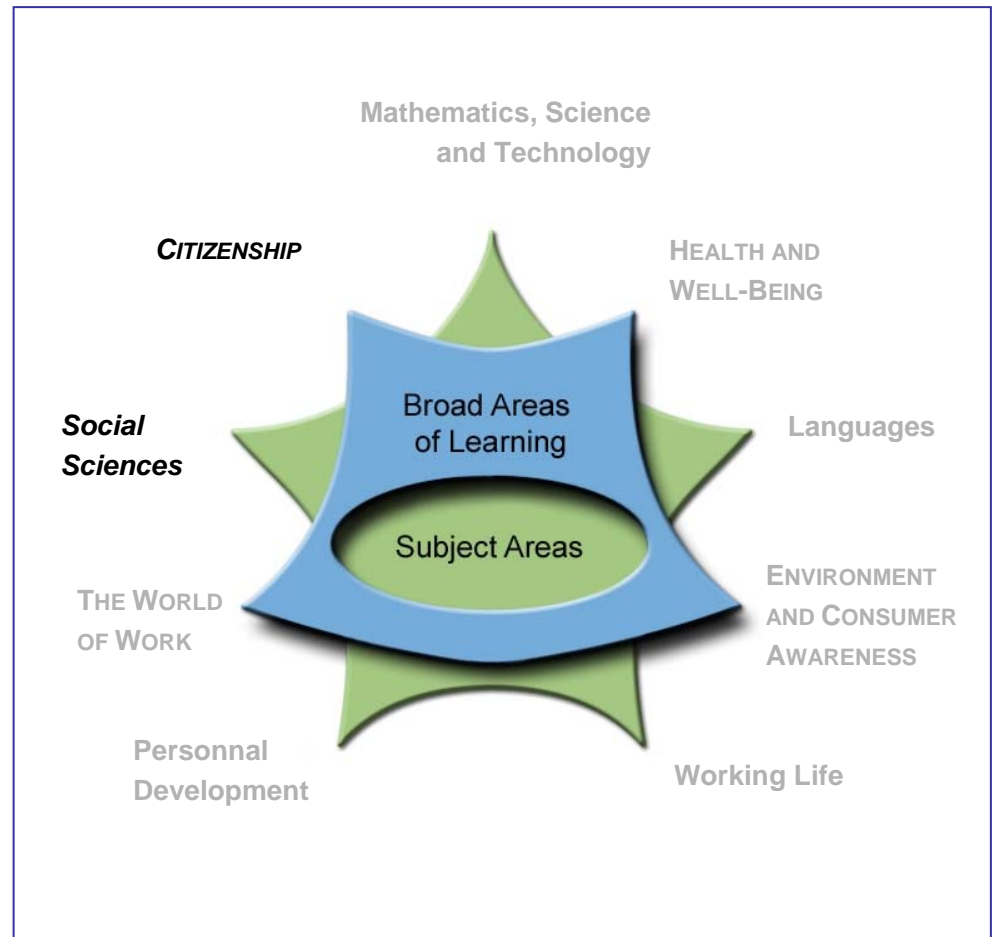
Adult learners pool their points of view in a class discussion in order to reach a consensus. They must make a joint decision concerning the different aspects of the newspaper. The teacher points out the importance of obeying certain rules in a group project, such as reaching a consensus and demonstrating solidarity in decision making.

Once the class has determined the form and content of the newspaper, the teacher suggests that they evaluate their respective contributions by analyzing their actions and the quality of the discussions. Adult learners express their level of satisfaction using an evaluation sheet provided by the teacher. This sheet should include elements of the project and knowledge related to its citizenship aspect and meeting procedures for a review of the meeting.

In order to help improve and integrate their learning, the adults begin planning the group project. They clarify and negotiate the tasks and responsibilities involved using techniques and principles learned earlier. The teacher provides the class with the information they need to design and produce the newspaper (e.g. schedule, individual and group tasks, constraints). The adult learners present their point of view, clarify the tasks based on their personal interests or strengths and establish a work schedule.

Elements of the Course Addressed by the Learning Situation

Class of Situations
Joint action

Learning Situation
Student Paper

Categories of Actions

- Defining the project
- Planning the project
- Validating the results

Operational Competencies	Essential Knowledge
- Communicates - Cooperates	- Meeting procedures - Democratic principles - Citizenship aspect of a project

Complementary Resources

- Charters of rights and freedoms - Community or neighbourhood groups	- Student committees

Mathematics, Science and Technology

CITIZENSHIP

HEALTH AND WELL-BEING

Social Sciences

Broad Areas of Learning

Languages

Subject Areas

THE WORLD OF WORK

ENVIRONMENT AND CONSUMER AWARENESS

Personnal Development

Working Life

Bibliography

Association pour l'éducation interculturelle du Québec (with the collaboration of the Ministère des Relations avec les citoyens et Immigration). *Éducation et formation à la citoyenneté, guide de référence.* Montréal: APEIQ, 2002.

Association québécoise des organismes de coopération internationale (AQOCI). *Choisissons notre monde… sans armes, citoyens! Solidarité en herbe, trousse préparée dans le cadre des 8ièmes journées de la solidarité internationale 2004.* Montréal: AQOCI, 2004.

Belgium. Administration générale de l'enseignement et de la recherche scientifique. "L'éducation à la citoyenneté." *L'enseignement en Communauté française de Belgique.* <http://www.enseignement.be/prof/espaces/fondam/theme/citoyen/index.asp>. (18 October 2007). _____. *L'enseignement en communauté française de Belgique.* <http://www.agers.cfbw.be/prof/index.asp>. (18 October 2007).

Belgium. Ministère de la communauté française. Enseignement de la communauté française. Administration générale de l'enseignement et de la recherche scientifique. *Humanités générales et technologiques, enseignement secondaire et technique de transition, deuxième et troisième degrés : programmes d'études des cours de géographie et d'histoire.* <http://www.restode.cfwb.be/pgres/programmes/index.html>. (18 October 2007)

Boisvert, Yves, et al. (eds.). *Vivre la citoyenneté : identité, appartenance et participation.* Collection Éthique publique, hors série. Montréal: Liber, 2000.

Caldwell, Gary. *La culture publique commune. Les règles du jeu de la vie publique au Québec et les fondements de ces règles.* Québec: Éditions Nota bene, 2001.

Cardin, Jean-François, et al. *Le Québec : héritage et projets.* Montréal: Éditions HRW, 1994.

Éthier, Marc-André. "Où va l'éducation à la citoyenneté?" *Traces*, vol. 39, no. 3 (May-June 2001): 17-28.

France. Ministère de la jeunesse, de l'éducation nationale et de la recherche. Direction de l'enseignement scolaire. *Enseigner au collège, Histoire - Géographie Éducation civique : programmes et accompagnement.* <http://www.cndp.fr/doc_administrative/programmes/secondaire/histgeo/accueil.htm>. (18 October 2007). For elementary school: <http://www.cndp.fr/doc_administrative/programmes/primaire/accueil.htm>. (18 October 2007).

Gaudreau, Lorraine. *Éduquer à la citoyenneté en éducation des adultes. Pour que le rêve devienne réalité, fiches analytiques.* Québec: Éduconseil inc., 2003.

_____. *Éduquer à la citoyenneté en éducation des adultes. Pour que le rêve devienne réalité.* Commentaires en vue de la rédaction du document d'orientation ministériel sur l'éducation à la citoyenneté dans le champ de l'éducation des adultes. Québec: Éduconseil inc., 2003.

Gohier, Christiane, and Suzanne Laurin. *Entre culture, compétence et contenu : la formation fondamentale, un espace à redéfinir.* Montréal: Éditions Logiques, 2001.

International Bureau of Education. "The Teaching of History and Geography for Learning to Live Together." Final report of the Forum organized by the International Bureau of Education and the University of Geneva. <http://www.ibe.unesco.org/International/Publications/FreePublications/FreePublicationsPdf/histgeo.pdf>. (18 October 2007).

Lanoix, Alexandre. "Former les citoyens par l'histoire." *Traces*, vol. 40, no. 1 (Jan.-Feb. 2002): 20-28.

Le Pors, Anicet. *La citoyenneté.* Paris: Presses universitaires de France, 1999.

Ligue des droits et libertés. *Éduquer aux droits, agir pour les droits.* Proceedings of the *Séminaire sur l'éducation aux droits* held February 27-28, 2004 in Montréal.

Maclure, Jocelyn, and Alain-G. Gagnon (eds.). *Repères en mutation, Identité et citoyenneté dans le Québec contemporain.* Montréal: Éditions Québec Amérique, 2001.

Martineau, Robert. "Quelle histoire et quelle formation pour quelle citoyenneté?" *Traces,* vol. 35, no. 2 (1998): 3-17.

_____. "La classe d'histoire contre la dictature du présent." *Traces*, vol. 41, no. 3 (May-June 2003): 14-20.

_____. "Du patriote au citoyen éclairé… l'histoire comme vecteur d'éducation à la citoyenneté." In Robert Comeay and B. Dionne (eds.). *À propos de l'histoire nationale.* Sillery: Septentrion, 1998.

Martinello, Marco. *La citoyenneté à l'aube du 21e siècle.* Liège: Éditions de l'Université de Liège. Brussels: Fondation Roi Baudoin, 2000.

Marzouk, Abdellah, et al. *École, éducation à la citoyenneté et diversité culturelle, document d'orientation.* Ottawa: Les Éditions GREME, 1997.

_____. *Éduquer à la citoyenneté à l'école, guide pédagogique.* Montréal: Les Éditions Logiques, 2000.

Mercier, Alain, Moussadek Ettayebi and Fidèle Medzo (eds.). *Le curriculum de la formation générale des adultes, Défis et perspectives d'une réforme.* Montréal: ACFAS, 2004.

Ouellet, Fernand (ed.). *Quelle formation pour l'éducation à la citoyenneté?* Québec: Presses de l'Université Laval, 2004.

Petrella, Riccardo. *L'éducation, victime de cinq pièges, à propos de la connaissance, Les Grandes Conférences.* Montréal: Fides, 2001.

Pharo, Patrick. *Le civisme ordinaire.* Paris: Librairie des Méridiens, 1985.

Poitrenaud, Robert, and Georges Delobbe. *La citoyenneté.* Collection 30 mots pour comprendre. France: PEMF, 2000.

Québec. Conseil supérieur de l'éducation. *Éduquer à la citoyenneté.* Annual report on the state and needs of education, 1997-1998. Québec: Gouvernement du Québec, 1998.

_____. *Pour un aménagement respectueux des libertés et des droits fondamentaux : une école pleinement ouverte à tous les élèves du Québec.* Québec: Gouvernement du Québec, 2005.

Québec. Ministère de l'Éducation du Québec. *Government Policy on Adult Education and Continuing Education and Training.* Québec: Gouvernement du Québec, 2002.

_____. *Action Plan for Adult Education and Continuing Education and Training.* Québec: Gouvernement du Québec, 2002.

_____. *Québec Schools on Course: Educational Policy Statement.* Québec: Gouvernement du Québec, 1997.

_____. *Se souvenir et devenir.* Report of the task force on the teaching of history. Québec: Gouvernement du Québec, 1996.

_____. *Preparing Our Youth for the 21st Century.* Report of the task force on elementary and secondary school learning profiles. Québec: Gouvernement du Québec, 1994.

_____. *Reaffirming the Mission of Our Schools.* Report of the task force on curriculum reform. Québec: Gouvernement du Québec, 1997.

_____. *Québec Education Program. Preschool Education, Elementary Education.* Québec: Gouvernement du Québec, 2001.

_____. *Québec Education Program. Secondary School Education, Cycle One.* Québec: Gouvernement du Québec, 2004.

Québec. Ministère de l'Éducation du Québec. Direction de la formation générale des adultes.

> *Geography programs, 1998.*
> *History programs, 1998.*
> *Economics programs, 1998.*
> *Political science programs, 1998.*
> *Social studies programs: Industrialization and Urbanization in Québec, Democracy and Culture in Québec, 1998.*

_____. *Univers social et citoyenneté, document d'orientation.* (Document written by Hélène Duchesne, Hélène Charles and Philippe Racette). Québec: Gouvernement du Québec, 2004.

_____. *Les situations de vie des adultes visés par la formation générale commune.* Québec: Gouvernement du Québec, 2003.

_____. *Pour...suivre son régime, document d'information sur les articles du régime pédagogique de la formation générale des adultes.* Québec: Gouvernement du Québec, 2003.

UNESCO. *Hamburg Declaration on Adult Learning.* Fifth International Conference on Adult Education (CONFINTEA V), July 14-18, 1997. <http://www.unesco.org/education/uie/confintea/declafra.htm>. (18 October 2007).

_____. *Agenda for the Future.* Fifth International Conference on Adult Education (CONFINTEA V), July 14-18, 1997. <http://www.unesco.org/education/uie/confintea/agavenir.htm>. (18 October 2007).

Venne, Michel (ed.). *L'annuaire du Québec.* Québec: Fides, 2003.