



**ICP**  
FACULTÉ  
D'ÉDUCATION  
ET DE FORMATION

L'esprit grand ouvert sur le monde

CATHOLIC UNIVERSITY OF PARIS

# FACULTY OF EDUCATION AND TRAINING

« Nowadays to educate is to make as many people as possible capable of analyzing what is going on, to express this analysis and to make it immediately beneficial to the common action at the level of the global society. But it is also to bring them so that the decisions, the emergency orders, the long-term objectives do not escape their control »

Daniel Hameline  
*Of knowledge and People*



[www.icp.fr/faculte-education-formation](http://www.icp.fr/faculte-education-formation)

## THE DEAN'S WELCOMING REMARKS



### A statement for education

To ask the question about education means to question the agents, the processes, the proceedings and the institution in order to help others, through practices and discourses, reach a common goal in a common world.

We affirm that there is a major goal: the promotion of inclusive institutions to serve the individual for the common good.

At the heart of the Faculty of Education and Training, the faculty project «Inclusive Educational Community», whose aim is to think and build inclusive institutions in view of human dignity, social justice and excellence for all, is thus put to work.

“ **Accompanying each and every person towards excellence within specific or specialised institutions for the common good is the meaning we wish to give to the word ‘inclusion’.** ”

In this presentation, you will discover the implementation of this statement of an education for excellence through inclusive institutions.

### Key moments in its development...

The Faculty of Education and Training is part of a long and beautiful history within an institution whose one hundred and fiftieth anniversary will be celebrated in 2025, the Catholic University of Paris (Institut Catholique de Paris - ICP).

Key moments have marked its evolution since 1941: the creation of a first Higher Institute of Pedagogy within a Faculty of ICP, of a Centre for Pedagogical Studies and, of a Summer Pedagogical University.

As of the beginning of the 2022-2023 academic year, our faculty, which moved to the Carmes site of the Paris campus in 2021, will be called the Faculty of Education and Training.

### ... and shed light on its current specificity

This evolution is a reflection of a reality which has been established over the years and which allows us to project

ourselves for the years to come around what makes it special. This is based on three points:

- **Initial training of educators,**
- **Continuing training of education professionals,**
- **Research and innovation in education and training.**

The organisation of the Faculty of Education and Training is developed around these three axes in order to constitute a real Agora and to tighten the links around the faculty project through three themes:

- **hosting,**
- **teaching,**
- **evaluating.**

### Serving the common good

It is the excellence of each and every person that is the central point of the faculty project, not the disability. Accompanying each and every person towards their excellence within specific or specialised institutions for the common good is the meaning we wish to give to the word «inclusion». Our offer is therefore addressed to educational institutions as well as to

associations or organisations that wish to promote an institution of excellence at the service of the individual for the common good. This project is fully in line with the ICP's strategic plan Universistas, participating in the integral development of the student and the academic community with an offer that includes training in contemporary issues and access to research.

The questions which arise today are those of families and schools, of management and the common project, fraternity and citizenship, well-being in education, health and different artistic expressions, school dropout and educational policies, secularism and religion, ecology and societal emergencies, teaching and evaluation, face-to-face and distance learning, and adult education in both initial and continuing education.

These issues are addressed in the different cycles of studies and in the centres of the Faculty of Education and Training:

- **the Centre for Professional and Continuing Education (CPCE)**
- **the Centre for Studies and Innovation - Inclusive Educational Community (CEICEI)**

### Developing a school of thought

Our wish is also to develop a stream of thought - « **The Paris School of Education** » - that engages in research, offers a training and teaching expertise on issues related to inclusive institutions in order to propose, among other things, another way of evaluating institutions.

This consists of evaluating the excellence of the relationship to knowledge, the institutional climate of institutions where it is good to live, based on positive and negative criteria:

- **4 positive C's to be developed and reinforced: competence, creativity, conviviality and cooperation**
- **4 negative C's to be identified and fought: complacency, competition, counterfeiting and corporatism.**

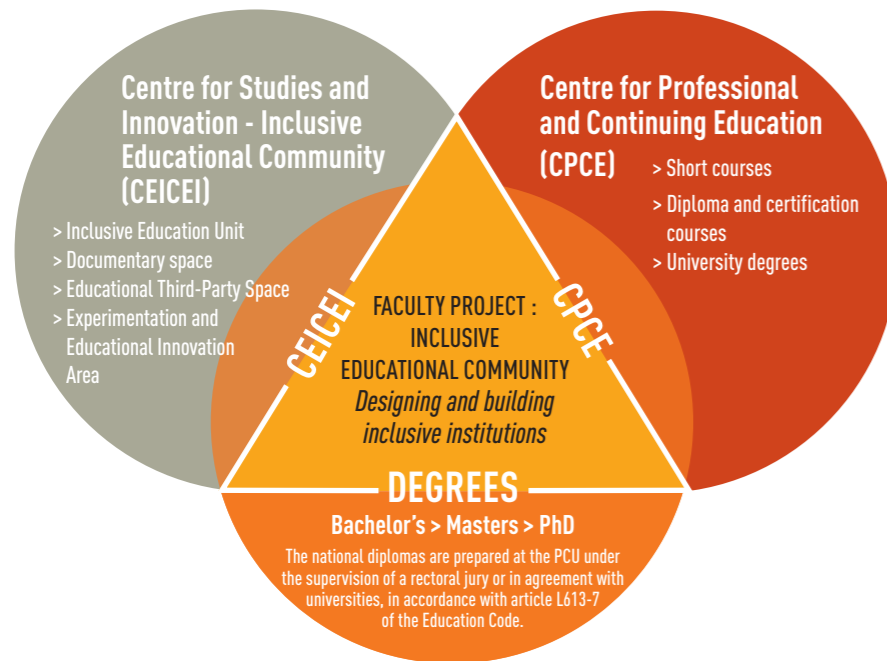
We invite you to discover over the following pages the proposals of our lively and promising institution.

Enjoy your reading.

**Pr Augustin Mutuale,**  
**Dean of the Faculty of Education and Training**

The Faculty of Education and Training is based on the values of **professionalism, benevolence and achievement**. As a place of training, research, pedagogical and educational experimentation, the Faculty accompanies students, educators, trainers, teachers and researchers throughout their lives. Objectives: to discover, invent, adapt and implement pedagogical practices dedicated to a real education for all.

The 3 clusters, Degrees, CPCE and CEICEI, are meant to work together, to feed the faculty project, to be fed by it



## Initial education

NATIONAL QUALIFICATIONS

### BACHELOR'S DIPLOMA

Education Sciences,  
Education, Teaching and Training Programme

### MASTERS

Teaching, Education and Training Professions (MEEF)

1<sup>st</sup> degree mention

Master MEEF – 1<sup>st</sup> degree – School Teacher's Course

2<sup>nd</sup> degree mention

Master MEEF - 2nd degree – High School Teachers' Course

Master MEEF - 2nd degree - Physical and Sports Education course

Educational Supervision Mention

PhD in Education Sciences

## Continuing education

### LEADING TO CERTIFICATION

- Certificate of Professional Competence in Inclusive Education Practices (CPCIEP)
- Title of teacher trainer, trainers and educational managers

### UNIVERSITY DEGREES

- Use of digital technology in education
- Engaging in educational research: community, education, inclusion
- Active teaching methods  
in partnership with the ISFEC La Salle Mounier
- School Pastoral Animator  
in partnership with the HIRS (Higher Institute of Religious Sciences)
- Abuse and good treatment : Listening, supporting, preventing  
in partnership with the Higher Pastoral Catechetics Institute (HPCI) of the *Theologicum*-Faculty of Theology and Religious Sciences



Scan here to find out more about the Faculty of Education and Training

HOSTING - TEACHING -  
EVALUATING

## Inclusive Educational Community

*Designing and building inclusive institutions*

The Faculty Project « Inclusive Educational Community » poses the question of the place and role of each person in building a community of life, values, work, study and research. Its foundations are education for all, diversity of learning needs, integral development of the individual, cooperation between its members. To participate in a reflective vision of our society from a humanist perspective and to boost an institutional dynamic.

## The identity of an inclusive educational community

Through mutual recognition and educational intentionality: education is to give the other access to a common world through practices and discourses.

Through a common historical world where the great narratives to be conquered in the present are transmitted through a common historical world through the appropriation of common treasures, and which are deployed in the promise that gives meaning to the educational utopia for a collective horizon.

By a community identified by its capacity for research and action on inclusive education, supported by a commitment to transmit its values in the training of teachers and educational managers, in order to respond to the fundamental challenges of tomorrow's society.

## The challenges of an inclusive education community

Every human being is educable: it raises the question of « us », of our collective destiny, of our common horizon. A key principle in education: understanding the other and accepting to be shaken by the other and to shake him in return, by taking into account diversity, resistance and debate, in a perspective of respect for the individual and the group. Any cultural heritage is transmitted: this responsibility originates in Sollicitude, which is thought and experienced in the dialectic of « taking care and leading towards », as well as in an ecological relationship as an understanding of the world and a mutual recognition called « Ecorelativity ».

Any feeling of belonging to a collective and essential project is reinforced by the welcome and benevolent attitude of its members, linked to the existence of a solicitude where the important thing is to make the other person act for his or her own well-being and that of the community, with a societal aim.

## Commitment as a means of building an inclusive educational community

To contribute to the development of the individual and the common good, in the framework of a community of study (through research, pedagogy and training, valorisation of competences) and of the sustainability of the inclusive and innovative policy, and beyond through the students and trainees destined to enter the teaching and training professions.

To develop a vision of the person centred on his/her needs, skills and abilities, difficulties and weaknesses.

Inclusive education, which is also part of the ICP's commitment to the integral development of the student, will be worked on with all the actors who make

up the university community, taking into account the institutional limitations and requirements.

To achieve an inclusive community through social and cultural diversity. It is a question of engaging in a dialogue between different publics and cultures, between students and teachers, within an institutional framework, in a spirit of common trust, in the service of the learners' success.

For a commitment that must be part of our pedagogy, our teaching, our research, our policy of accommodations implemented for our students with disabilities.

## The prospects for an inclusive education community

A « personalised » welcoming community that opens up to others, lives with others, and makes others live. This is what we call « living well together ».

A scientific learning community that helps the community to open up to its strengths and weaknesses and to think critically about its own actions and discourses, in order to support each individual's own excellence as closely as possible.

A caring pedagogical community that is part of an institutional policy based on raising awareness of the actors and setting up a reflection as well as a collective work to resolve difficulties and develop common actions for the well-being of all and the common good.

## RESEARCH

The Faculty's Teacher-Researchers and PhD students are members of the ICP's Research Unit « Religion, Culture and Society » (EA 7403). They contribute to the work carried out in the four research areas of the RU:

- Cultures and Humanities
- Ethics and Identities
- Rationality and Experience
- Texts and Hermeneutics

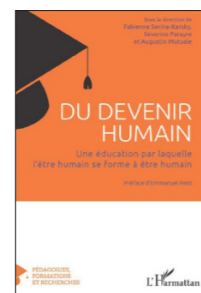
### The Daniel Hameline Research Fund

Sponsored by Professor Antonio Nóvoa, it includes Professor Hameline's professional and personal library which he donated to the Faculty of Education and Training. Co-managed by the PhD Cycle of Studies and the CEICEI, it is accessible in the document area, on the garden level of the Branly Building.



### Scientific publications

- A collection published by L'Harmattan: « Pédagogies, Formations et Recherches », which publishes 2 books per year
- A partnership with the journal *Phronesis*, classified in Educational Sciences



### A Research logbook

on the Hypothesis platform managed by the CNRS and partnered universities: Inclusive Educational Community



### A UNESCO chair

« Professional Training, Personal Construction, Social Transformations »



### A series of conferences

organised from October to May, to learn about recent research and to discuss a variety of topics related to current issues.



### University partnerships

- With the Archives Institute Jean-Jacques Rousseau of the University of Geneva in association with the Daniel Hameline Research Fund
- With the Catholic University of Congo and the Beirut Saint-Joseph University for the PhD



THE TEACHING STAFF AT THE FACULTY OF EDUCATION AND TRAINING

**380**  
teachers  
/part-time trainers

**9**  
experts  
trainers

**7**  
lecturers

**2**  
professors

STUDENTS IN FIGURES

**1,000**  
undergraduate  
students  
Master's and PhD

**3,000**  
teachers and educational  
staff in vocational training

**98 %**  
success rate for  
initial training

**98 %**  
satisfaction  
rate for training  
courses

### TEACHERS-RESEARCHERS AND LECTURERS

- Dr-HDR Adrien Bourg, Lecturer
- Dr Bernard Dantier, Lecturer
- Dr Myriam Kettani, Lecturer
- Pr Augustin Mutuale, Professor
- Dr-HDR Séverine Parayre, Lecturer
- Dr Thibaud Pombet, Lecturer
- Dr Eva Salerno, Lecturer
- Dr-HDR Fabienne Serina-Karsky, Lecturer
- Pr Laurent Tessier, Professor
- Dr Virginie Trémion, Lecturer

### EXPERT TRAINERS

- Mr Sébastien Balanger
- Mr Pierre-Antoine Coene
- Ms Annick Coste
- Ms Catherine Guillot
- Ms Véronique Evrard
- Mr Gabriel Maës
- Ms Anne-Claire Meyrier
- Ms Audrey Poirier
- Ms Nadjat Tabouri

### ASSISTANTS

- Assistant to the Dean and the PhD Cycle of Studies : **Azadée Afraz**
- Undergraduates Assistant : **Marie Dos Santos Guerreiro**
- Master's Assistant : **Zoraida Lebaut**
- Centre For Professional Continuing Education : **Pascal Lauret, Valérie Mbimi, Samantha Plaisival, Clémence Rivoal**
- CEICEI : **Laurianne Lawson**

### DEAN'S OFFICE

- Dean: **Pr Augustin Mutuale**
- Vice-Dean for Academic Affairs, External Relations and Faculty Project: **Dr-HDR Fabienne Serina-Karsky**
- Faculty Administration Officer: **Joselie Doninion**
- Assistant to the Dean: **Azadée Afraz**

### PUBLIC RELATIONS (attached to the Dean's Office)

Manager: **Joselie Doninion**  
**Laurianne Lawson, Gabriel Maës**



In 2021, the Faculty of Education and Training opened a Bachelor program in Education Sciences on the new campus in Reims, Champagne.  
Contact: Dr Eva Salerno • e.salerno@icp.fr

## Faculty of Education and Training

### Mailing address:

21, rue d'Assas  
75270 Paris cedex 06

### Offices:

• ICP campus de Paris  
Site Carmes  
74 rue de Vaugirard 75006 Paris

• ICP campus de Reims  
6, rue du Lieutenant Herduin  
51100 Reims

[www.icp.fr/faculte-education-formation](http://www.icp.fr/faculte-education-formation)

## Our partners



## Organisation and contacts

### • Cycles of studies

#### Undergraduates:

Bachelor's in Education Sciences  
[licence.facef@icp.fr](mailto:licence.facef@icp.fr)

#### Master's:

Master MEEF (Teaching, education and training professions)  
[master.facef@icp.fr](mailto:master.facef@icp.fr)

#### PhD:

PhD in Education Sciences  
[doctorat.facef@icp.fr](mailto:doctorat.facef@icp.fr)

### • Centre for Professional and Continuing Education

[formationscatalogue.facef@icp.fr](mailto:formationscatalogue.facef@icp.fr)

### • Centre for Studies and Innovations - Inclusive Educational Community

[innovation.facef@icp.fr](mailto:innovation.facef@icp.fr)

### • Disability and Mediation Referents

[referenthandicapeducation@icp.fr](mailto:referenthandicapeducation@icp.fr)  
[referentmediateureducation@icp.fr](mailto:referentmediateureducation@icp.fr)



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## The Catholic University of Paris

The ICP, constituted as an Association in accordance with the 1901 law regarding non-profit organizations, recognized as being of public utility, is a private higher education institution, registered by the Ministry of Higher Education, Research and Innovation as a Private Higher Education Institution of General Interest (EESPIG).

Established in 1875, an heir to the Humanities Colleges of the Middle

Ages, the Catholic University of Paris includes 6 faculties, 6 specialized institutes and a research unit, « Religion, Culture and Society », recognized by the Ministry of Higher Education, Research and Innovation since 2014. The Faculty of Education and Training is one of these 6 faculties.

