SYNESIS: Journal for Humanities and Social Sciences, 7(2)2026: 1-14
https://doi.org/10.63356/sin.2026.012

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Previous Announcement

Civic education and national security: Analysis of civic education textbooks in primary school

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Instilling citizenship values in learners constitutes a foundational element of citizenship education. It seeks to strengthen individual identity, reinforce a sense of national belonging, and cultivate pride in the nation's security and stability. This approach further supports the internalization of loyalty and national allegiance, serving as a safeguard against ideologies and practices that conflict with the foundational principles and distinctive features of Algerian society. Consequently, educational curricula are deliberately designed to integrate citizenship-related themes within their content, aiming to prepare responsible and engaged individuals who contribute to the construction, development, and protection of their communities. In this framework, particular emphasis is placed on the role of education, and citizenship education in particular, as strategic mechanisms for achieving national security. These mechanisms serve a preventive function by shielding individuals and society from destabilizing social phenomena, notably religious and ideological extremism.

Keywords: education, citizenship, citizenship education, national security, ideological extremism.

1. Introduction

Citizenship is a central concept encompassing vital dimensions relevant to community development and the establishment of civil society. It represents the essence of the relationship between the individual and the state, encompassing an array of geographic, historical, cultural, and political ties that bind the citizen to the nation. More specifically, it embodies the tangible connection and mutual sense of belonging shared between the individual and the state, encompassing the rights and obligations of citizens in accordance with national laws and statutes.

Citizenship is indispensable for ensuring societal stability, as it promotes values of mutual respect and collaboration among individuals and institutions alike, thereby supporting the trajectory of sustainable development. It encapsulates the balance between rights and responsibilities and underscores the necessity of compliance with national legal frameworks, contributing to the reinforcement of social cohesion and the realization of holistic development.

Amid escalating global challenges, there is an increasing imperative to educate younger generations about the principles and values of informed citizenship, fostering active societal participation. Educational curricula, particularly civic education at the middle school level, play a pivotal role in shaping students' social identities and enhancing their awareness of national rights and duties. These curricula nurture citizenship values by incorporating content that promotes belonging, mutual respect, critical reasoning, and civic responsibility.

This study adopts a sociological perspective to explore the role of education in cultivating citizenship and examines how education can function as a strategic avenue for promoting security and social stability within the current local, regional, and global contexts confronting Algeria. Investment in education is an essential strategy for addressing political and security challenges by imparting the knowledge, competencies, values, and principles necessary to protect society from religious and ideological extremism.

Citizenship education has the potential to reinforce national security in its multiple dimensions by preserving the state's political integrity both domestically and internationally, protecting citizens from extremist ideologies, and upholding societal customs, traditions, and social norms. Together, these efforts contribute to reinforcing individuals' sense of freedom, dignity, and security.

In this regard, numerous countries and international organizations have adopted educational initiatives centered on citizenship and civic education. According to Al-Charrah (2001), educational institutions in the United States have developed curricula and pedagogical methods designed to achieve the fundamental competencies required for effective citizenship. A principal objective of U.S. education policy is to foster an understanding of the social system, identify inadequate or unjust social conditions, and reorganize them in alignment with the needs and nature of the community.

Moreover, there has been a growing emphasis on the concept of global citizenship, as evidenced by the implementation of global citizenship education programs. UNESCO (2015) outlines a conceptual framework for global citizenship education comprising three core domains: the cognitive, the socio-emotional, and the behavioral. These domains collectively shape the definition and objectives of global citizenship education, guiding its application in educational settings worldwide.

Similarly, the Council of Europe has prioritized citizenship education by implementing initiatives that underscore its significance. As highlighted by Radoui (2014), the Council launched the "European Year of Citizenship through Educa-

tion" in 2005 to emphasize the value of democratic citizenship education across the continent. This initiative sought to bridge the gap between theory and practice, foster partnerships and networks, and expand democratic education as a means of promoting social cohesion. In 2010, the Council of Europe adopted the "Charter on Education for Democratic Citizenship and Human Rights," which supports educational practices and activities that advance democratic values and respect for human rights.

Within the same context, the study by Benkhadir (2021) affirmed that citizenship education plays a vital role in instilling human rights and ethical values in learners. It contributes to shaping well-balanced individuals who possess a strong sense of patriotism and are capable of constructive social interaction. The study stressed the pivotal role of families and educational institutions in embedding these values, provided that existing obstacles to this process are effectively addressed (Benkhadir, 2021).

As such, citizenship education is recognized as a fundamental element of educational curricula. It informs students of their rights and responsibilities as members of society and enhances their social awareness through education on respect for cultural diversity and acknowledgment of intellectual and political pluralism. This awareness strengthens social cohesion, mitigates sectarian and ethnic tensions, and fosters loyalty, belonging, and civic engagement. Through this process, learners are equipped to engage actively in public life and contribute meaningfully to societal stability by participating positively and making informed, responsible decisions. Consequently, these curricula aim to empower students with the capacity for responsible citizenship that supports and sustains the stability of their communities.

1.1 Research Question

How do educational curricula, particularly the civic education textbook at the middle school level, contribute to instilling citizenship values in learners, enhancing their understanding of national rights and responsibilities, and thereby fostering their social awareness and preparing them for effective participation in ensuring societal stability?

1.2 Research Objectives

The study aims to:

- Examine how educational curricula, specifically through the civic education textbook at the middle school level, contribute to instilling citizenship values in learners.
- Assess the extent to which these curricula build learners' social awareness and enable their active involvement in achieving societal stability.
- Highlight the significance of education and citizenship education as a strategic entry point for reinforcing national security.

1.3 Study Concepts

1.3.1 Education

Education is defined as "all the ways through which individuals understand the world around them and form values and patterns of living that reflect their perception of the realities they experience" (Radoui, 2014, p. 5).

In the context of this study, education refers to the transmission of concepts, principles, values, and ideas related to citizenship to the learner. The objective is to instill and reinforce citizenship values by teaching students these elements in a manner that enhances their awareness and understanding of their societal roles, strengthens their sense of national belonging, and promotes active participation in public life.

1.3.2 Upbringing

The concept of upbringing, like many others, has evolved across different historical phases, philosophical, intellectual, and scientific, shaped by the diversity of civilizations, schools of thought, and theoretical frameworks. Historically, upbringing was primarily regarded as a means of acquiring knowledge. However, contemporary educational theorists have expanded this view, defining upbringing as a method of properly, ethically, and distinctively preparing individuals in terms of intellectual development and human behavior. It also involves equipping them with the ability to access and utilize knowledge sources for solving personal and societal challenges (Jirjis, 2005, p. 162).

From a sociological perspective, upbringing is described as "a means of shaping attitudes and behavioral patterns among members of society. It aims to help individuals acquire social behavior norms that facilitate adaptation and interaction within social life, in addition to cultivating suitable mental, emotional, and social orientations" (Izzat, 2008, p. 50).

1.3.3 Citizenship and Citizenship Values

The Arabic term (citizenship) is a translation of the French word *citoyenneté*, which originates from *cité*, referring to the legal and political structure of the city. The English equivalent, *citizenship*, derives from the term *citizen*, denoting an individual recognized by modern laws and constitutions as possessing rights and responsibilities equally under the law, regardless of gender, religion, race, or social class (Abdeljalil, 2010, p. 11).

Sociologically, citizenship is defined as "a status or social relationship between a natural individual and a political community (the state), through which the first party offers allegiance and the second ensures protection. This relationship between the individual and the state is defined by law" (Ghayth, 2006, p. 59).

It is therefore a legal and political construct encompassing both rights and obligations, including the freedoms, responsibilities, and entitlements associated

with full membership in a political community. Citizenship grants individuals the right to participate in political, legal, social, economic, and cultural spheres, while also requiring their active engagement and accountability.

Citizenship values are described as "a set of standards and principles that form a framework guiding an individual's behavior and governing their relationships with others on the one hand, and with national institutions on the other. These values enable individuals to carry out their duties and responsibilities through active participation in their community, holding firmly to their rights, respecting others' rights, and adopting dialogue, cooperation, and collective action as the sole path to achieving the public good and a dignified life for the nation's citizens, based on justice and equality.

These values aim to connect citizens to their homeland, strengthen their cohesion, and motivate them to continue contributing and dedicating themselves to fulfilling their duties toward the country and safeguarding its unity. Citizenship values include national belonging and loyalty, fulfilling duties, rights, social participation, and general values such as freedom of opinion and expression" (Boukhalkhal, 2024, p. 24).

1.3.4 Citizenship Education

Citizenship education is defined as "an educational approach aimed at forming good citizens, making them aware of their society's problems, and providing them with the necessary information to raise their awareness. It is the science that clarifies the relationship between the citizen and their social environment, and the laws, rights, and responsibilities arising from that relationship" (Ahmed, 2004, p. 99).

From this perspective, "modern societies have increased their focus on citizenship education in response to rising violence, the disintegration of social relationships, and conflicting interests. It serves to reinforce value systems and promote sound behavioral norms in society generally, and within the family, considered the foundational unit of society, in particular, where the socialization process begins, including the transmission of cultural and value-based heritage to its members with the aim of developing citizenship and preparing individuals to face future life demands and adapt to them" (Al-Mahrouki, 2008, p. 6).

Accordingly, citizenship education is viewed as a comprehensive and integrated process fundamentally linked to values such as freedom and dignity. It aspires to foster balanced behavior, equality, and democracy through various educational and social institutions, including the family, schools, mosques, media outlets, and civil society organizations.

1.3.5 National Security

Frank Trager and Frank Simonie define national security as "that part of government policy whose central objective is to provide suitable national and international conditions for the protection and propagation of vital national values against

existing or potential adversaries" (Frank, 1973, p. 36).

The concept of national security also refers to "a set of policies adopted to safeguard the integrity of the state and defend its achievements against enemies, whether internal or external. In recent decades, the concept of security has expanded to include issues not necessarily military or security-related, encompassing a range of economic, cultural, and social measures, after it became clear that national security threats are not limited to aggression and external dangers" (Abdel-Moati, 2016, p. 2).

Thus, national security encompasses the protection of the homeland from all forms of threats, internal and external alike.

2. Methods and Approaches

To investigate the issue of citizenship education in Algeria, a content analysis approach was adopted, focusing on the civic education textbooks used in the first and second years of middle school. The objective was to assess the role of these curricular materials in promoting and transmitting the principles and values of citizenship. The content analysis process involved the following steps:

2.1 Research Methodology

This study employed a content analysis methodology to examine the civic education textbooks (second-generation curriculum) for the first and second levels of middle school. The purpose was to identify the embedded principles and values of citizenship and to understand their contribution to shaping learners' civic attitudes. Content analysis is defined as "a set of methodological rules aimed at discovering meanings through the objective, systematic, and quantitative study of the manifest content" (Mohammed, 2009, p. 55).

The content analysis method was adopted to study the representation of citizenship values in Algerian textbooks, due to its ability to examine educational texts and identify the values and principles contained in them in an objective and systematic manner. An inductive approach was followed in developing the categories, where the categories were not predetermined but were derived from the text itself. The analysis process included several stages: first, the textbooks were carefully read to extract all content related to citizenship values in the form of words, phrases, and sentences, which were then grouped into initial clusters based on their contextual and semantic meaning. Second, these clusters were reviewed, refined, and consolidated to form final, clear, and well-defined categories, with definitions and inclusion criteria documented for each category.

To ensure the reliability of the coding process, a portion of the data was reviewed twice at different time intervals, and the results were compared and any discrepancies corrected. An expert in civic education was also consulted to review the categories and ensure their validity and representativeness of the concept of citizenship within the texts.

Additionally, a statistical table was designed to present the frequency and percentage of occurrences for each educational level, providing a clear and organized presentation of the distribution of citizenship values across different school stages.

2.2 Research Tool

Given the nature and focus of the study, a specific content analysis technique was applied, namely, the categorical analysis method. This method is described as "an exploratory procedure that does not use a theoretical or empirical categorical framework to support or guide the analysis of results derived from a single methodology, free from reliance on a predefined framework" (Ghiglione, 1978, p. 184).

2.3 Study Sample

The study sample includes the entire target population, consisting of the civic education textbooks used at the middle school level in Algeria for both the first and second years. These textbooks are detailed as follows:

- **Civic Education Textbook (First Year of Middle School):**

This textbook was authored by a team of national education inspectors under the supervision of Ben Seghir Ismail and published by the National Office for School Publications. It is structured into three major thematic areas, each comprising several educational units, and spans a total of 140 pages.

- **Civic Education Textbook (Second Year of Middle School):**

This textbook was published by the National Office for School Publications and supervised by Moussa Sari, an inspector of education and training. It consists of six main thematic fields, each including multiple instructional units, with a total length of 115 pages.

3. Results

3.1 Principles of Citizenship Values in the First-Year Civic Education Curriculum

Table 1

Distribution of terms related to the principles of citizenship values in the civic education curriculum for the first year of middle school

No.	Term	Frequency	Percentage (%)
01	Cultural diversity	10	16.39
02	Equal opportunities	08	13.11
03	Rights	07	11.47
04	Respect for the law	04	6.55
05	Duties	04	6.55
06	National anthem	04	6.55
07	National flag	03	4.91

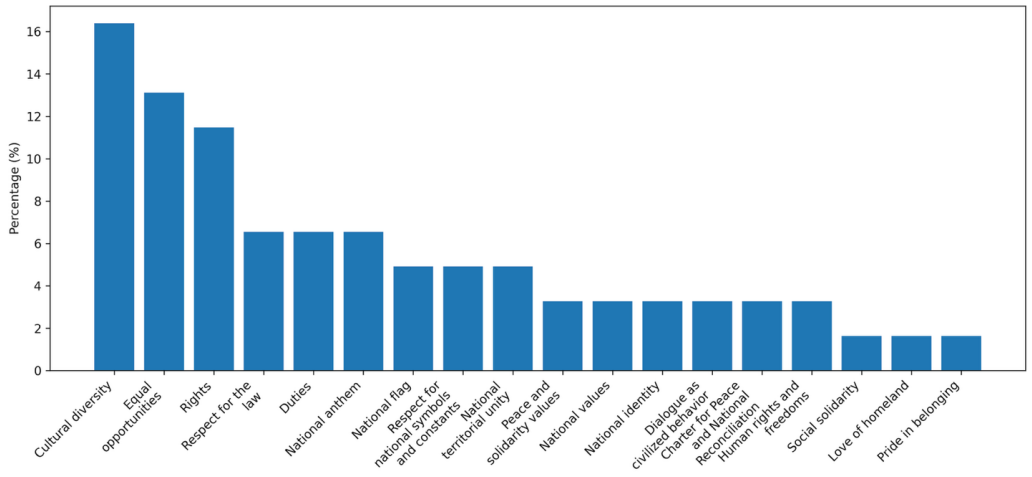
08	Respect for national symbols and constants	03	4.91
09	National territorial unity	03	4.91
10	Dialogue as civilized behavior	02	3.27
11	Human rights and freedoms	02	3.27
12	Charter for Peace and National Reconciliation	02	3.27
13	Peace and solidarity values	02	3.27
14	National identity	02	3.27
15	National values	02	3.27
16	Social solidarity	01	1.63
17	Love of homeland	01	1.63
18	Pride in belonging	01	1.63
	Total	61	100%

Source: Prepared by the researchers.

The above table presents the distribution of selected terms associated with the principles of citizenship within the civic education curriculum for the first year of middle school. A total of 18 relevant terms are identified across various educational units. These terms demonstrate a strong correlation with core citizenship values. The most frequently appearing term is "Cultural diversity", accounting for 16.39%, followed by "Equal opportunities" at 13.11%, and "Rights" at 11.47%. The remaining terms occur at frequencies ranging from 6% to 1.5%. The bar graph provided below offers a visual representation of these data in greater detail:

Figure 1

Bar graph showing the distribution of terms related to citizenship values in the civic education curriculum for the first year of middle school



Source: Prepared by the researchers.

3.2 Principles of Citizenship Values in the Second-Year Civic Education Curriculum

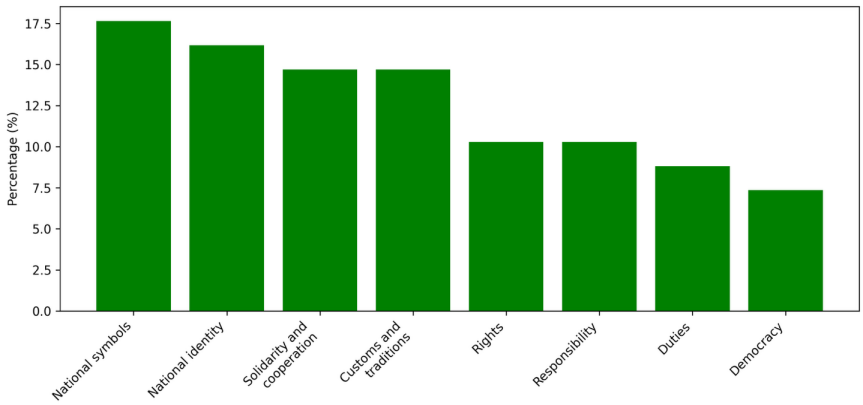
Table 2
Distribution of terms related to the principles of citizenship values in the civic education curriculum for the second year of middle school

No.	Term	Frequency	Percentage (%)
01	National symbols	12	17.64
02	National identity	11	16.17
03	Solidarity and cooperation	10	14.70
04	Customs and traditions	10	14.70
05	Rights	07	10.29
06	Responsibility	07	10.29
07	Duties	06	8.82
08	Democracy	05	7.35
	Total	68	100%

Source: Prepared by the researchers.

This table illustrates the distribution of eight key terms associated with citizenship principles as found in the civic education curriculum for the second year of middle school. These terms are integrated throughout various instructional units, revealing a clear emphasis on citizenship values. The term "National symbols" registers the highest frequency at 17.64%, followed by "National identity" at 16.17%, and both "Customs and traditions" and "Solidarity and cooperation" at 14.70%. The remaining terms range between 10.29% and 7.35%. A detailed visual representation of this data is presented in the following graph:

Figure 2
Bar graph showing the distribution of terms related to citizenship values in the civic education curriculum for the second year of middle school



Source: Prepared by the researchers.

4. Discussion

4.1 Discussion of Results from the First-Year Middle School Civic Education Textbook

The data presented in Table 01, which outlines the distribution of terms related to citizenship values in the civic education textbook for the first year of middle school, indicates a significant focus on a broad range of topics that contribute to the development of citizenship awareness among learners. Among these, "Cultural diversity" stands out as the most frequently mentioned term, with a proportion of 16.39%. This concept is regarded as a fundamental human value that fosters national unity and combats all forms of racial discrimination and violence.

The second most frequent term is "Equal opportunities" at 13.11%, reflecting a principle rooted in social justice and the rejection of discrimination within society. Closely following is the term "Rights" at 11.47%, as the curriculum introduces learners to a wide array of constitutionally guaranteed rights. These include the right to a dignified life, safety, education, healthcare, employment, housing, and other material and moral entitlements.

The curriculum also places significant emphasis on the rule of law, duties, and the national anthem, each appearing at a frequency of 6.55%. Respect for the law is presented as a cornerstone of societal organization and a safeguard for national stability and security. It is portrayed as a foundation for social peace and a defining trait of advanced and developed societies. Law, in this context, is defined as a set of binding rules that regulate behavior within society. These legal norms aim to manage social order and are closely aligned with the society's cultural and traditional context. In essence, law functions to organize life, prevent disorder, and uphold collective harmony.

Regarding duties, the textbook outlines the responsibilities that learners bear towards their families, schools, and the nation. It highlights national duty as a manifestation of loyalty and belonging. One of the constitutional provisions emphasized in the textbook is Article 75 of the Algerian Constitution, which stipulates:

"Every citizen must protect and preserve the independence, sovereignty, and territorial integrity of the country, the unity of its people, and all the symbols of the state." (Article 75, March 2016)

The national anthem is addressed as a legacy of the Algerian Revolution and a potent symbol of national identity. Its inclusion in the curriculum serves not only to reinforce patriotic sentiment but also to instill respect for the nation's historical and cultural heritage.

The terms related to the national flag, respect for national symbols and constants, and national territorial unity each appear at a frequency of 4.91%. The national flag is a core symbol of the Algerian state, emblematic of national identity. Regarding national symbols and constants, the textbook affirms:

"The national flag and the national anthem are among the achievements of the November 1, 1954 Revolution, and they are immutable; these two symbols repre-

sent the Revolution." (Ben Seghir, 2005–2006, p. 104)

Additionally, the curriculum places emphasis on the necessity of preserving national territorial unity as a foundational aspect of citizenship education.

The textbook also includes other terms related to citizenship values, albeit with lower frequency, 3.27% each. These include human rights and freedoms, the Charter for Peace and National Reconciliation, national identity, and national values. In addressing human rights and freedoms, the curriculum clarifies that all individuals have the right to live in dignity and to access essential aspects of social life, such as education, healthcare, and housing, alongside the exercise of personal freedoms. The Charter for Peace and National Reconciliation, proposed by President Abdelaziz Bouteflika for public referendum, is introduced as a tool for ensuring the country's stability and territorial integrity.

The curriculum also emphasizes the importance of national identity, grounded in customs and traditions, national sovereignty symbols, culture, and historical heritage. As for national values, the textbook highlights concepts such as self-sacrifice for the nation, dedication to its development, respect for state symbols, and loyalty to the legacy of past sacrifices made for the country's honor and stability.

Finally, the textbook includes references to social solidarity, love of homeland, and pride in belonging, each appearing at a frequency of 1.63%. These values, though less frequently mentioned, are presented as essential to building a cohesive society. The curriculum underlines the necessity of social solidarity among community members, and places special emphasis on pride in national belonging, viewing national education as a powerful means of cultivating loyalty and national pride within learners.

4.2 Discussion of Results from the Second-Year Middle School Civic Education Textbook

As illustrated in Table 02, the civic education textbook for the second year of middle school includes a variety of terms associated with core citizenship values. These were grouped into four categories based on their frequency percentages, allowing for a more structured analysis of their presence in the curriculum.

The first group includes national symbols at 17.64% and national identity at 16.17%. According to the textbook, national symbols are defined as "distinctive signs specific to each sovereign state, through which it is recognized." (Moussa, 2005–2006, p. 31).

These symbols, such as the national flag, national anthem, national currency, emblem, capital city, and the seal of the republic, are clearly explained to help learners recognize and appreciate the state's formal identity. They serve to express the unity of the nation and symbolize collective belonging and sacrifice. As for national identity, it is presented as the foundation of the national character, rooted in three main pillars: Islam, Arabism, and Amazigh identity. The textbook stresses the responsibility of every Algerian to take pride in their national identity and to preserve the fundamental components of their society.

The second group includes customs and traditions and solidarity and cooperation, each comprising 14.70% of the identified terms. Customs and traditions are introduced as part of the nation's civilizational heritage, reflecting cultural identity and embodying the authenticity and historical depth of Algerian society. In reference to solidarity and cooperation, the textbook quotes the Qur'anic verse: *"And cooperate in righteousness and piety, but do not cooperate in sin and aggression,"* to encourage learners to practice cooperation and mutual aid, which are described as defining traits of Algerian Islamic society. On page 17, the textbook explains: "Solidarity and cooperation are noble human behaviors, based on mutual support and assistance among individuals and communities, both materially and morally, in times of adversity and disaster. They may occur spontaneously or be organized within the framework of associations and humanitarian organizations." (Moussa, 2005–2006, p. 17) This educational content is aimed at promoting the internalization of solidarity and cooperation values at local, national, and global levels.

The third group comprises rights and responsibility, each with a frequency of 10.29%. With respect to rights, the textbook outlines a variety of entitlements afforded to Algerian citizens, including the right to housing, personal security, and freedom of intellectual, artistic, and scientific creativity, all of which are guaranteed by the constitution. In parallel, responsibility is framed as both a civic obligation and a hallmark of a civilized individual, whereby all members of society, regardless of their position, social standing, or education, are expected to fulfill their responsibilities.

The fourth group includes duties at 8.82% and democracy at 7.35%. Regarding duties, the textbook emphasizes the need for students to be committed to their responsibilities toward the nation. This includes respecting laws, recognizing the rights of others, and contributing positively to their communities. Concerning democracy, the textbook asserts that Algeria is a democratic nation that upholds human rights and guarantees the exercise of personal freedoms.

4.3 Points of Similarity and Difference between the First- and Second-Year Middle School Civic Education Textbooks

Table 3
Points of Similarity and Difference between the First- and Second-Year Middle School Civic Education Textbooks

Points of Similarity	Points of Difference
Both the first- and second-year civic education textbooks contain terms directly linked to reinforcing citizenship values in learners, reflecting shared educational objectives.	The first-year textbook contains a greater number of citizenship-related terms compared to the second-year textbook, indicating a stronger emphasis on these terms in the first year.

Both textbooks include terms closely related to national principles and the promotion of patriotism in learners, as well as reinforcing values that protect against forms of extremism, reflecting shared pedagogical goals.	The first-year textbook engages in a deeper discussion of citizenship principles and values compared to the second-year textbook, suggesting a more focused approach to instilling these values in the initial stage.
Both books emphasize national identity and national symbols, aiming to strengthen learners' loyalty and sense of belonging to the homeland while stressing the importance of national security and its protection.	The second-year textbook places greater emphasis on citizenship as a practical behavior reflected in learners' daily lives, while the first-year textbook focuses on presenting the foundational concepts and theoretical principles of citizenship.

5. Conclusion

This study concludes that education plays a pivotal role in shaping citizenship education during the middle school years, particularly in the first and second years. The civic education textbooks examined in this research address central themes related to citizenship and its core values with the intent of cultivating active civic behavior in learners. These efforts also contribute to the broader national objective of maintaining national security.

The study demonstrates that the civic education curriculum effectively promotes the concepts, values, and behaviors associated with citizenship through several key dimensions:

- Strengthening learners' connection to national identity and reinforcing their adherence to shared social values.
- Fostering a sense of pride and belonging by introducing students to the nation's history and national symbols.
- Raising awareness of cultural heritage and highlighting Algeria's significant historical achievements.
- Promoting national unity and embedding values such as cooperation, tolerance, and solidarity among individuals, all in service of the nation's prosperity.

These findings highlight the vital importance of education, and, more specifically, the civic education curriculum, in building a generation of conscious, responsible citizens who embody the principles of active citizenship. Furthermore, civic education serves as a strategic tool to raise students' awareness of the significance of national security and equips them with the knowledge and values necessary to confront potential challenges. In doing so, it enhances their capacity to contribute to the preservation of national stability and the protection of the country against all forms of extremism.

Future studies may expand the scope to include other educational stages (such as primary and secondary education) or compare curricula across different regions. Additionally, other research tools (e.g., discourse analysis or surveys) could be used to assess the impact of textbook content on students.

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Građansko vaspitanje i nacionalna bezbjednost: Analiza udžbenika građanskog vaspitanja u osnovnoj školi

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Usađivanje građanskih vrijednosti kod učenika predstavlja temeljni element građanskog obrazovanja. Ono teži jačanju individualnog identiteta, jačanju osjećaja nacionalne pripadnosti i njegovanju ponosa zbog bezbjednosti i stabilnosti nacije. Ovaj pristup dodatno podržava internalizaciju lojalnosti i nacionalne odanosti, služeći kao zaštita od ideologija i praksi koje su u suprotnosti sa osnovnim principima i karakteristikama alžirskog društva. Shodno tome, obrazovni programi su namjerno osmišljeni tako da integrišu teme vezane za građanstvo u svoj sadržaj, sa ciljem da pripreme odgovorne i angažovane pojedince koji doprinose izgradnji, razvoju i zaštiti svojih zajednica. U ovom okviru, poseban naglasak se stavlja na ulogu obrazovanja, a posebno građanskog obrazovanja, kao strateških mehanizama za postizanje nacionalne bezbednosti. Ovi mehanizmi služe preventivnoj funkciji štiteći pojedince i društvo od destabilizujućih društvenih pojava, posebno vjerskog i ideološkog ekstremizma.

Ključne riječi: obrazovanje, građanstvo, građansko obrazovanje, nacionalna bezbjednost, ideološki ekstremizam