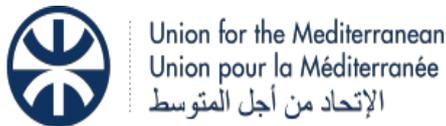




# CITIZENSHIP EDUCATION FOR THE PREVENTION OF JUVENILE VIOLENCE AND GENDER EQUALITY

Project 2015-2017

Conclusions and recommendations from a baseline analysis conducted in Tunisia and Morocco





The **FORMING RESPONSIBLE CITIZENS** initiative aims strengthening the impact of Civic and gender equality (secondary) education in the Mediterranean countries. It is conducted under the auspices of the Union for the Mediterranean (UfM) and coordinated by the Spanish/Catalan organization IDEABORN. It is being implemented in Tunisia and in Morocco with an open door to engage more countries in the future. In Tunisia it is implemented by the Societal Development and Empowerment Center SDEC and in Morocco by the Center for Civic Education *MCCE*. The work it is being done thanks to the financial support of the Kingdom of Norway and the Principality of Monaco.

The work is structured in three phases:

### Phase 1

- A baseline study on the situation of juvenile violence, violence against women and Civic education status in Tunisia and Morocco

### Phase 2

- Development of a participative process with state and non-state actors to improve the methods and materials to train teachers and school officials in charge of Secondary Education based on the recommendations of the first phase.
- Development of protocols to incorporate the training of the secondary education teachers' and administrative staff.

### Phase 3

- Testing the materials with pilot exercises
- Printing and distributing the new materials

## CONCLUIONS AND RECOMMENDATIONS MOROCCO

### CONCLUSION 1

It is worthy of note that given the extent of legislative initiatives undertaken by the government to establish civic behavior and reduce children and juvenile violence, especially against women, good results should be expected. However, far from being eradicated, the phenomena of violence and gender inequality seem to be increasing and taking on new forms. The cause of this problem may be that the time load scheduled for the subject matter of citizenship education (including children's rights) at the level of middle school is not sufficient. It may also be that the method of teaching it is not participative enough and not sufficiently based on the everyday interests and concerns of Moroccan youth. There is no explicit statement of how to address the issue of citizenship education in particular in terms of approach, design, implementation and learning outcomes.

#### Recommendation 1.1

The MOE should devote and schedule more time to citizenship education activities in order to promote human rights and democratic values and to reduce juvenile violence.

#### Recommendation 1.2

The nature of the subject matter of citizenship education differs in many aspects from other school subjects in that it is more an attitude and set of behaviors rather than an accumulation of knowledge fragments to be pencil-and-paper assessed and graded in exams. In order to provide an approach which is less based on theory and texts and more on young people's everyday challenges, more teacher training workshops should be conducted. Teachers and school administrators should be trained on how to deal with citizenship education through effective and reliable assessment using educational community work projects.

### CONCLUSION 2

The school seems to be cut off from the outside world, for though it is constitutionally assumed that students have the right to leave schools for the sake of paying visits to different institutions, or to conduct field research and project work, the majority of respondents claimed that such strategies were in practice not part of actual school life.

## Recommendation 2

There should be more room and active involvement to bridge the gap between the classroom and the community fostered by the MOE's genuine efforts to change the rules of school management. Parents and community members in democratic societies are part and parcel of school management boards to ensure good governance; therefore, Moroccan schools and their immediate environment should be more constantly and actively connected.

## CONCLUSION 3

From the focus group discussions and interviews with university students, it has been revealed that there is no clear, explicit definition for either educators or students as to what citizenship education is, nor do these actors have reliable points of reference for managing the subject and acting upon the context.

## Recommendation 3

More effort should be made to demystify the concept of citizenship education for teachers, students and parents alike.

## CONCLUSION 4

The texts largely offer a rigorous framework, in that, aware of the dangers of violence, the legislator has set up drastic measures to tackle it; yet the scope still remains at the stage of courthouse judgments/sentences and executive procedures. Citizenship education focuses more on school-based activities and does not trickle down to the community and parents. On the subject of children's education, school and teachers are left alone. Extra-curricular activities including community service and authentic project work are too limited.

## Recommendation 4.1

Teaching methodology and programs should be reconsidered with teachers and CSO staff getting more effective pre- service and in-service training and assistance in order to build up a genuinely holistic approach to civic education both during and after school hours and within and outside the school.

## Recommendation 4.2

As school violence is not the concern of the school alone, but also the task of all layers of society, each with a proportional degree of responsibility, Professional Learning Communities (PLCs) should be set up to conduct citizenship activities in terms of planning, implementation and assessment.

## CONCLUSIONS AND RECOMMENDATIONS TUNISIA

### CONCLUSION 1

Aspects related to philosophy and rights are sometimes presented in a manner that does not seem connected to the everyday reality, interests and challenges of the young people to whom such work is addressed. Yet the transposition from theoretical principles to day-to-day practice of juvenile rights and duties sometimes meets with the resistance of teachers and school staff. Hence learning by heart prevails in Civic Education.

#### Recommendation 1.1

Civic education requires more attention and care in terms of the type of programs and amount of time allocated to them. In terms of teacher training, it requires making civic education a project-based subject that consolidates group work and the practice of democracy, giving both sexes the same amount of freedom and opinion.

It is strongly advised to refresh schoolbook input by putting an emphasis on accomplishing projects, on daily life skills and competencies involving students in the development of school policy, making it a suitable place for citizenship practice based on constructive gender interaction and dialogue.

#### Recommendation 1.2

Noting the role played by religion in promoting respect, women's rights and women's dignity and the complementarity of international human rights principles with full respect for religious values.

#### Recommendation 1.3

An approach that lightens the content of Civic Education, in the sense of reducing the theory and instead prioritizing the teaching and everyday practice of rights, duties and civic values, should be combined with illustrating the importance of women in society and the evolution of roles hitherto monopolized by men but now practiced by women as well.

## CONCLUSION 2

The point of departure to establish equality of opportunity between the two sexes diverges greatly in different parts of the country.

### Recommendation 2.1

Teachers should have certain power to apply complementary approaches to help students to internalize civic values and put them into practice. In this vein, the adoption of **group work** in the classroom is a useful method for promoting interaction between boys and girls and developing their ability to work together, practicing democratic rules and principles when electing and monitoring their representatives and respecting each other's rights and duties.

## CONCLUSION 3

In their answers, students consider civic education as a subject that involves integrating attitudes and behaviours. Thus, the way civic education is taught in Tunisia cannot be reduced to the simple delivering and assessment of knowledge. It should provide students with an opportunity to express their feelings and positions.

### Recommendation 3.1

The pedagogical methodologies and learning strategies adopted in teaching Civic Education need to be reconsidered, in a way that responds to an interactive approach offering frequent opportunities to express one's opinions. The baseline of Civic Education curricula should include:

- Activating the role of the School Council to train students in assuming responsibility
- Promoting children's organizational work and life skills in the school environment.
- Civic and cultural activities in the school sphere to strengthen the relationship between schools and civil society; as well as the relationships between the children/young people themselves and critical thinking.
- Training on peaceful resolution of conflicts, without recourse to violence.
- A focus on psychological support to identify and deal with behavioral aspects related to lack of self-esteem and lack of concentration capacity originating in interfamily violence and other problems that originate outside the school.

#### CONCLUSION 4

Developing civic education as a school subject goes hand in hand with developing the teaching tools, including a focus on the practical side; depending on the requirements of the issues raised. This does not mean that all the aids currently adopted are inappropriate, but rather that the goals that civic education seeks to consolidate require technological innovation.

##### Recommendation 4.1

Take advantage of the opportunities offered by Information, Communication and Technology to develop the methods and means of teaching Civic Education.

#### CONCLUSION 5

Civic education is not the only subject that works on building a culture of dialogue, tolerance and non-violence; such an effort would not be complete without the efforts of other subjects jointly adding value by integrating schools' efforts with the outside context.

##### Recommendation 5.1

Include civic education as a behavioral subject as part of the national curriculum and link the subject to school activities as well as to activities in the outside world.