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# Forming Responsible Citizens

Promoting gender equality and preventing violence in the Mediterranean Region

State of Play

## IN PARTNERSHIP WITH



## FINANCED BY



The Forming Responsible Citizens project is coordinated by Ideaborn and implemented in partnership with the Moroccan Center for Civic Education (MCCE), the Tunisian Social Development and Empowerment Center (SDEC), the Jordanian Centre for Civic Education, the Adyan Foundation and the Lebanese National Commission for UNESCO.

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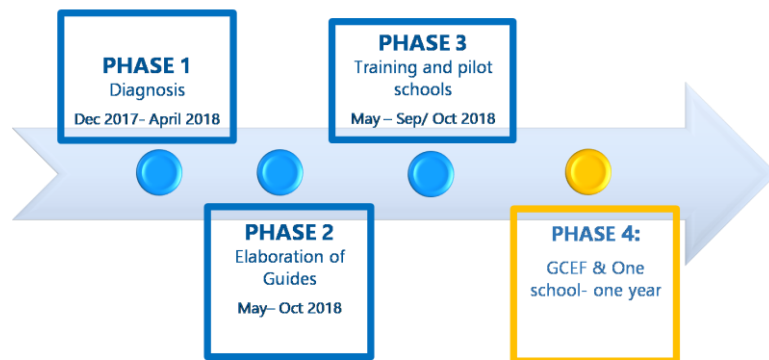
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## STATE OF PLAY (Early 2018)

This project was launched in 2015 with the aim of improving the skills of children and youth to fully exercise the rights, duties, and responsibilities that correspond to their age, in line with Article 12 of the UN *Convention on the Rights of the Child*. The goal will be achieved through the introduction of new pedagogical materials in the schools of the beneficiary countries. The project is structured in three main phases and foresees a fourth phase to strengthen its impact and sustainability.



Nowadays, phases 1 and 2 have already been implemented in the two pilot countries, Morocco and Tunisia, which have now successfully started the third phase that directly involves the beneficiaries, teachers and students. Since summer 2017 the project has been extended to two additional Mediterranean countries, Jordan and Lebanon, with the first phase kicking off early in 2018.

This is a brief account of the road travelled until today.

## National Diagnostic Study (phase one)

The first activity of the project is the diagnostic study. This study includes the analysis of civic education textbooks in secondary-middle school with a perspective of violence prevention and gender equality. The diagnostic report document aims not only at filling the research and analysis gap in the field of citizenship education, but also at establishing the basis for the design of new pedagogical materials specific to each country. To conduct the diagnostic study, local experts coordinated by an international expert and supervised by local partners develop **three stages**:

- a) Desk review: collection, review and analysis of relevant documents about citizenship education, in particular their relation with gender issues, active citizenship and violence prevention; this includes general core documents, such as the constitution, as well as education curricula, guidelines and school manuals in use in primary and secondary schools;
- b) Fieldwork: on the basis of the outcome of the above, the experts select some areas on which to carry out interviews and focus groups in order to collect further data. Different stakeholders are also mobilised (teachers, school directors, students, families, education authorities, civil society, teacher's trainers) in order to gather qualitative information about citizenship education within the formal school system, targeting secondary schools;
- c) Systematisation, analysis and recommendations: the experts organise the information collected and analyse it in light of the purpose of the study. The recommendations will provide the basis for the elaboration of new education materials as integration of the existing ones.

## Diagnostic study in Morocco: conclusions & recommendations

1. The phenomenon of violence and gender inequality seems to be increasing and taking on new forms. Three specific causes are considered to be feeding this phenomenon:

- (i) The time allocated to the subject matter of citizenship education is insufficient;
- (ii) The teaching method is not always participative and not sufficiently relevant to the everyday interests and concerns of Moroccan youth; and
- (iii) There is no explicit statement of how to address the topic of citizenship education, in particular in terms of approach, design, implementation and learning outcomes.

Recommendation: 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 education community work projects.

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

3. The school seems to be cut off from the outside world. On the subject of education of children, school and teachers are left alone. Extra-curricular activities including community service and authentic project works are too limited.

Recommendation: There should be more room and active involvement to bridge the gap between the classroom and the community. Moroccan schools and their immediate environment should be more constantly and actively connected —as school violence is not the concern of the school alone, but also the task of all layers of society.

[See more](#)



## Diagnostic study in Tunisia: conclusions & recommendations

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 this work is addressed.

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

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

Recommendation: 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.

3. The way civic education is taught in Tunisia cannot be reduced to the simple delivering and assessment of knowledge. It

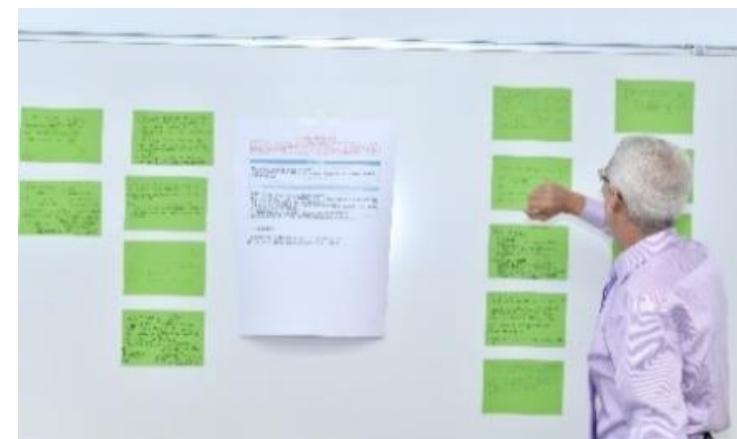
should provide students the opportunity to express their feelings and positions.

Recommendation: 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.

4. Take advantage of the opportunities offered by Information and Communication Technology to develop the methods and means of teaching civic education.

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

[See more](#)



International expert at work

## How does “Forming Responsible Citizens” involve stakeholders? Participatory Processes

The FRC project includes a participative approach with state and non-state actors during its entire process.

Each country constitutes the steering board committee whose members come from civil society, government and education system. The main role of this board is to ensure that the proposals contained in the diagnostic report are applied in new education materials. Furthermore, the steering board should contribute to improving the methodologies for teaching civil rights, proposing guidelines addressed to education staff who will implement the new materials and methodologies, and regularly informing different stakeholders on the progress of the project in order to get their endorsement.



Public activity (phase one) — Workshop in Tunis: Promoting civic education to prevent juvenile violence, especially against girls and women in Tunisia and Morocco.

The first regional workshop was held in the French Institute in Tunis on 20th October 2016. 80 regional participants from the education community, schools, institutions and experts participated in the working sessions and plenary debates.

The workshop presented the results of diagnostic studies carried out in Morocco and Tunisia on the role of civic education in schools and its impact on the promotion of a culture of non-violence and equality. Each country's national strategies in the field of civic education were presented together with good practices in the Euro-Mediterranean region, including UNESCO, the North-South Centre of the Council of Europe, the Anna Lindh Foundation, the autonomous University of Madrid and the experiences of civil society organisations. [See more](#)



International Seminar in Tunis, October 2016



## Writing and evaluating new pedagogical material (phase two)

This phase of the project is divided into three moments: (a) the design of the new materials; (b) the production of the materials; and (c) their validation through participatory processes.

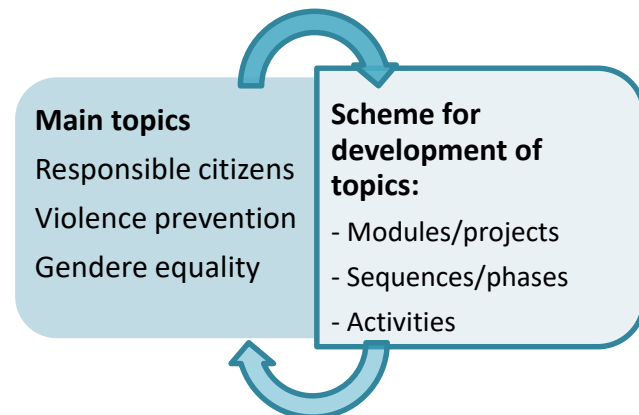
### a) Designing new materials

Preparation of the civic education curriculum design: this work starts from the conclusions and recommendations of the diagnostic phase.

- A team of international and local experts leads the process
- The preparation of the new guide is coordinated by the Local Coordinator and the Project Manager, ideaborn.

### b) Production of new materials

Based on the diagnostic study, the new teaching materials (guides) are developed, including recommendations and following the scheme below:



### c) Focus groups & Validation material

The group works in a participatory process with state and non-state actors aimed at improving training methods and materials based on the recommendations of the first phase.

The working group analyses and improves the drafts of the modules, which are part of a guide for teachers focused on the promotion of education in civics, citizenship and human rights in secondary school in Tunisia and Morocco.



[See the Focus Groups in Tunisia](#) (November 2016)

[See more about Focus Groups in Morocco](#) (January 2017)

### The new Teacher Training (phase three)

The new materials are shared with members of the education community of the three pilot schools in each country. The experts who have designed the new materials train the teachers in the use of the new materials with their students.

These trainings prepare teachers to teach new citizenship competences and provide an opportunity to test the materials with one of their direct beneficiaries. These participatory exercises are used as a mechanism to improve the guidebooks in response to feedback received from teachers. This way, the quality and relevance of the new pedagogical materials is improved and the appropriation by teachers is enhanced.



The [teacher training activities in Tunisia](#) took place from 26<sup>th</sup> February until 1<sup>st</sup> March 2017. The participating schools were:

- Maktar Technical High school, in Siliana,
- Rue El Menzeh Beni Khalled, Lyceumin Nabeul
- 2 Mars 1934, Korba, Lyceum Nabeul

The [teacher training in Morocco](#) took place from 24<sup>th</sup> to 26<sup>th</sup> March 2017. The invited professors came from Casablanca and its surroundings, from the schools of:

- Ibn Zaidoune
- Ibn Rochd
- Ouad Almakhazin

### About the new guidebook

The guidebook is structured in projects corresponding to the topics of gender, prevention of violence and citizenship. Each project may be implemented at the level of schools, family and community. In the background of each project, several different activities are elaborated.

The guidebook, then, presents a series of actions. The book is based on the idea of civic education set in a global perspective —to educate young people to enable them to become active citizens and contribute to the development and well being of their society on the basis of respect, dialogue, tolerance and solidarity.

The materials and activities are proposed through the methodology of “experiential learning”. The exercises encourage students to participate and, in return, give them resources for research, collaboration and communication on different perspectives and formats (cultural activities, videos, theatre, research).

## Implementing school activities with students through the creation of citizenship clubs

The education clubs and societies are small school-based units formed of teachers and students, which are nevertheless open to the parents and other members of the civil society. These clubs implement the theoretical guidelines and the practical activities outlined in the “Forming Responsible Citizens” project.

They give students the opportunity to acquire —in a friendly atmosphere— the abilities of dialogue and conflict solving. Values such as gender equality and cultural and religious tolerance are transmitted through practical exercises together with the education community within and outside the school.

The methodological areas of youth education follow three main routes:

- Acquiring experience (practical)
- Project guidance (activities)
- Civic education (global)

### Content of the exercises:

- Title
- Identifying a topic
- Introduction to the topic
- Competences
- General objective
- Size of the group
- Goals
- Preparation
- Materials
- Instructions
- Information & evaluation
- Suggestions for follow-up

## Citizenship Clubs established in three Tunisian schools

Since the February teacher training session, each Citizenship Club has been working on a theme from the following roadmap:

- Selection of a problem;
- Definition of the causes of the problem;
- Definition of the different possible solutions;
- Agreement, definition and establishment of a strategy and intervention plan.



## Expand the implementation of Forming Responsible Citizens to Jordan and Lebanon

In February 2017 Ideaborn visited Jordan and Lebanon to assess the potential implementation of the FRC project in those countries. The project has been presented to relevant public institutions, ministers of education and social affairs as well as civil society organisations with the objective to involve the local education community into this project.

As a result, starting July 2017 three key regional institutions in the field of citizenship education coordinate the work locally: the Jordanian Centre for Civic Education (JCCE), the Adyan Foundation and the Lebanese National Commission for UNESCO.



## Fundraising & citizenship education practices in the Euro Mediterranean region

Within the framework of "Forming Responsible Citizens" sustainability strategy, the crowdfunding campaign "One school, One year" was launched in May 2017. This campaign aims at keeping alive and strengthening school citizen practices in Tunisian and Moroccan schools. The crowdfunding campaign's first goal has been achieved and the students and teachers of one of the pilot schools will be able to continue working for another year.



The campaign "One school, One year" provides the opportunity for exchanging experiences between schools. This opportunity will continue during the following academic year to generate citizen practices without borders and will be open to financing and co-

financing for any entities that want to participate. We are mobilising resources to promote the "twinning" of two or more schools, allowing a link between citizen clubs and teachers in the Euro-Mediterranean Region.

### Citizenship Education Clubs in Morocco

In December 2017 three schools started to implement Citizenship Clubs with more than 140 participants (teachers, students, directors, union representatives, parents, media practitioners and CSO representatives).

The schools are:

- Ibn Roch School
- Ouad Makhazine School
- Ibn Zaidoune School, with the support of the FRC partner youth organisation "The Youth Centre".

Participants have the opportunity to learn, discuss, raise awareness and acquire skills and competences about responsible and active citizenship, highlighting the use of different pedagogical techniques, including dialogue and reflection, to tackle the challenges of prevention of violence and equality of gender.

### The Tunisian clubs implement activities for their second year

The first step for the teachers was to establish school clubs focusing (as main elements) on the themes of non-violence, equality, and peace building and democracy.

The clubs in action:

- **For the Maktar Technical High School:**
  - Responsible Citizenship Club
  - The Theatre Club
  - Environmental Citizenship Club
  - Club "Hear my voice to know me"
  - SANAD Responsible citizenship to fight radicalisation
- **For the March 2, 1934 High School, Korba:**
  - Hear My Voice
  - Tunisia & Peace – No to terrorism
  - Women for Change
- **For the Rue Elmenzah High School, Beni Kalled:**
  - Civit s libera

The most relevant actions so far include:

- Nature experiences: learning the culture and the protection of the environment
- Carrying out playful activities that encourage responsibility and cooperation: the creation and maintenance of gardens, theatre

- workshops, and studies of local products
- Research activities, at public fairs and with colleagues in school, improving awareness of surroundings and neighbours.

## Facts & Figures

