

FORMING RESPONSIBLE CITIZENS

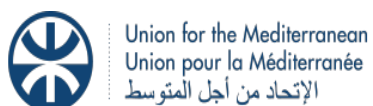
Equal citizenship education to prevent juvenile violence

Workshop 20th October 2016 at the French institute in Tunis



by

Label



With the support of



"The school as a key element to prevent violence and promote the values of gender equality"

Regional workshop under the project: Forming Responsible Citizens

The workshop presented the results of diagnostics made in Morocco and Tunisia about the role of civic education in schools and its impact on the promotion of a culture of non-violence and equality. National strategies of both countries in the field of civic education were presented as well as 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 organizations.

This workshop is labeled by the Union for the Mediterranean and implemented with the financial support of the Ministry of Foreign Affairs of the Kingdom of Norway and the Government of Monaco.

Opening Session:

Modérateur : Monsieur Amara Benromdhane, Directeur, Centre du Développement Social et de l'Autonomisation, Tunisie

- Madame Delphine Borione, Secrétaire Générale adjointe principale, Affaires Civiles et Sociales, Union pour la Méditerranée
- Monsieur Khalid Fares, Inspecteur Général, Ministère Education Nationale, Rabat
- Monsieur Jaume Guardans, Directeur Général, ideaborn

During the key note speech, **Ms. Delphine Borione**, Deputy Secretary General for Social and Civil Affairs, Union pour la Méditerranée, pointed that FRC is one among 45 projects that captured the most attention and interest of the union in that it taps into education, more specifically civic values, the creation of common values between countries/nations. She also underlined the importance of preventing violence between individuals through the instauration of respect and tolerance. There's still a lot of work to be done in this regard, according to the speaker, regardless of the countries involved in this process. Ms Delphine insisted that females are also part and parcel of society, and thus they have the right to contribute to decisions. The sense of initiative is more accredited to males over females even inside schools, and by teachers. Finally, Ms. Borione pointed that the 43 member states of UFM have as their mission the reinforcement of collaboration and cooperation among countries around the Mediterranean, and that the government of Norway together with "la principauté de Monaco" contribute to the financing of the FRC project.

Mr. Jaume Guardans, MD of Ideaborn, opened his contribution by stating after 20 years of Ideaborn's experience in defending and reinforcing justice, his conviction was that in order to fulfill this objective it is necessary to start by fighting injustice, adding that children should be taken as themselves rather than a transition. Children have to be given responsibility in accordance with their age, personal and cognitive growth.

Then Mr Guardans moved on to the presentation and explanation of the FRC project, highlighting its objectives, the different phases it is broken into, the methodology followed in the diagnostic phase and methods used for data collection, which had led to the recommendations formulated by each of the Moroccan and Tunisian consultants at an earlier stage of the project. The second stage of the project, he

added, should place the teacher in the midst of the training, hence the need for an appropriate and effective execution plan for that, including a program, schedule, and space. The final outcome should allow for the child's ability to express him/her and to exercise their rights. This second phase should also ensure the tools for teachers, and should involve civil society as well as the ministry. Talking about the third phase of the project, Mr. Guardans urged the incorporation of such new model of training with, of course, the commitment of all actors and stake holders. Another important new point is the applying of this type of education to all disciplines at schools, and this is exactly what piloting will focus on in the three suggested schools in each of Morocco and Tunisia.

As General Inspector of the Ministry of Education, **Dr Khalid Fares** talked on behalf of the Moroccan ministry of education. His presentation evolved round a few axes. First, he gave a brief overview of the general framework of the ministry's strategy to improve the system of education and training, based on: 1. Equity and equal opportunities, 2. quality for everyone, 3. Raising the individual and society. Second, he talked about the pillars of modern school in Morocco such as effective fulfilment of the principle of equality in accessing school and training; generalizing education and development of schooling in urban and rural areas; insuring sustainable learning for pupils and building personal project and integration. Moving on to the implementation methodology, Dr Fares tackled the school's educational project that consists of curricula, associate democracy, effective communication, school life activities, system of values, and quality. Dr Fares also stressed the ministries awareness of the necessity to reinforce supervision of pupils within classes and schools, including in the school curricula axes and educational units to fight violence especially against girls, and the increasing of a non-violence against girls for the benefit of teaching and administrative staff.

Session 1 : « Le rôle de l'école dans la prévention de la violence et la promotion de l'égalité femmes-hommes et des valeurs civiques : cas du Maroc et de la Tunisie»

Modérateur : Monsieur Jaume Guardans, Directeur Général, ideaborn

Panelistes :

- Monsieur Khalid Fares, Représentant du Ministère de l'Education marocain, Inspecteur général du Ministère de l'Education
- Promouvoir l'éducation à la citoyenneté et à l'égalité pour prévenir la violence, cas de la Tunisie : Monsieur Amara Benromdhane, Directeur, Centre du Développement Social et de l'Autonomisation. *Avec l'apport de Madame Saida Essid la Commissaire Régionale de l'Education à Nabeul, Tunisie*
- Promouvoir l'éducation à la citoyenneté et à l'égalité pour prévenir la violence, cas du Maroc : Monsieur Elarbi Imad, Centre Marocain d'Education Civique. *Avec l'apport de Madame Najoua Ennaciri, Superviseur et implémenteur local du Ministère de l'Education à Casablanca*

Dr El Arbi Imad, director of MCCE (Moroccan Center of Civic Education) focused, in his contribution, on the FRC project by providing the audience explanation of the objectives of the project, then moved on to the description of the phases it is divided into and the different task and targets involved in each phase. He overviewed the achievements in Morocco, by the team of consultants involved in the FRC project as well as forthcoming activities with the institutions that have signed conventions partnership with the center so as to train teachers, school headmasters, admin staff, and also to pilot the teaching guide units planned for the second phase of the project.

Ms Najoua Ennaciry, of the Moroccan delegation, focused her presentation on the piloting phase which consists in choosing the right schools to disseminate responsible citizenship values and pilot the manuals to be produced. She explained the criteria upon which these schools have been chosen.

Dr Amara Benromdhane, director of SDEC, Tunisia, started by stressing the objective of educating the Tunisian on responsible citizenship based on: 1. voluntary fulfillment of obligations, 2. benefit of rights and 3. struggle against violence. Mr Benromdhane, too, explained the reasons behind and the processes of the FRC project. He stated the achievements of his team that resulted in a first draft guide to be piloted in schools before validation. He also stressed the fact that the project aims at institutionalizing the culture of dialogue, and education of no-violence at schools. He then explained the methodology that should be followed in teaching these values and new concepts.

From Tunisia, **Ms Saida Essid**, “Commissaire Régionale de l'Education, Nabeul”, underlined the importance of the choice of the region of Nabeul schools for this program, in that some of these schools pertain to an urban environment and others pertain to an environment not to be considered really urban. Ms Essid agreed that the school must play a major role in educating students and training the on citizenship values through practices that make them feel equal in both rights and responsibilities. Another point raised in this talk was the requirements that parents, tutors and associations be active partners of school governance, and student supervision. She concluded that “if we give importance to responsible citizenship in the school life, we truly contribute in the building of citizens with competencies allowing them to participate in decision making with regard to their existence within the limits of law and freedom practices”.

Intervention

Several contributions have been offered from participants, between those the intervention of Mrs. Nefoussi, Vice Director of Ministry of Women, Childhood and Family in Tunisia. The Vice Director proposed to reflect about the Minister policy approach within a child participation strategy (2015-2020) where children and students will be involved in the decision of the national policy through a pre-consultation concerning policy actions related with them and their families. That means the increasing of the knowledge for understanding the policy and advocacy process in their country.

Session 2: Approche internationale et échange d'expériences de la promotion de l'égalité femmes-hommes et des valeurs civiques par l'éducation

Modérateur : Monsieur Elarbi Imad, Directeur du Centre Marocain d'Education Civique

- Madame Salma Negra Représentant de l'UNESCO à Tunis
- Madame Narimen Beneddine, North South Center of Council of Europe
- Monsieur Anis Boufrika, Fondation Anna Lindh
- Madame Alejandra Navarro Sada, Université Autonome de Madrid
- Monsieur Abdessalam Mili, Directeur de l'Institut de formation des enseignants marocains

UNESCO was represented by **Ms Salma Negra** who, in turn, talked about UNESCO involvement in Tunisia with a real ambition to improve civic education since 2011. Their active participation resulted in the production of manuals in order to anchor citizenship behaviour and training has followed, too. Ms Negra cited also other actions such as the “club de citoyenneté” which aimed to develop conceptual competencies, competencies of commitment, and competencies of cooperation. Salma ended her talk by

an open call to everyone willing to cooperate and contribute to the promotion of citizenship values and improve citizens' awareness of rights and responsibilities, to get in touch with them.

Ms Narimen Beneddine gave a talk in the name of “North-South Center, Council of Europe”, whose mission she stated was to promote dialogue between Europe, southern Mediterranean, and Africa in order to build a global citizenship based on human rights and citizens' responsibilities. She added that the center pursues the objective of reinforcing the role of civil society, more particularly youth and women, so that it plays an active role in the member states of the council of Europe. Then Ms Beneddine moved on to the enumeration of some activities of their program, such as Global Education, youth cooperation, and reinforcement of women's role. Ms Beneddine enriched her presentation with a set of recommendations such as, to name just a few:

- Promoting the role of NGOs and youth organizations in the field of education.
- Laying emphasis on democratic rights and responsibilities and also on active participation.
- Encouraging partnership and collaboration between all diverse actors involved in education.

Mr. Anis Boufrika, representative of Anna Lindh Foundation (ALF) in Tunis presented the work done in the field of the civic education by the Anna Lindh Foundation in the Mediterranean area. The ALF was constituted in 2005, and 48 countries, between European Union and Mena Region, are part of this institution. Mr Boufrika has focused his speech about the project implemented in the course of the 2015-2017; during this period the ALF has dedicated her attention in the task of intercultural civic education, as a new strategy approach. The role of the formal and no-formal education, for youth and children, has been recognized as a milestone of the development and sustainable and inclusive growth.

Dr Alejandra Navarro Sada, of the Faculty of Teacher Training and Education, Spain, provided some insights by approaching citizenship education from a gender perspective. She based her speech on research findings and outcomes. Dr Alejandra made a few points such as the fact that the world is still filled with extensive gender discriminations; that sexism among adolescents is associated with gender inequity and violence and it is at this age that situations of violence begin, increasing into new models. She explained how harassment within schools takes different forms. Dr Navarro backs the belief that it is “our responsibility as educators, to engage teachers in serious introspection and reflection in order to better connect with their students”.

“It is important to address gaps in teachers' gender perspective to improve Citizenship Education programs oriented to Secondary Schools aimed to cope with issues of equity, social justice and critical action orientated frameworks to gender education”, quoting Banks and Banks 2004; Banks et al. 2007.

Dr Abdesslam Mili, director of CRMEF, teacher training school, Morocco, came to confirm his support of the project with a partnership contract validated by the school board and promised assistance and collaboration with Ideaborn and MCCE. He gave a brief survey of his institutes' capacity of training teachers, headmasters as well as administrative staff on three sites located in Casablanca, Settat and El Jadida. Dr Mili expressed awareness of the importance of citizenship education, and his readiness to include the module in the training program and syllabus.

Session de Clôture:

- Son Excellence Madame Neziha Labidi, Ministre de la Femme, de la famille et de l'enfance de Tunisie
- Directeur de l'Institut français de Tunisie, Monsieur Patrick Flot
- Madame Delphine Borione, Secrétaire Générale adjointe principale, Affaires Civiles et Sociales, Union pour la Méditerranée
- Monsieur Jaume Guardans, Directeur Général, ideaborn

The Final Conclusions of the FRC Seminar were directed by the Deputy Secretary General for Social and Civil Affairs of Union for Mediterranean, Ms. Delphine Borione; the Director of the French institute in Tunis Mr. Patrick Flot; the Director of ideaborn Mr. Jaume Guardans and with the extraordinary participation of the Ministry of Women, children and family, Ms. Neziha Labidi.

The Ministry of Women, Childhood and Family highlights the relevance of the education that represents the driving force of all society. She mentioned her personal experiences, from the memories of her childhood, as all young need, tools, for having places and people as a reference to fortify knowledge and curiosity, second she mentioned the need for teachers to be able to increase their competencies, with training and civic society participation.

In this occasion has been remarked the importance and the relevance of schools as a milestone for a right society. Starting from the needs of equality, violence and radicalization prevention, expressed during the day-seminar, as the origins of the work of FRC project, one of the most relevant point has been focused by the inclusiveness, in the learning and decision process, by all the actors in the society: authorities –national and local level– parents, children and all the representatives of civil society, this inclusive perspective will be able to develop a participative attitude for the society and for forming responsible citizens.