



Union for the Mediterranean  
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الإتحاد من أجل المتوسط



# Forming Responsible Citizens

Promoting gender equality and preventing violence in the Mediterranean Region



State of Play



The Forming Responsible Citizens project is in partnership with Ideaborn Foundation, the Moroccan Center for Civic Education, the Social Development and Empowerment Center, the Jordanian Centre for Civic Education, the Adyan Foundation and the Lebanese National Commission for UNESCO.

It is labelled by Union for Mediterranean and financed by the Minister of Foreign Affairs of the Kingdom of Norway & the Principality of Monaco.

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## STATE OF PLAY (October 2017)

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This project was born 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 art. 12 of the Children Rights Convention. This will be achieved through the introduction of new pedagogical materials in the schools of the beneficiary countries in order to improve the exercise of citizenship skills among young people. The project is structured in three main phases and it includes a fourth and fifth phases to work towards strengthening its impact and sustainability. Nowadays, the first two phases have already been implemented in the first two pilot countries: Morocco and Tunisia and those countries have successfully started the third phase that directly involved the beneficiaries: teachers and students. Since the summer 2017 the project was enlarged in other two Mediterranean countries, Jordan and Lebanon, and in early autumn 2017 the first phase will start to carry out. This is a brief account of the road traveled until today.

### National-Diagnostic Study.

The first activity of the project is the diagnostic study of the impact of citizenship education at school in each country. This study includes the analysis of textbooks in civic education subjects in secondary-middle school from a perspective of violence prevention and gender equality. The diagnostic document aims, not only at filling the research and analysis gap in the field of citizenship education, but also, at establishing the basis of the design of the new pedagogical material, adapted to each country. To carry out the diagnostic study, local

experts, coordinated by the international expert and supervised by local partners, develop **three stages**:

- a. Desk review: collection, review and analysis of relevant document about citizenship education and in particular their relation with gender issues, active citizenship and violence prevention; this included general funding documents, such as the constitution, as well as education curriculum, guidelines and school manuals currently used in primary and secondary schools.
- b. Fieldwork: On the basis of the findings of the desk review and the guidelines, the experts select some areas where to carry out interviews, focus groups in order to collect qualitative relevant information. Different stakeholders are also mobilized (teachers, school directors, students, families, education authorities, civil society, teacher's trainers) in order to recollect qualitative information about citizenship education within the formal school's system, targeting secondary schools.
- c. Systematization, analysis and recommendations: The experts organize all the information collected and analyses them in the light of the purpose of the study. The recommendations will be the bases of the materials to be elaborated aiming to be an added value in the current educational curriculum teaching.

## Conclusions & recommendations of the diagnostic study in Morocco:

1. The phenomena of violence and gender inequality seem to be increasing and taking on new forms. It is considered three specific causes which feed this phenomenon: (i) the time load scheduled for the subject matter of citizenship education is not sufficient; (ii) the method of teaching it is not participative enough and not sufficiently based on the everyday interests and concerns of Moroccan youth; and (iii) 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: 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.

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 children's education, school and teachers are left alone. Extra-curricular activities including community service and authentic project work 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 phase, Morocco

## Conclusions & recommendations of the diagnostic study in Tunisia

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 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.

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 with an 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, Communication and Technology to develop the methods and means of teaching Civic Education.

Recommendation: 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.

[See more](#)



International expert at work

## How does the “Forming Responsible Citizens” involve stakeholders?

### Participatory Processes

The FRC includes a participative process with state and non-state actors during all its process.

Each country constitutes the steering board committee which members come from civil society, government and education system. The main role of these boards is to ensure that the proposals contained in the diagnostic be applied in new educational materials. Furthermore, the steering board should contribute to: improve the



Steering Board scheme

methodologies for teaching civil rights, to propose guidelines addressed to educational staff who will implement the new materials and methodologies, and to inform regularly to different stakeholders about the progress of the project in order to get their approval.

## Public activity first phase:

### 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 participants from educational community, schools, institutions and experts from the region participated in the working sessions and plenary debates. 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. [See more](#)



International Seminar in Tunis 10-2016

## Writing and evaluating New Pedagogical Material



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

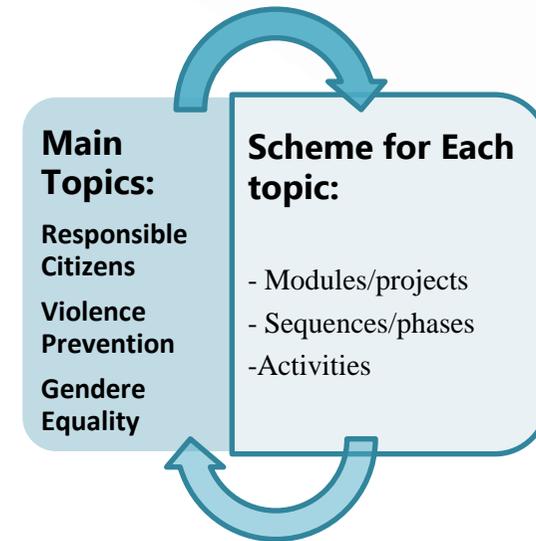
### a) Design new materials

The Preparation of the civic education curriculum design: this work started from the Conclusions and Recommendations of the diagnostic phase.

- A team composed for International and Local Experts leads that process.
- The preparation of the new guide approach is coordinated from the Local Coordinator and the Project Manager, ideaborn

### b) Production of new materials

Based on the diagnostic study, the new teaching materials (guides) have been developed, including recommendations and following this scheme:



### c) Focus groups & Validation material

- The working group is part of a participatory process with state and non-state actors for improving training methods and materials, based on the recommendations of the first phase.
- The working group analyzed and improved the drafts of the modules, which are part of a guide for teachers, which works for 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

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

These trainings not only prepare teachers to teach new citizenship competences but also they are an opportunity to test the materials with one of their direct beneficiaries. These participatory exercises are also used as a mechanism to improve the guides in response to feedback received from teachers. In this way, the new pedagogical materials improve their quality and relevance, and promote its appropriation by teachers.



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

- **Maktar** Technical High school, in Siliana,
- **RueEl MenzehBeniKhaled**, Lyceumin Nabeul
- **2 Mars 1934,Korba**,LyceumNabeul

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

- **Sidi Hajjaj**
- **Ibn Rochd**
- **Ouad Almakhazin**
- **Ahmed Haimer**
- **Alldrissi school**

## About the new guide material:

The guide is structured in projects corresponding on 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 guide, then, presents a series of actions.

The guide is based on the idea of civic education set in a global perspective - to educate young people so that they are able to become active citizens contributing to the development and well-being of their society, on the basis of respect, dialogue, tolerance and solidarity. The materials and proposed activities aim at creating initiatives and projects through the methodology of “experimental learning”. The

proposed exercises encourage students to participate and in return give them resources for research, collaboration and communication—in different perspectives and formats (cultural activities, videos, theatre, research...)

#### 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-ups
- Advice for teachers

The activities detailed in the guide aim at developing the student's capacity to reason -through dialogue, group work and learning-experiments and by offering concrete exercises. Participating in these activities and working together in groups, allows the students to learn in a practical manner to talk in public, ameliorate their writing-skills, defend their positions and to develop group-activities with other participants.

### Implementing school activities with students through the realization of citizenship club

The educational clubs and societies are small school-internal units formed of teachers and students, which are nevertheless open to the parents and other members of the civil society. These clubs implement

*Forming Responsible Citizens*

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 educational community within and outside the school.

The methodological areas of youth education in this programme follow three main routes:

- a) Acquiring Experience (practical)
- b) Project Guidance (activities)
- c) Civic Education (global)

### Six Citizenship Clubs opened their doors in three Tunisian schools

(Spring 2017)

Since the teacher training session in February, six clubs have been set up (2 per school) with the following areas of work:

"Citizenship", "Responsible citizens", "Women for change", "The school as an instrument of change", "Listen to my voice" "Listen to my voice",

"No to violence in all of its forms"

Each Citizenship Club works on a theme from the following roadmap:



- ✓ Selection of a problem.
- ✓ Definition of the causes of the problem.
- ✓ Definition of the different possible solutions.
- ✓ To finally agree, define and establish a strategy and intervention plan

### Enlarge the implementation of Forming Responsible Citizens in Jordan and Lebanon

A field visit of ideaborn to Jordan and Lebanon took place in February with the aim to assess a potential implementation of the FRC programme in both countries. The programme 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 educative community of these countries into this project.

Finally from July Three relevant institutions in the field of citizenship education in the region will coordinate the work in their countries. We invite you to get to know them: 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 the sustainability strategy of "Forming Responsible Citizens", the co-financing campaign "One School, One Year" was launched in May 2017. This campaign aims to strengthen and keep alive the school activities of citizen practices in Tunisian and Moroccan schools. The first goal of the crowd funding has been achieved and the students and teachers of one of the schools involved in the project will be able to continue working for another year.



THE FUTURE IS NOW!

The crowd funding campaign "One school, one year" opens the possibility of establishing exchanges of experiences between schools. This exchange offer will continue open during the following academic year to generate citizen practices without borders and will be open to financing and co-financing for those entities that want to participate. We are mobilizing resources to promote the "twinning" of two or more schools, allowing a link between citizen clubs and teachers in the Euro-Mediterranean Region.