

## Forming Responsible Citizens: Promoting Gender Equality and Preventing Violence in the Mediterranean Region

### PEDAGOGICAL GUIDE OF **MOROCCO** — AN OVERVIEW

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## **Forming Responsible Citizens**

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## **Pedagogical guide of MOROCCO — An Overview**

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## Introduction

The main objective of the “**Forming Responsible Citizens**” (FRC) project is to contribute to strengthening young people’s civic values as well as to establish schools as a vector for preventing violence and transmitting the values of citizenship and gender equality. In particular, this ambitious educational project aims to prevent violence against girls and women through a new approach to citizenship education.

The project entails two phases.

The first, the diagnostic phase, resulted in the following recommendations:

- Promote human rights and democratic values and reduce juvenile violence;
- Provide training workshops for teachers, in order to:
  - make them aware that citizenship education is more an attitude and behaviour than an accumulation of knowledge
  - train them in how to reliably and effectively evaluate citizenship education, using educational and community projects
- Promote more space and active participation to bridge the gap between the classroom and the community;
- Explore the concept of citizenship education for teachers, students and parents;
- Put in place more effective initial and continued training in order to build a truly holistic approach to citizenship education, during and after school hours, inside and outside the school;
- Establish Professional Learning Communities (PLCs) to conduct citizenship activities in terms of planning, implementation and evaluation.

This teaching guide represents the implementation (phase two) of the above recommendations.

# Implementation

Moving on to the second phase, the recommendations have been organised in three (3) main THEMATICS and should be present to different degrees in the proposed activities:

1. Prevention and fight against violence in general and juvenile violence in particular;
2. Gender / parity (gender equality);
3. Responsible citizenship.

The implementation of the various recommendations is broken down into modules, sequences and activities in a pyramidal pattern.

**Five (5) MODULES** have been selected in a spirit of progression and complementarity.

They have been placed under unifying themes as follows:

1. Shared values;
2. Identity and openness;
3. Rights and responsibilities;
4. Conflict resolution;
5. Active citizenship.

The choice of themes for these modules came in response to the recommendations made at the end of the diagnostic phase of the project. It is part of a logic of progression aimed at anchoring in the learner the values and notions inherent in the formation of a responsible citizen.

Each module is divided into sequences and wrapped up by a check-stop which allows the learner to assess himself/herself and the teacher to take stock of the impact of the proposed content on learners' attitudes and behaviours —and thus plan the necessary corrections and rearrangements to achieve the objectives identified.

**Twenty five (25) SEQUENCES**, five per module, are placed under specific themes and propose:

- a variety of activities in a participatory and interactive spirit;
- evaluation suggestions;
- possibilities of extension out of the classroom.

Each sequence includes:

- 2 detailed activities;
- practical suggestions for 2 other activities;
- proposals for evaluation and self-evaluation;
- possible extensions.

## ACTIVITES

Each activity is framed by instructions relating to the following elements:

- objectives
- target audience (age)
- size of the target group
- duration of the activity
- preparation of the activity
- equipment required
- the proposed development of the activity
- evaluation.

## EVALUATION TOOLS

They fulfil a triple objective:

- a)** to accompany the experience, to detect both positive and negative elements;
- b)** to measure the impact of the new teaching materials on students' performance in relation to their own behavioural changes;
- c)** to conduct a comparative analysis between the performances of students who have benefited from the new material and those who have not benefited from it, in order to identify the impacts of this material.

And come to hand at different stages:

- during and at the end of each activity,
- at the end of each module,
- at the end of the experience.

Elarbi Imad, Director, MCCE

# Structure

## Module I: Shared Values

Sequence 1: Human rights  
Sequence 2: Respect  
Sequence 3: Peace  
Sequence 4: Justice  
Sequence 5: Democracy  
Overall evaluation

Overall evaluation

## Module II: Identity and Openness

Sequence 1: National identity: foundations and roots  
Sequence 2: National identity: variety and cohesion  
Sequence 3: Intercultural dialogue  
Sequence 4: Global citizenship  
Sequence 5: Human solidarity

Overall evaluation

## Module III: Rights and Responsibilities

Sequence 1: Basic principles  
Sequence 2: Governance  
Sequence 3: Education  
Sequence 4: Environment  
Sequence 5: Equality/Parity

Overall evaluation



#### **Module IV: Conflict Resolution**

Sequence 1: Prevention and fight against violence

Sequence 2: Prevention and fight against discrimination

Sequence 3: Tolerance

Sequence 4: Dialogue

Sequence 5: Mediation

Overall evaluation

#### **Module V: Responsible Citizenship**

Sequence 1: Civic behaviour

Sequence 2: Participatory citizenship

Sequence 3: Identifying problems and collecting information

Sequence 4: Finding solutions

Sequence 5: Proposals submission

Overall evaluation

# ABSTRACT

## MODULE IV: Conflict Resolution

### Skills to be covered: ability to

- Analyse the typical ways of reacting in conflict situations;
- Find non-violent conflict resolution strategies;
- Contribute to strengthening young people's civic values and to establishing schools as a vehicle for preventing violence and transmitting the values of citizenship and gender equality.

## Sequence 1: Prevention and fight against violence

*"The physical or moral integrity of any individual may not be violated under any circumstances by any person, private or public. No one shall, under any pretext whatsoever, inflict cruel, inhuman, degrading treatment or violate the dignity of others. The practice of torture, in all its forms and by anyone, is a crime punishable by law." (Constitution of Morocco 2011, Freedoms and fundamental rights, Article 22)*

### OBJECTIVES

- Establish constructive and non-aggressive relations with others, live with them, cooperate, resolve conflicts in accordance with human rights principles
- Prevent violence against girls and women through a new approach to conflict resolution

### ACTIVITY 1: CONFLICT ESCALATION

(case study in and out of the classroom)

<b>Objectives</b>	To raise awareness of the stages and risks of escalation of a conflict Become aware of the dangers created by violence
<b>Target audience</b>	Between 11 and 17 years of age
<b>Group</b>	30

<b>Duration</b>	2 hours
<b>Preparation</b>	Room
<b>Equipment</b>	Board, sheets, coloured pencils

## PROCESS FLOW

### Instructions

#### Case scenarios

- a)** Two students want to sit on the same seat on the bus.
- b)** A student spreads rumours about a friend.
- c)** Two students want to be in the front of a queue.
- d)** In the school, a student is systematically rejected and mocked.
- e)** In class, the teacher questions a student, he does not answer. One of the students intervenes: "anyway, it is useless to question him, he never knows anything, he is so hopeless". Some students laugh.

#### For each situation:

- Write in the centre of the board what happened before the conflict broke out.
- In circles, write what you think are the stages of a conflict that get worse because nobody stops it.
- For each situation, when do you think is the best time to end the conflict?

Play one of these situations.

#### Questions to address the evolution of the conflict:

- How can a conflict get worse?
- What happened before the conflict broke out?
- How can the conflict end?
- When is the best time to end this conflict?

## EVALUATION

Tell the story of a conflict that you have experienced personally or witnessed

## Activity 2: Situations and considerations for addressing conflict resolution steps

(reflection/ case study in class or in a youth association)

<b>Objectives</b>	Responding peacefully to conflict Raise awareness of the stages of conflict resolution
<b>Target audience</b>	Between 11 and 17 years of age
<b>Group</b>	30
<b>Duration</b>	2 hours
<b>Preparation</b>	Room
<b>Equipment</b>	Board, sheets, coloured pencils

### PROCESS FLOW

- Use the situations and questions proposed to address the stages of conflict resolution.
- Have the students find other situations and apply the same approach as for the proposed situations.

#### Case scenarios

- A.** You realise a project of drawings in a group. You have been using a marker for some time and you leave it aside for a few seconds. The moment you want to reuse it, you realise that a member of the group took the opportunity to take it and started drawing. Are you getting mad? What do you do?
- B.** You are jealous because one of your friends was chosen to lead a game when you really wish you had. The anger builds inside you and you want to denigrate your friend to show that he's not that good. What do you do?
- C.** You have lost an assignment on your way to school and your teacher gives you a mark of "work not completed". You are so angry that you want to cry because you have worked so hard to do this homework. What do you do?

The different questions to consider when addressing a problem are as follows:

- What is the problem?
- What are the different possible solutions?
- For each solution, what impact will it have on me?
- For each solution, what impact will it have on the others?
- What is the best solution to choose?

## EVALUATION

Choose a case of conflict and try to resolve it by following the proposed path.

### Other suggestions

1) When I am in conflict, I feel like...  
(simulation in class)

- Allow everyone to express him/herself on the attitude they adopt in a conflict situation.
- Discover each other's behaviour in the event of conflict.
- Become aware of the different possible reactions to conflict.

This activity can be approached in the form of a game.

In a conflict situation, do you react like a shark, a turtle, a giraffe, or?

- the shark is always ready to attack.
- the turtle says nothing and hides in its shell.
- the giraffe pulls away and sees everything from above.



Turtle



Shark



Giraffe

### Equipment

- Different images representing a large number of animals such as a tiger, a shark, a turtle, an ostrich, a bear, a fox, a giraffe, etc.
- Some blank cards to allow participants to choose themselves an animal.

1. Photo by Gary Bendig on Unsplash 2. Photo by David Clode on Unsplash 3. Photo by Harshil Gudka on Unsplash (p.13)

## PROCESS FLOW

### First step

Participants sit in a circle.

The different pictures or graphics of the animals are placed in the centre of the circle.

Each participant chooses a card representing his/her attitude in case of conflict.

When everyone has chosen an animal, those who so wish present the animal selected to the group and explain the reasons for their choice.

### Second step

With the help of the participants, the facilitator synthesizes the reactions of each animal in a conflict situation.

- In a conflict situation, do you react like a shark, a turtle, a giraffe, or?
- What attitude do you adopt in a conflict situation?
- Explain this attitude and say why.

### 2) Recipe of conflict (brainstorming in class)



### Objectives:

- Become aware of one's representation of the conflict and that of others.
- Negotiate a definition of conflict by imagining a recipe combining different ingredients of conflict.

## PROCESS FLOW

Participants sit facing a painting or poster. Then they are grouped in groups of four or five.

- Ask them to quote all the words that come to mind when the term "conflict" is mentioned.
- Record all words on the board or poster.
- Have them reread all the terms retained and note down a maximum of two words that seem particularly significant.
- Form groups of four or five.

- Taking into account the words noted by each, they will have to define the conflict in the form of a recipe.

### **POSSIBLE EXTENSIONS**

A discussion based on questions such as:

- Do we react in the same way to conflict?
- How can we react when we are, for example, facing a “tiger”?
- What are the different possibilities?
- Are there any attitudes other than the one(s) usually adopted?

## Sequence 2: Prevention and fight against discrimination

### OBJECTIVES

- Develop critical thinking skills in the presence of stereotypes.
- Highlight the difference between stereotype and prejudice.
- Adopt a responsible attitude.
- Prevent violence against girls and women.

## Sequence 3: Tolerance

### OBJECTIVES

- Become aware of rejection.
- Experience discrimination and feelings of injustice.
- Experience the feeling of being assaulted, and to attack.
- Develop self-esteem.
- Realise that for the same facts points of view may legitimately be different.
- Strengthen young people's civic values and prevent violence, especially against girls and women.

## Sequence 4: Dialogue

*"Dialogue consists in each person temporarily setting aside what one is and what one thinks in order to try to understand and appreciate, even without sharing it, the point of view of the other."*

### OBJECTIVES

- Reinforce the values of dialogue and rejection of violence.
- Encourage listening to each other.
- Become aware of the values of equality, parity and equity.



## Sequence 5: Mediation

### OBJECTIVES

- Reflect on violence.
- Resolve cases through mediation process.
- Establish a mediation body within the class or school.
- Strengthen the civic values of young people.
- Understand the school as a vehicle for preventing violence and for conveying the values of citizenship and equality.

### MODULE IV – OVERALL EVALUATION

- (1) Describe how violence in general, and violence against women and girls in particular, manifests itself in our society.
- (2) What measures should be taken to prevent and combat such violence?
- (3) What do you think it means to be tolerant of others? How do you behave to be tolerant?
- (4) Dialogue or confrontation? What do you choose to solve a problem with a classmate? Say why.
- (5) What is the role of a mediator? How does he/she perform this role?



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## Forming Responsible Citizens

The objective of the **Forming Responsible Citizens** (FRC) project is to contribute to the prevention of violence and the promotion of values of sustainable and inclusive development among children and teenagers in the Mediterranean region, with particular focus on gender equality. Considering education a key vector to enhance these values, the project promotes the development of a new approach to civic education and citizenship.

The **Union for the Mediterranean** is an intergovernmental organisation bringing together the 28 European Union Member States and 15 countries from the Southern and Eastern shores of the Mediterranean. It provides a unique forum to enhance regional cooperation and dialogue in the Euro-Mediterranean region. [www.ufmsecretariat.org](http://www.ufmsecretariat.org)

Founded in Barcelona (Catalonia, Spain) in 1999, **ideaborn** is a consulting firm that provides services on projects aimed at strengthening the rule of law, promoting peacebuilding and good governance by promoting synergies between different sectors and stakeholders. Through the ideaborn Foundation, it promotes interventions in the field of human rights, fundamental freedoms and social justice. [www.ideaborn.com](http://www.ideaborn.com)

The **Social Development & Empowerment Center** Hammamet, Tunisia: NGO, works essentially towards achieving human development in all of their dimensions, and is mainly concerned with marginalised sections of society and unemployed university graduates. The objectives of the Center reflect the issues and concerns of the youth. In a framework of autonomy, the Center engages in relations of cooperation and partnership with relevant parties that have an interest in community development in a comprehensive sense both inside Tunisia and abroad. [sdec@topnet.tn](mailto:sdec@topnet.tn)

The **Moroccan Center for Civic Education** (MCCE) ) is an independent NGO founded in 2004. Its mission is to train and educate younger generations to become responsible, effective, active citizens committed to inclusive and sustainable development values. Its education programme, implemented across Moroccan regions, has the steadfast support of the Ministry of Education, Vocational Training, Higher Education, and Scientific Research. [www.civicmorocco.org.ma](http://www.civicmorocco.org.ma)

The **Jordanian Center for Civic Education** (JCCE) is a non-governmental, non-profit organisation established in Amman in 2003. JCCE's mission is to promote an enlightened and responsible body of citizens who are committed to democratic principles, aware of their own and others' rights and responsibilities, and who actively engage in the practice of democracy in Jordan. [JCCE2003@gmail.com](mailto:JCCE2003@gmail.com)

The **Lebanese National Commission for UNESCO** works in the fields of education, science, culture and communication. The Commission is a national body that liaises between, on the one hand, UNESCO, the Arab League Educational, Cultural and Scientific Organization (ALECSO) and the Anna Lindh Foundation, and the Lebanese ministerial departments and civil society on the other, assuming consultative, communicative and liaison roles. [www.lncu.org/index.php/en/](http://www.lncu.org/index.php/en/)

**Adyan Foundation**, NGO established in 2006 in Lebanon, is about diversity, solidarity and human dignity. Adyan works on valuing cultural and religious diversity in its conceptual and practical dimensions. It acts locally, regionally and internationally for pluralism, inclusive citizenship, community resilience, and spiritual solidarity, through home grown solutions in Education, Media, Policy, and Intercultural and Interreligious Relations. [www.adyanfoundation.org](http://www.adyanfoundation.org)

*FRC project coordination: Gemma Aubarell, Senior Expert, and Toni López, Project Manager (ideaborn).*

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# Forming Responsible Citizens

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