

# Forming Responsible Citizens

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

Pedagogical guide of **TUNISIA**  
— An overview

ELABORATED BY



COORDINATED BY



LABELLED BY



Union pour la Méditerranée  
Union for the Mediterranean

## **Forming Responsible Citizens**

Project labelled by the Union for the Mediterranean, coordinated by ideaborn, and financed by the Ministry of Foreign Affairs of the Kingdom of Norway and by the Royal Government of the Principality of Monaco.

Implemented in partnership with the Tunisian Social Development and Empowerment Center (SDEC), the Moroccan Center for Civic Education (MCCE), the Jordanian Centre for Civic Education (JCCE), the Adyan Foundation of Lebanon and the Lebanese National Commission for UNESCO.

## **Pedagogical guide of TUNISIA – An Overview**

Elaborated by the Tunisian Social Development and Empowerment Center (SDEC), directed by Mr Amara Benromdhane, in collaboration with Ms Ilhem Mansour, Mr Moncef Khemiri, and Mr Belgacem Hassen

Coordination: ideaborn

Editing and translation: Beatrice Gelsi, Elisabetta Manzi

Design: Optima Publicidad, marketing y comunicación SL, Canary Islands, Spain

All correspondence relating to this publication should be addressed to ideaborn  
Plaça Comercial 2, Entresuelo 2<sup>a</sup>  
08003 Barcelona, Catalonia, Spain  
Email: [FRC@ideaborn.com](mailto:FRC@ideaborn.com)  
[www.ideaborn.com](http://www.ideaborn.com)

© ideaborn

Printed in 2018 in the Canary Islands, Spain

The content of this document is the sole responsibility of ideaborn and its partners and can in no way be considered as reflecting the position of either the Union for the Mediterranean, the Ministry of Foreign Affairs of the Kingdom of Norway or the Government of the Principality of Monaco.

# Table of contents

Acknowledgements.....	04
Introducing the guidebook.....	05
Using the guidebook.....	08
Structure.....	10
Abstract.....	12

# Acknowledgements

The ideaborn team, in charge of the coordination of the Forming Responsible Citizens project since 2015, wishes to express its deep gratitude to the donors, the Ministry of Foreign Affairs of the Kingdom of Norway and the Government of the Principality of Monaco, through the Union for the Mediterranean, whom we thank for their continued trust.

The design and development of this programme relied on the ideas and input of many people from different entities who contributed to the successful implementation of the project.

We would like to thank all the partners who accompanied us throughout the process; the teams of experts from each country for their professionalism and valuable contribution; the civic education supervisors, classroom practitioners and learners for their invaluable assistance in carrying out this work.

Finally, we are deeply thankful to the Social Development & Empowerment Center (SDEC), without whose care and dedication the production and finalisation of this teaching guide would have been almost impossible.

Jaume Guardans, CEO ideaborn

# Introducing the guidebook

The **Forming Responsible Citizens** (FRC) project has provided the framework of development for this book, with a specific focus on citizenship education and human rights.

The **scope of this book** enfolds around three modules:

- Module I: responsible citizenship;
- Module II: the culture of non-violence;
- Module III: equality and gender approach.

MODULES		
Responsible citizenship	Culture of non-violence and the fight against terrorism	Equality and gender approach
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">THEMES</p> <ul style="list-style-type: none"> <li>• Citizenship: fundamental concepts, dimensions and values</li> <li>• Self-responsibility</li> <li>• Responsibility towards the social environment</li> <li>• Responsibility towards the natural environment</li> <li>• Responsibility towards the nation</li> <li>• Responsibility in its universal dimension</li> <li>• Living together</li> <li>• Democracy within the school</li> <li>• Education to citizenship and human rights</li> <li>• Universal citizenship</li> </ul>	<ul style="list-style-type: none"> <li>• Defining concepts</li> <li>• Manifestation of violence and extremism</li> <li>• Threats to the individual and society from violence</li> <li>• Tackling violence in schools</li> <li>• Countering terrorism through culture, law and security approaches</li> <li>• Using dialogue to fight violence.</li> </ul>	<ul style="list-style-type: none"> <li>• Defining concepts</li> <li>• Equality and non-discrimination</li> <li>• Gender approach</li> <li>• Women’s rights as an integral part of human rights</li> <li>• Tunisian women’s achievements: conquests and opportunities and how to preserve and strengthen them:               <ul style="list-style-type: none"> <li>- Monitoring violations of women’s rights</li> <li>- Cultural protection</li> <li>- Legal protection</li> </ul> </li> <li>• School drop-out and impact on the situation of girls in Tunisia:               <ul style="list-style-type: none"> <li>- Underage girls’ work</li> <li>- Trafficking and sexual exploitation</li> </ul> </li> <li>• Empowering women as the basis for protecting their rights; socio-economic approach; regional and local development</li> </ul>

The **ambition** of this book is to aid educators in primary, preparatory, and secondary schools, as well as trainers in the field of civic education, on responsible citizenship and resisting violence in all its forms.

The **specific objectives** of this book encompass the following:

- (1) Empower Tunisians to act and interact as responsible citizens, voluntarily fulfilling their duties, enjoying their rights in all conscience, and banning violence as an attitude and behaviour;
- (2) Entrench the values of freedom, justice and equality as essential foundation for all forms of human development;
- (3) Adopt the gender approach as a lever for the empowerment of women and the achievement of social justice;
- (4) Empower teachers in both scientific and professional capacities to achieve these goals.

In terms of **references**, the book has drawn upon, among others, the Council of Europe publication “Strategies for civic education in an intercultural perspective, at primary and secondary education levels” (December 1993, Strasbourg, France); the pedagogical recommendations listed in: “Civic education in Tunisia: diagnostic study”, a document which marked the completion of the first phase of the FRC programme; the SDEC document entitled “Citizen Education for the Prevention of Violence and for Gender Equality”; and Tunisia’s official programmes relating to the subject of civic education at the preparatory and secondary school levels.

### Exploring the essence of civic education

In the above-mentioned publication, the Council of Europe defines civic education as follows (page 4):

- The subject to which the transfer of the rules of community life to future generations is assigned within education institutions;
- The means available to the school in order to equip children and adolescents with an awareness of human rights and of their obligations as members of the community; and then accompany him/her so that he/she puts these obligations into practice in the micro communities to which he/she belongs —such as school, family, neighbourhood, village, town, groups;
- The forms of education that aim to develop young people’s civic empowerment;
- The subject that finds its legitimacy in the definition of the fundamental values and concepts of democratic citizenship.

In **Tunisian education system and teaching programmes**, civic education touches upon broader themes such as education to citizenship, living together, and human rights as well as all their related topics such as freedom, responsibility, equality, equity, law, duty, participation, tolerance, civil society, the State, democracy, international society, and so on.

The programme on civic education issued by the Ministry of Education in 2006 (the “Official Programme of Preparatory Education”, page 03) refers to civic education as the discipline that aims at clarifying and implementing the values and principles indicated in the first two paragraphs of the “Tunisian Orientation Act for Education and School Teaching” (23 July 2002) through the following objectives:

- Promote the learner’s self-esteem as a sign of pride in his or her cultural and civilisation belonging;

- Encourage the learner to appropriate the values of citizenship, civics and human rights as a lever for participation in community life;
- Allow the student to self-build a positive and autonomous attitude within the framework of critical thinking.

### **Pedagogical approaches**

“Teaching goals”, the first chapter of the “Official Programme of Preparatory Education” (page 04) states that for civic education to fulfil its educational and pedagogical function, it must take into account different dimensions.

- First, learning must be based on an all-encompassing approach, in order to avoid the fragmentation of knowledge and its categorisation into subspecialties that lead to neglecting the interdependence of educational elements within the same discipline. Thus, it would be more judicious to take advantage of the contribution of the different disciplines in terms of learning achievement, between which bridges and complementary links should be established.
- Education must also be based on usefulness and functionality so that it can meet the needs of learners and the requirements of societal development. That is why the teacher must select the knowledge and content that best corresponds to the learner’s proficiency and satisfies his or her motivations.
- Finally, education must also be based on action in order to make the learner an active partner capable of appropriating knowledge and acquiring skills autonomously and collectively in order to find solutions to the difficulties he/she might encounter in his/her everyday life.

This guide has called upon **recommendations** emerging from the first (diagnostic) phase of the FRC programme. They can be summarised as follows:

- Set up the sessions in the form of projects, activities and situations likely to give rise to a sense of discovery, understanding, debate, analysis, comparison, criticism and the elaboration of deductions;
- Adopt diversified animation techniques such as case study, situation analysis, brainstorming, discussion circles, debate, theatre work, role-playing, autoscapy, and the exploitation of popular adages;
- Diversify teaching materials and frameworks in order to arouse learners’ interest and awaken their curiosity —in keeping with their age, grade level and academic prerequisites;
- Value the products of the students whatever their quality and banish the true-false duality in favour of a participatory approach which enhances the student’s initiative and pushes him/her to benefit from his/her mistakes and from the imperfections of his/her work;
- Take advantage of new information and communication technologies;
- Bestow due relevance to twenty-first century skills, which are cross-cutting and multidimensional, such as:
  - Creativity, innovation and initiative;
  - Self-development and autonomy;
  - Communication and collaboration;
  - Critical thinking and decision making;
  - Problem solving;
  - Responsible citizenship;
  - Mastery of information and communication technologies.

# Using the guidebook

## STRUCTURE

As indicated above, this guide comprises three main **modules** broken down into themes, each of which is explored in a dedicated section for a total of twenty-four **projects**.

Each project consists of four or five **phases**.

Each of the phases proposes different activities, generally distributed as follows:

- Phase 1: activities of exploration and/or introspection
- Phase 2: activities of identification and/or understanding
- Phases 3, 4 and 5 depending on the projects: activities about research, exploitation, expression, analysis, implementation and/or taking a stance.

## TECHNIQUES

The activities are carried out either individually, in groups or collectively within the framework of a socio-constructivist conception of learning and an emphasis on cooperative and participatory work. They use dynamic and interactive facilitation techniques according to modern educational models that gives the learner a pivotal place as an active partner worthy of empowerment: “students should acquire skills individually and collectively in order to solve the problems they encounter in their daily life”, as indicated in the preamble to the civic education programmes mentioned above.

Among the main facilitation techniques adopted: brainstorming around a word, case study, circle discussion, group work, role-play and relevant situations. We have worked to round off each phase with an individual or collective design and production of folders, flyers, video sequences, drawings and press notes. Particular interest was bestowed to social networks, school radio, school wall magazine, and the implementation of activities in citizenship clubs and/or civic clubs alongside other activities planned in the school surroundings.

Teachers and trainers have the latitude to choose the activities that they deem more appropriate in relation to the level of the students, their personal abilities, the specific learning patterns —and also according to the existing infrastructure, the specificities and socio-economic reality of each school.

Teachers can also select some activities, focus on particular phases or add others depending on the progress of the sessions and the learners’ expectations. A large margin of discretion is left to the teachers on how to facilitate the session, select the most attractive activities and “evolve” with their target audience without prescriptiveness or authority.

## CONCLUDING REMARKS

This guide can be considered as a reference among others. But we perceive it as a fundamental reference in citizenship education, given its project-based learning approach, innovative and relatively novel. Being the result of a diagnostic study on



civic education in Tunisia, it takes into account the current national, regional and international context.

It is a rather important reference document but does not claim to replace official programmes: it supports, complements and enriches them.

This guide is issued in three languages: Arabic, French and English. Besides addressing the non-Arabic speakers, the translation into French and English aims at promoting openness, cultural exchange, and interaction.

It is addressed to trainers in general —at school, in training centres and in civil society. It is not a closed book and is not solely geared towards civic education, on the contrary. Other fields of learning and teaching could benefit from it, particularly the humanities, languages and social disciplines.

Finally, this guidebook counts on your opinions and your support; we invite you to address your comments and impressions to SDEC and ideaborn, and we will take them into account whenever we reissue the guide.

Amara Benhromdhane, Director, SDEC

# Structure

## MODULE I Responsible citizenship

1. I am a Tunisian citizen, passionately love my green Tunisia and I proudly belong to it.
2. I exercise my citizenship in the school environment
3. I am a responsible citizen towards my person
4. I am carrying out a project for the benefit of my neighbourhood (my city)

5. Carrying out an environmental project to protect our natural environment
6. Combating tax evasion
7. Working to save children victims of illegal migration flows
8. We have founded a school association
9. I am a member of the school council
10. I play an active role on the school board

## MODULE II The culture of non-violence

11. Violence is a banned behaviour
12. Violence is a threat to all
13. Violence: a devastating disease
14. We, boys and girls, all against violence and terrorism
15. Combating terrorism is not just about weapons: the culture of life must prevail over the culture of death

- 16. The fight against terrorism is also a matter of legislation
- 17. All the people stand behind their security and military forces in the fight against terrorism
- 18. Dialogue, I use it ... to fight violence

**MODULE III**  
**Equality and gender approach**

- 19. Equality and gender approach
- 20. Women's rights: an integral part of human rights
- 21. Women's achievements; achievements for society as a whole
- 22. Protect women, protect their achievements

- 23. Girls, the first victims of school dropout
- 24. There will be no sustainable development without women's empowerment

# ABSTRACT

## MODULE III – PROJECT 19: Equality and gender approach

**Theme:** equality and gender approach.

**Issue addressed:** definition of concepts

- Equality and non-discrimination;
- Social gender approach.

**Target audience:** students aged 12 to 17.

PROJECT OUTPUTS	ACTIVITIES AND CANVAS	NOTES
<p><b>Learner:</b></p> <ul style="list-style-type: none"><li>• Aware of the importance of the gender approach;</li><li>• Believes in full equality between the sexes and hostile to all forms of discrimination against women;</li><li>• Endorses the process of women's empowerment to ensure justice, equity and development.</li></ul>	<p><b>Groups:</b> learners will be divided into small groups on the basis of gender distribution.</p> <p><b>Supporting documents and frameworks:</b></p> <ul style="list-style-type: none"><li>- <i>Tunisian Constitution 2014</i></li><li>- <i>Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)</i></li><li>• Paper and pencils</li><li>• Cardboard shirts</li><li>• Cards - Cards</li><li>• Computer - Computer</li><li>• Video projector</li></ul> <p><b>Phases:</b> the project consists of four phases.</p> <p><b>The activities:</b> each phase is structured around a certain number of activities varying between individual and/or group and/or collective work.</p>	<p><b>GENDER APPROACH</b></p> <ul style="list-style-type: none"><li>• <b>The gender approach is grounded</b> in the systematic analysis and questioning of processes that differentiate and prioritise individuals according to their sex.</li><li>• The implementation of the gender approach is a prerequisite for the effectiveness and sustainability of all development actions</li></ul>

## PHASE 1: I EXPLORE

### Activity 1: (individual assignment)

Fill the following chart with everything that comes to your mind about the meanings that could be attributed to the concepts listed:

Concept	Meaning
Equality	
Non-discrimination (whatever the nature)	
Positive discrimination	
Social gender	

### Activity 2: (individual assignment)

From the different meanings that you have recorded for the concepts mentioned in the previous table, and based on your background, mention the facts and attitudes related to the situations given as examples in the following table:

Situations	Facts and attitudes
Discrimination boys-girls	
Discrimination on the grounds of sex in public life and in society	
Equality before the law	
Equality in citizenship	

### Activity 3: (individual assignment)

Write on a card in a spontaneous way the names of famous women who have distinguished themselves in the fields of science, literature or politics through the different periods of history:

<b>Names of famous women throughout history</b>		
In the field of science	In the field of literature	In the field of politics

**Activity 4: (group assignment)**

Present to your group members what you have achieved individually in activities 1, 2 and 3 in order to readjust and rectify through the web what you have done.

<b>Concept</b>	<b>Meanings</b>

<b>Situation</b>	<b>Facts and attitudes</b>

<b>Names of famous women throughout history</b>		
In the field of science	In the field of literature	In the field of politics

## Phase 2: I understand

### Activity 1: (individual assignment)

Try to extract from the *Convention on the Elimination of All Forms of Discrimination against Women* (CEDAW) —adopted by the United Nations in 1979 and which entered into force in 1981— all the rights promulgated by the Convention for the benefit of women <http://www.ohchr.org/FR/ProfessionalInterest/Pages/CEDAW.aspx>

**a-** Write the rights on a card

Rights promulgated by the *Convention on the Elimination of All Forms of Discrimination against Women* (CEDAW)

**b-** Write a commentary in which you assess women's rights as developed by the *Convention on the Elimination of All Forms of Discrimination against Women* (CEDAW)

Commentary

### Activity 2: (individual assignment)

Women have endured many hardships throughout history and in all societies (segregation, discrimination, exploitation, etc.). The following is a list of statements in the form of quotations, popular adages, and social situations that explicitly or implicitly suggest messages of discrimination against women and injustice compared to men in terms of esteem and attitude.

Write before each statement what you consider to be an infringement of women's rights, quoting each time the right violated and the contrasting clauses of the Convention (CEDAW) with each of the statements:

<b>Statements</b>	<b>Women's rights infringed</b>	<b>CEDAW clauses in contradiction with the assertion</b>
That's a woman's opinion after all! (popular saying).		
"The woman is a seed of the devil."		
Marry the girl without asking her opinion (dominant tradition until a not distant time).		
A good female genitor must give birth to boys and not girls (a dominant tradition until not too long ago).		
"Reverse the jar on her orifice, the girl would look like her sire..."		
"The woman has only two outings throughout her life: the first to her husband's home and the second from her husband's home to the cemetery."		
"A woman never succeeds in what a man has failed."		
Prevent girls from going very far in their schooling.		
"Manly woman" for a woman who's doing pretty well.		
Recruit young girls as... housemaids in wealthy families.		
The woman's cunning is worth her double.		
Never trust women, or time for that matter.		
"Woman son of a woman is the one who lends his ear to a woman"		
The girl is like a watermelon: sell it before it explodes.		



The woman is like a reed, easy to convince and impress.		
A home where there are only girls is not a home.		
Cut off the cobra's head and the woman's tongue.		

**Activity 3: (group assignment)**

You have decided, in consultation with the members of your group, to organise a campaign in your school and neighbourhood to promote full equality between men and women, to condemn all forms of discrimination against women and to show the positive impact of such an approach on relational aspects within the family and society.

You decide to create various tools to implement your campaign (leaflets, posts, tweets, text messages, slogans, drawings, caricatures...). Propose some samples of these outputs to the members of the other groups before publishing them. Collect them in the personal portfolio dedicated to the gender approach.

**PHASE 3: I IMPLEMENT**

**Activity 1: (individual assignment)**

Several women in history have led countries at the highest political level and have distinguished themselves by their skills and ability to succeed in the difficult task of State management.

Search the Internet and library for women who have led countries among the women listed below:



Hatshepsut - Zenobia - Cleopatra - Chagarat al-Durr (pearl tree) - Catherine II - Victoria - Elizabeth II - Margaret Thatcher - Indira Gandhi - Benazir Bhutto - Angela Merkel

<b>Person</b>	<b>Presentation</b>
Hatshepsut	
Zenobia	
Cleopatra	
Chagarat al-Durr (pearl tree)	
Catherine II	
Victoria	
Elizabeth II	
Margaret Thatcher	
Indira Gandhi	
Benazir Bhutto	
Angela Merkel	

**Activity 2: (individual assignment)**

- a-** Search the Internet for the names of women sports champions who have won international titles in various disciplines (gymnastics, swimming, athletics, tennis...) and enter this in Table A.
- b-** Search the Internet for the names of women who have won the Nobel Prize in various fields (science, literature, peace...) and enter this in Table B.

**Table A**

<b>Sports discipline</b>	<b>Names of famous women sports champions</b>
Athletics	
Swimming	
Gymnastics	
Tennis	

**Table B**

<b>Fields</b>	<b>Names of women who have won the Nobel Prize</b>
Physics	
Chemistry	
Literature	
Peace	

### Activity 3: (group assignment)

Search on the Internet with the members of your group the representation rate of women in the following national public bodies:

- Assembly of People's Representatives (APR - parliament)
- Government
- Governors
- Ambassadors (diplomatic missions)
- National constitutional bodies (national bodies established by the *Constitution*: <http://www.legislation.tn/sites/default/files/news/constitution-b-a-t.pdf>).

**a-** Enter the rates recorded in the following table:

<b>National institutions and/or administrative bodies</b>	<b>Representation rate of women</b>
Assembly of People's Representatives (APR - parliament)	
Government	
Governors	
Diplomatic missions	
National constitutional bodies (established by the <i>Constitution</i> ).	

**b-** - Try —by doing a little research on the internet with the members of your group— to find the rate of girls among Tunisian baccalaureate holders of all sections combined during the last three sessions.

Record girls' achievement rates in the following table:

<b>Baccalaureate session</b>	<b>Rate of girls in the total number of admissions</b>
Session 2016	
Session 2015	
Session 2014	

**c-** In a debate with your classmates try to discuss the situations explained in activities a and **b** and comment on them.

## PHASE 4: I EXPAND

### Activity 1: (group assignment)

As the culmination of your debate —and in assessing the gap between women’s representation rates in national bodies and those of girls’ success in the baccalaureate— write a paragraph to be published in media of your choice in which you stress the importance of the gender approach and women’s empowerment as well as the repercussions of such a state on society and development in general.

#### The paragraph

### Activity 2: (individual assignment)

Present a speech to your school’s citizenship club (or civic education club) in which you will discuss the importance of full gender equality in citizenship and before the law, and the need to empower women to ensure family and social balance and lay the foundation for real, sustainable and equitable development.

- a-** Record your speech in a video sequence and through photos taken during this event at the citizenship club (or civic education club).
- b-** Post the video on your school’s website and Facebook page.









---

## 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).*

---

# Forming Responsible Citizens

Labelled by:



Union pour la Méditerranée  
Union for the Mediterranean

Coordinated by:



Financed by:



**NORWEGIAN MINISTRY  
OF FOREIGN AFFAIRS**



**Gouvernement Princier  
PRINCIPAUTÉ DE MONACO**

In partnership with:

