

# Forming Responsible Citizens

Labelled by



Union for the Mediterranean  
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الإتحاد من أجل المتوسط

1

The project “Forming Responsible Citizens” aims at 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*.

In practical terms, this means to lead them to learn by practicing the exercise of dialogue, conflict management, respect for gender equality and socio-cultural diversity in the school and outside. It also means for children to learn how to rule and be ruled, to develop awareness of and respect for oneself and others with a view to achieving greater mutual understanding and learn to behave responsibly towards others —in short, a responsible and reasoned citizenship. Training children and youth to become part of an open society is based upon the assumption that practicing responsibilities while learning them at the early age contributes to professional and social success in adult life. And that this success greatly reduces the likelihood of exclusion and radicalisation.

This project is an [ideaborn](#) initiative that has seen the light thanks to the support provided by the [Union for the Mediterranean](#) (UfM). The project is now being implemented in Morocco, Tunisia, Lebanon and Jordan, with Norwegian and Monaco Governments funding and in partnership with the [Moroccan Center for Civic Education](#), the [Social Development and Empowerment Center](#) (Tunisia), the [Jordanian Centre for Civic Education](#), the [Adyan Foundation](#) (Lebanon) and the [Lebanese National Commission for UNESCO](#).

## Phases

The project is structured in three main phases:

1. **National Diagnosis:** Analysis of existing civic education curricula and textbooks in secondary-middle school under a culture of non-violence and gender perspective.
2. **Complementary materials to existing curriculum and tests in pilot schools:** Development of new tools for secondary school teachers based on phase one findings and recommendations and in accordance with the Global Citizenship Education approach, as well as the Euro-Mediterranean agenda on gender equality.
3. **Responsible Citizens Education Clubs:** Teachers from pilot schools in each beneficiary country are trained in the use of the materials produced with a project-oriented and participatory approach open to the educational community and civil society.

The project includes further actions to strengthen its impact and sustainability:

- Provide further support to schools involved in the pilot project to extend it; Engage more schools in the programme; Consolidate a Professional Learning Community open to the society;
- Develop a comprehensive offer of continuous education to secondary school teachers.
- Contribute to National Education policies to promote gender equality and a culture of non-violence through reinforcing the programmes of citizenship education and their implementation in the educational system.
- Extend the programme to other countries: approach other southern Mediterranean states and build local alliances to implement school RC clubs, reinforce the training offer and the exchanges among the 43 countries of the Union for the Mediterranean.

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## Work Components & Outcomes

The process of reinforcing values, attitudes, knowledge, skills and behaviours that will strengthen responsible citizenship is structured in accordance with the specific context of each country and responds to three key components:

1. Responsible citizenship
2. Prevention of violence
3. Equality and gender perspective

Building on the assumption that violence can be prevented and gender equality can be enhanced, this project offers strategies, materials, activities and tools to improve the performance of schools and teachers to actively contribute to the construction of peaceful, tolerant and participatory societies where citizens play an active role in making decisions and building inclusive communities. Thus, the expected outcomes of the project are:

1. New topics developed in new didactic materials as integration of each country priorities to develop the most appropriate strategies to implement civic education curricula and promote a practical approach to responsible citizenship.
2. Training teachers to apply the new perspective of education for citizenship.
3. Supporting and creating Citizenship Educational Clubs in select schools in each country.

## Citizenship Education Perspectives

The project aims to go beyond classic civic education programmes to the broader approach of Global Education for Citizenship by: (i) ensuring that young people acquire social, civic and intercultural competences through the promotion of democratic values and fundamental rights, social inclusion and non-discrimination, as well as active citizenship; (ii) enhancing critical thinking and media literacy, particularly in the use of the Internet and social media, so as to develop resistance to discrimination and indoctrination; (iii) fostering the education of disadvantaged children and young people by ensuring that our education and training systems address their needs; and (iv) promoting intercultural dialogue through all forms of learning in cooperation with other relevant policies and stakeholders.

From the pilot phase to its consolidation, the programme foresees three interventions to strengthen the sustainability of the project: (i) one-year intervention in every pilot school to provide greater encouragement and support to the teachers and the schools to incorporate the methods and CRE methodologies within the school at large; (ii) the programme and the educational clubs methods will be progressively open to the broader learning community including civil society; (iii) to build a Global Citizenship Education platform to support education as a bridge for understanding, cooperation and growth in the region. This will enhance the capacities of teachers and other education professionals to leverage the practice of civic values as central teaching vector for any and every subject of education curricula. Furthermore, it will become a forum for dialogue at regional and international level, shaping the development of education curricula and the enhancement of education systems reform.

### Partners



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