

A TEACHER'S GUIDE



APCEIU
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Learning Global Citizenship Through Morocco's World Heritage: A Teacher's Guide

Publishers

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LEARNING GLOBAL CITIZENSHIP THROUGH MOROCCO'S WORLD HERITAGE

A TEACHER'S GUIDE



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Illustrated by : MEHDI ANNASSI, AKA MACHIMA,

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In Memory of Professor Abderrahmane Chorfi

Some presences continue to illuminate our path, even when their voices fall silent.

Professor Abderrahmane Chorfi was one of those enduring figures.

He was an architect whose discerning and sensitive vision illuminated the city's forms, uses, and layers of history. Deeply committed to Rabat and its heritage, he upheld a philosophy in which knowledge guides action and rigor sustains transmission. Through this approach, he helped shape a shared urban consciousness firmly rooted in place, yet open to universal values.

The contribution he made to this guide reflects that rigorous and humanistic spirit.

Through this tribute, we express our profound recognition of a legacy that continues to inspire all those committed to the safeguarding of heritage and to the education of future generations.

May his work remain a lasting source of inspiration, and may his memory continue to strengthen our shared commitment to heritage and the universal values he embodied with dignity and dedication.

**LEARNING
GLOBAL
CITIZENSHIP
THROUGH
MOROCCO'S
WORLD HERITAGE:
A TEACHER'S
GUIDE**

Why this Guide?

This Guide has been designed by the the Foundation for the Safeguarding of Rabat's Cultural Heritage, in collaboration with the Asia-Pacific Centre of Education for International Understanding under the auspices of UNESCO (APCEIU), to introduce teachers to approaches that connect World Heritage with Global Citizenship Education (GCED). Its purpose is to help learners understand heritage not only as a legacy of the past, but as a living framework where civic values can be explored, discussed, and practiced. By engaging with themes of responsibility, diversity, solidarity, and sustainability, students are encouraged to see themselves as part of a shared humanity, committed to building a just, peaceful, and sustainable world. The World Heritage sites of Volubilis, Meknes, and Rabat are presented as case studies through which these educational approaches can be applied in practice.

The Teaching Methodology

The Guide is based on the principles of transformative pedagogy, as encouraged by UNESCO. It emphasizes active, learner-centered approaches: group discussions, creative projects, debates, role-play, and experiential learning. Teachers are invited to see themselves not only as transmitters of knowledge, but as facilitators who encourage inquiry, dialogue, and collective problem-solving.

How to Use the Guide

Each chapter is structured around a general objective, specific objectives, knowledge areas, and key concepts. These elements are intended to be taught as guiding anchors for exploration. Teachers may use them to frame discussions, design activities, and stimulate critical thinking. The key is to move from comprehension to action: enabling students to reflect, connect, and practice values such as respect, solidarity, and responsibility in their daily lives.

Expected Outcomes

Through this methodology, learners do more than memorize concepts—they discover the relevance of heritage in their own lives, experience what it means to be active citizens, and engage in projects that connect classroom learning with their communities and the wider world.

Foreword

By the Foundation for the Safeguarding of the Cultural Heritage of Rabat

The Foundation for the Safeguarding of the Cultural Heritage of Rabat is pleased to present this guide, dedicated to teachers and learners, as an invitation to journey through heritage and to discover the values of global citizenship.

This initiative reflects the enlightened Vision of His Majesty King Mohammed VI for the preservation and promotion of Morocco's cultural heritage, and Her Royal Highness Princess Lalla Hasnaa's action who has made the safeguarding of Rabat's cultural memory and its transmission to future generations a national priority.

Rabat, inscribed on UNESCO's World Heritage List as a "Modern Capital and Historic City: a Shared Heritage," reminds us that humanity's memory is woven from many threads. Each monument, tradition, and story is a fragment of this fabric fragile, yet enduring. By recognising their value, we learn how to live together in respect, solidarity, and responsibility.

Conceived as more than a classroom resource, this guide aspires to be a bridge between generations and cultures. Through stories, activities, and creative pauses, it brings heritage closer to young people, showing them that to protect a site is to preserve a memory, and that caring for memory means caring for the future. It also reminds us that the treasures of Volubilis, Meknes, or Rabat are not only Moroccan, but belong to all humanity, and their preservation depends on the choices we make today.

To the teachers who will use this guide, the Foundation extends its deepest gratitude. We wish you an inspiring reading and hope that this guide will complement the tools already available to teachers and learners.

The Foundation warmly thanks all those who contributed to its elaboration their dedication has been a precious support in making this resource possible. True to its mission, the Foundation continues to build bridges locally, nationally, and internationally between heritage and education, memory and citizenship.

◆ **NOUZHA ALAOU**

Secretary General of the Foundation for the Safeguarding of the Cultural Heritage of Rabat



Foreword

By APCEIU

In today's increasingly destabilized and uncertain world, Global Citizenship Education (GCED) renews its meaning and importance in cultivating and reinforcing the principles of equal dignity of all, empathy, and mutual respect. With its focus on peace, solidarity, and dialogue, GCED helps all, young and old, learn to live together and thus contributes to avoiding wars and violence which are made possible by the propagation of "the doctrine of inequality of men and races."

In fact, our traditions have long treasured and inherited such values that GCED is fostering today. These values shed light on how we can live together in the present and how we can envision our common future.

Recognizing this embeddedness of GCED values in our traditional wisdom, the Asia-Pacific Centre of Education for International Understanding under the auspices of UNESCO (APCEIU) over the years has developed a series of teachers' guides and learning materials that link GCED with World Heritage. Each of these resources has shown that heritage, whether tangible or intangible, can serve as a powerful entry point for learners to explore diversity, interconnectedness, and mutual understanding. Building on this experience, APCEIU and the Foundation for the Safeguarding of Cultural Heritage of Rabat have co-developed the present "Learning Global Citizenship Through Morocco's World Heritage: A Teacher's Guide."

The Guide highlights three World Heritage sites in Morocco: the archaeological site of Volubilis, the historic city of Meknes, and Rabat, the modern capital that bridges past and present. Together, they embody the creativity and resilience of human societies across centuries. Beyond their historical and cultural significance, these sites are living mirrors that invite us to reflect on coexistence, social justice, and respect for cultural diversity, lessons that remain deeply relevant to our lives today.

It provides practical tools, lesson ideas, and case studies that weave together heritage with the cognitive, socio-emotional, and behavioural dimensions of GCED.

Through participatory activities and reflective exercises, teachers can guide students to move beyond acquiring knowledge to develop empathy and to engage responsibly with their local community and beyond.

While rooted in Morocco's rich cultural landscape, this Guide extends its reach to classrooms worldwide. The pedagogical approaches presented here can be adapted across diverse educational contexts, encouraging teachers to use their own local heritage as stepping stones toward fostering global citizenship. In this way, it offers a model that can inspire educators around the world to connect cultural heritage with the values of global citizenship. At the same time, it serves as a valuable material on Education for International Understanding, allowing learners to discover and appreciate the remarkable cultural heritage of Morocco while reflecting on universal values that connect us all.

It is our hope that this publication will serve as a meaningful companion for teachers who seek to create engaging and transformative learning experiences. By linking the treasures of heritage with the principles of global citizenship, it will contribute to nurturing a generation that celebrates cultural diversity, promotes peace, and takes responsibility for shaping a more just, peaceful and sustainable future.

I would like to express my sincere appreciation to the Foundation for its committed partnership and close collaboration for this project. We have been privileged to work with the Foundation to anchor GCED in the great tradition and culture of Morocco.

◆ **LIM Hyun Mook**

Director of APCEIU

About the Foundation for the Safeguarding of the Cultural Heritage of Rabat

Created at the initiative of His Majesty King Mohammed VI, the Foundation for the Safeguarding of the Cultural Heritage of Rabat operates under the effective Presidency of Her Royal Highness Princess Lalla Hasnaa. The Foundation is dedicated to preserving the cultural heritage of Rabat in all its dimensions, both tangible and intangible, particularly those that have been inscribed since 2012 on the UNESCO World Heritage List under the designation "Rabat, Modern Capital and Historic City: a Shared Heritage."

Guided by the commitment of Her Royal Highness to education and awareness-raising on cultural heritage, the Foundation pursues the safeguarding of this legacy through a continuous process that brings together all stakeholders. The Foundation's action revolves around three core pillars : to educate, to raise awareness, and to unite stakeholders.

As a powerful driver of inclusion and cohesion, Rabat's heritage stands as a true engine of social, economic, and cultural development. Accordingly, the Foundation regularly carries out initiatives to foster the discovery of heritage among the wider public, with a particular focus on younger generations, in order to nurture an emotional bond that ensures respect for and preservation of their heritage.

The Foundation's programs target a wide range of audiences — the general public, professionals, institutions, private actors, and youth. Within the framework of its educational programs, the Foundation develops pedagogical kits, cultural heritage mediation platforms through the "Heritage Digitalization" program, and organizes scientific workshops. Experts from across the globe are invited to participate, share, and contribute to advancing the vital cause of safeguarding Morocco's cultural heritage.

Conducted in a spirit of partnership, this work brings together expertise and resources, engaging institutional, public, and private stakeholders alike, with the objective of affirming the necessity of protecting heritage within the Kingdom.







About APCEIU

The Asia-Pacific Centre of Education for International Understanding (APCEIU) is a UNESCO Category 2 Centre established in 2000 through an agreement between UNESCO and the Government of the Republic of Korea. APCEIU is mandated to promote Education for International Understanding (EIU) and Global Citizenship Education (GCED) to build a Culture of Peace. Both EIU and GCED seek to empower learners to foster interpersonal, social, and ecological empathy, and to cultivate solidarity and cooperation in addressing global challenges.

APCEIU carries out its mission through five major programme areas: (1) Research and Policy Development, (2) Capacity-building of Educators and Youth, (3) International Teacher Exchange, (4) Information Dissemination and Material Development, and (5) Partnerships and Networking. Its initiatives include the development of educational resources, research and policy work, educator and teacher-trainer training, and the organization of workshops and conferences at various levels.

Working in close collaboration with UNESCO Headquarters and Field Offices, National Commissions for UNESCO, educational institutions, and civil society partners, APCEIU has consistently sought to broaden understanding and engagement in GCED and EIU among diverse stakeholders around the world. Through these partnerships, the Centre continues to expand the reach and impact of GCED, contributing to global efforts to nurture peace, mutual understanding, and sustainability.









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ORIENTATION

The Spaces We Will Explore

Global Citizenship Education and World Heritage Education share a common ambition: to equip younger generations with the means to understand the links between the universal and the local, between the legacies of the past and the responsibilities of today. It is in this spirit that this Guide proposes to explore case studies drawn from Moroccan heritage, inscribed on UNESCO's World Heritage List. These sites are privileged learning spaces where, through the traces of civilizations and eras, universal civic values, respect, solidarity, justice, and responsibility have been expressed and transformed over time. Their study will enable teachers to connect concepts that may at times seem abstract with tangible realities, offering learners a concrete experience of how heritage nurtures civic awareness and fosters a shared sense of belonging to humanity.

Archaeological Site of Volubilis

"The Mauritanian capital, founded in the 3rd century B.C., became an important outpost of the Roman Empire and was graced with many fine buildings. Extensive remains of these survive in the archaeological site, located in a fertile agricultural area. Volubilis was later briefly to become the capital of Idris I, founder of the Idrisid dynasty, who is buried at nearby Moulay Idris."¹

◆ **Historic City of Meknes**

"Founded in the 11th century by the Almoravids as a military settlement, Meknes became a capital under Sultan Moulay Ismaïl (1672–1727), the founder of the Alawite dynasty. The sultan turned it into an impressive city in Spanish-Moorish style, surrounded by high walls with great doors, where the harmonious blending of the Islamic and European styles of the 17th century Maghreb are still evident today."²

◆ **Rabat, Modern Capital and Historic City: a Shared Heritage**

"Located on the Atlantic coast in the north-west of Morocco, the site is the product of a fertile exchange between the Arabo-Muslim past and Western modernism. The inscribed city encompasses the new town conceived and built from 1912 to the 1930s, including royal and administrative areas, residential and commercial developments and the Jardins d'Essais Botaniques. It also encompasses older parts of the city dating back to the 12th century. The new town is one of the largest and most ambitious modern urban projects built in Africa in the 20th century and probably the most complete. The older parts include Hassan Mosque (begun in 1184) and the Almohad ramparts and gates, the only surviving parts of the project for a great capital city of the Almohad caliphate as well as remains from the Moorish, or Andalusian, principality of the 17th century."³

- 1 UNESCO World Heritage Centre. "Archaeological Site of Volubilis." <https://whc.unesco.org/en/list/836>
- 2 UNESCO World Heritage Centre. "Historic City of Meknes." <https://whc.unesco.org/en/list/793>
- 3 UNESCO World Heritage Centre. "Rabat, Modern Capital and Historic City: a Shared Heritage." <https://whc.unesco.org/en/list/1401>

We are Ghennou, Mina, and Adam.

We will walk with you !

My name is Ghennou.

Across cultures, the hen symbolises continuity, care, and life in motion. She embodies transmission between generations, the cycle of life from egg to growth, and a deep sense of community, as she lives within a shared domestic ecosystem. In Moroccan culture, she belongs to everyday life, close to homes, courtyards, and shared spaces, woven naturally into the collective rhythm.

I walk through medinas, observe public squares, listen to the stories held by walls, and understand the value of small things. I come from rooftops, courtyards, alleys, and places where people meet. I live near homes, where generations cross paths and life is passed on quietly and steadily. I know the rhythm of ordinary days, the rhythm that connects elders and younger generations. Simple gestures, repeated with care, build what lasts.

To protect, to watch over, to pass on: this is my role.

In this guide, I walk beside you to show that every action matters. Every civic gesture contributes to balance, whether it takes place in a street, a school, or a shared space. I stand for our common values: respect for others, responsibility toward our surroundings, solidarity among people, and justice that allows us to live together. I invite you to look differently at what is close to you, to recognise its value, and to care for it, here and now.

Walking beside me is Mina.

Mina represents attention, memory, and understanding. She embodies the ability to observe places, traditions, and stories, and to connect them across time. Through her, learners develop a thoughtful relationship with heritage, culture, and diversity. Mina reflects the importance of listening, recognising different perspectives, and understanding that shared spaces and histories carry universal meanings.

With Mina, observation becomes awareness, and awareness becomes respect. She encourages a way of seeing that values diversity as a source of richness and learning.

And then there is Adam.

Adam represents energy, curiosity, and engagement. He asks questions, connects local realities to broader horizons, and turns ideas into action. Through him, learners explore participation, responsibility, and initiative. Adam reflects the belief that citizenship grows through involvement, dialogue, and concrete choices made in everyday life.

Adam reminds us that change emerges step by step, through consistent actions and collective effort. Each contribution takes part in shaping a shared future.

Why the three of us?

Because this journey relies on three complementary forces:

- the wisdom of everyday life and attentive care,
- memory, understanding, and respect,
- energy, engagement, and action.

Together, we reflect a culture deeply rooted in transmission, hospitality, and collective responsibility, while opening a dialogue with universal values. We accompany learners and educators through moments of discovery, reflection, creativity, and participation.

To students, we say:

This guide is your space for exploration. You will observe, question, create, and act. You will discover that heritage offers keys to understanding the world and your place within it.

To teachers, we say:

These characters serve as pedagogical companions. They support mediation, encourage dialogue, and give a human voice to civic values.

We will walk with you between pages, between ancient stones and present-day gestures.

Because becoming a global citizen always begins somewhere.

Very often, it begins at home, with an attentive look, a thoughtful question,

or a hen who watches over what matters.



Part I :

CITIZENSHIP AND GLOBAL CITIZENSHIP

Chapter 1

Citizenship and Global Citizenship

Understanding
Local and
Global

General Objective



To empower learners to understand both the distinctions and the interconnections between local and global dimensions in line with citizenship, and to cultivate a responsible and engaged attitude toward their community, their country, and the planet.

Specific Objectives



- Explain what it means to be a citizen at the local level and within the wider global community.
- Identify links between local realities and global challenges.
- Propose practical and context-appropriate actions to improve community well-being.
- Foster a sense of belonging to both their local community and global world.
- Recognize the role of young people as active agents in shaping a more just, peaceful, and sustainable world.

Key Concepts



- Citizenship and global citizenship
- Rights and responsibilities
- Local community
- International solidarity
- Personal and collective engagement

Tools and Resources



- Teacher-prepared reading materials on citizenship and global citizenship
- Brainstorming charts
- Drawing materials and poster-making supplies



Activity 1

Introductory Brainstorming



Purpose :

To introduce students to the concept of citizenship and explore their own perceptions of belonging, rights, and responsibilities.



Steps :

- 1 - The teacher writes the word Citizenship in the centre of the board.
- 2 - The teacher poses guiding questions to the class:
 - What does the word citizenship mean to you?
 - Do you feel more connected to your neighbourhood, your region, your country, or the world? Why?
 - Can citizenship mean different things to different people?
 - What are examples of rights you enjoy? What responsibilities go with them?
- 3 - Students share their answers. The teacher records them on the board using keywords, images, or short phrases.
- 4 - The teacher helps organize answers into categories (e.g., belonging, identity, rights, responsibilities, feelings).
- 5 - The class reflects on similarities and differences among the answers.



Variation :

Students may work first in pairs or small groups before sharing with the whole class.



Expected Learning Outcome :

Students develop an initial understanding of citizenship as a combination of rights and responsibilities and see how their sense of belonging operates at multiple levels (local, national, global).



Supporting Text :

Citizenship is a sense of belonging to a community or country, built on two equally important pillars: rights, such as access to education, healthcare, the right to vote, and the right to be protected; and responsibilities, such as obeying the law, helping others, and protecting the environment.

***Citizenship is meaningful only
when rights and responsibilities
are exercised together.***

There is no right to safe drinking water without the responsibility to protect water sources and no right to free expression without respect for others' opinions and differences.

However, our identity as citizens does not end at the borders of our neighbourhood, city, or country. It expands across mountains and oceans, linking us to a shared global community. Local and global dimensions of citizenship are complementary—they are two sides of the same coin. Local dimension anchors us in our national identity, with its specific rights and duties, while global dimension widens this sense of belonging to embrace all humanity and the planet, recognising that we share a common destiny.



Activity 2

Group Brainstorming



Purpose :

To deepen understanding of citizenship after reading the supporting text



Steps :

- 1 - Learners read the provided text on citizenship (local and global).
- 2 - In small groups, students brainstorm and note down the ideas, words, images, examples, or symbols that come to mind.
- 3 - Each group shares its key points with the class.
- 4 - The teacher facilitates a discussion, using questions such as:
 - What does it mean to be a global citizen?
 - Can you give examples of your rights and responsibilities?
 - What does global citizenship mean to you?



Variation :

Instead of group work, each student may first create a "mind map" individually and then compare it in pairs or groups.



Expected Learning Outcome :

Students identify how local and global citizenship are connected and begin to articulate their personal understanding of global citizenship.



Supporting Text :

Your neighbourhood—your home, friends, playground, and local shops—is one small tile in a much larger mosaic. Global citizenship is the awareness that this small tile is part of the world's shared picture. Even if your community is small, its well-being is connected to the well-being of the entire planet. A healthy and just world depends on the care and contribution of each of its parts. When the climate changes in one region, it can cause droughts, floods, or rising sea levels that affect food and water security in many others. The loss of forests or species in one part of the world reduces biodiversity for everyone. Even new technologies, like artificial intelligence (AI), are changing how people learn, work, and communicate globally.

When we understand that the ocean is one, that the tree is one, and that other people—despite their differences—are also part of us, we begin to grasp the essence of global citizenship. Diversity in language and culture does not divide us; the one universal language is understanding and humanity.



Values and Their Meaning

Value	What It Means	How We Live It
Respect	Seeing the worth in every person, across differences of belief, language, or culture.	Listen before judging, use inclusive language.
Justice	Making sure everyone can access rights, opportunities, and fair treatment.	Stand up when you see unfairness.
Solidarity	Realizing our lives are connected and that we rise together.	Help and learn from others' struggles.
Peace	Building bridges through understanding and cooperation.	Talk through conflict; choose dialogue over division.
Equality	Ensuring that differences never limit someone's rights or chances.	Foster respect and inclusive attitudes.
Responsibility	Knowing our actions affect others and acting to bring positive results.	Conserve, care, and contribute locally.



Activity 3

Values in Everyday Life



Purpose :

To help learners reflect on the values for a better world connects them to real-life experiences and stories.



Steps :

- Brainstorm examples of global citizenship values (e.g., respect, solidarity, responsibility, cooperation).
- In small groups, learners share short personal or community stories that illustrate these values.
- Discuss how the same value can be expressed locally (in school, family, or neighbourhood) and globally (in the world or international context).
- Collect the stories into a class “values board” or a shared notebook.



Expected Learning Outcome :

- Recognize how abstract values are expressed in everyday actions.
- Understand the link between local experiences and global challenges.
- Strengthen reflection, empathy, and the ability to connect personal stories to broader concepts.



Deliverable :

A class compilation of stories (values board, poster, or notebook) showing how global citizenship values are lived in daily life.

**Activity 4****Map Collaboration – A Home for All****Purpose :**

To explore global challenges, link them to local realities, and highlight shared responsibility.

**Steps :**

- 1** - The teacher displays a world map (board, projection, or printed).
- 2** - Groups choose a global issue (e.g., climate change, biodiversity loss, inequality).
- 3** - Each group writes a short paragraph explaining:
 - What is the issue?
 - Why does it matter?
 - How does it affect their community?
 - What responsible actions can we take?
- 4** - Groups present their paragraphs and place them on the map in the relevant region.
- 5** - Creative Extension (Carpet of Values) : Each learner writes on a coloured strip of paper :
 - The issue they care about most.
 - Why they chose it.
 - One action they can take locally.
 - The value that this action upholds. All strips are assembled into a large "carpet" artwork, symbolising that different concerns form one shared human fabric.

**Variation :**

Groups may illustrate their issue with drawings or icons placed on the map.

**Expected Learning Outcome :**

Learners understand interdependence between local and global issues, and see how individual actions contribute to a collective, shared humanity.

THE WEAVING HANDS

This is How Global Citizenship is Woven

Without the loom, no carpet can exist. It is what holds the threads together like responsibility without it, everything falls apart. The scale measures each thread so none oversteps another that is justice. The finishing touch does not harm, but gently refines and perfects the weave, just as respect restores balance and removes what disturbs harmony. The comb aligns all threads evenly, without favouring one colour over another that is equality, where everyone has the same value, the same chance, and each thread contributes to the final pattern.

The weaving stick ties the threads together, as solidarity does, with each thread strengthening the other.

And finally, the steady hands smooth the fabric so that everything holds in place a gesture of peace for the whole world.

The loom is responsibility, the scale is justice, the finishing touch is respect, the comb is equality, the weaver's hands are solidarity, and the steady hands are peace.





**As the
Rabat
carpet is
woven
thread
holding
thread,
colour
enhancing
colour so
is global
citizenship
built.**

Chapter 2

We Are All Global Citizens Of The World

Together, Guests
in a Big Home

General Objective



To guide learners toward adopting the behaviours and values of a global citizen committed to building a more just, inclusive, and sustainable world.

Specific Objectives



- Understand the meaning of being a global citizen.
- Identify our behaviours that have both local and global impact.
- Reflect on the interconnectedness and interdependence of the world.
- Recognise the importance of cultural heritage within the framework of global citizenship.
- Engage in collective projects that raise awareness of heritage preservation.

Key Concepts



- Global citizenship
- Global citizen
- Interconnected world
- Cultural heritage
- Engagement

Tools and Resources



- Supporting text "We Live in an Interconnected World",
- Supporting text "Do Not Underestimate the Small Stone",
- Photographs of heritage sites,
- Poster-making materials.



Supporting Text :

We Live in an Interconnected World

Today, we live in an interconnected world, a world where every place, culture, and story is part of a larger human tapestry. A small action in one corner of the globe can inspire or influence another far away, reminding us that we share one planet and one collective destiny.

When we value and care for the cultural and natural treasures around us — whether world-renowned landmarks or local sites that hold meaning for our communities — we contribute to the preservation of the world's shared memory. Each place, from an ancient monument to a neighbourhood square, tells a story about who we are and how humanity continues to create, exchange, and evolve together.

In Meknes, landmarks such as Bab Mansour and the city walls are part of the UNESCO World Heritage List. In Rabat, the Qasba of the Oudaïas, Hassan Tower, and the old city are globally cherished treasures. Yet beyond these, every space where people live, create, and connect is part of our common heritage.

Like threads woven into a single fabric, every site, every gesture of care, and every act of preservation strengthens the whole. By protecting both global and local heritage, we nurture the beauty and diversity that unite us as citizens of an interconnected world.



**Activity 1*****Reading and Discussion – We Live in an Interconnected World******Purpose :***

To understand the meaning of interconnectedness and the impact of local actions on global heritage.

***Steps :***

- 1** - Learners read the supporting text.
- 2** - Teacher leads discussion with guiding questions:
 - Can you give examples of how local events affect people globally?
 - Why are heritage sites like Bab Mansour, Hassan Mosque, or the Qasba of the Oudaïas important to the world?
 - What does the “sweater thread” metaphor teach us?
- 3** - Learners share examples from their community.

***Variation :***

Learners may draw or diagram the “thread” metaphor.

***Expected Learning Outcomes :***

- Learners recognise the global importance of heritage.
- Learners connect local issues to global consequences.

***Deliverables :***

- Board summary/mind map of discussion.
- Optional student sketches of interconnections.



Activity 2

Group Reflection: Local Actions with Global Impact



Purpose :

To identify local behaviours with global impact and link them to heritage preservation and global citizenship values.



Steps :

- 1 - In small groups, learners list **five local behaviours** that have global effects (e.g., recycling, saving water, protecting heritage, helping others).
- 2 - Each group selects a **heritage site** from their city/region.
- 3 - Groups answer :
- 4
 - What makes this site important?
 - What threats does it face?
 - Why is it important for the world?
 - What action can we take to protect it?

– The Global Citizenship Game:

- Learners match values (respect, solidarity, justice, equality, responsibility, peace) with “**rules of the game.**”
- Draft a **Team Charter** (6–8 rules) for the “Global Citizenship Team.”



Variation :

Groups role-play (press conference with “team players”) or create mini-posters of the Team Charter.



Expected Learning Outcome :

- Learners connect everyday behaviours with global citizenship.
- Learners understand heritage protection as a shared responsibility.
- Learners translate values into practical principles.



Deliverables :

- Group list of behaviours.
- Site analysis notes.
- Team Charter poster/list.



Activity 3

"This Heritage Is Also Your Heritage"



Purpose :

To engage learners in creative awareness-raising by linking the Small Stone metaphor to their own responsibility as global citizens.



Steps :

- 1 - Learners read the supporting text Do Not Underestimate the Small Stone.
- 2 - Individually or in groups, they create an awareness card/poster including:
 - a. Picture/drawing of a heritage site.
 - b. One sentence explaining its local and global significance.
 - c. Three steps to protect it, at three levels:
 - Personal (e.g., careful waste disposal, water use).
 - Community/School (e.g., clean-up campaign, awareness activity).
 - Digital/Advocacy (e.g., social media post, digital poster).
- 3 - Display posters/cards in the classroom.
- 4 - Short learner presentations (1 min each).



Variation :

Learners may create short video or audio messages instead of posters.



Expected Learning Outcome :

- Learners internalise the metaphor of “small steps making a big difference.”
- Learners link personal, community, and global actions to heritage protection.
- Learners develop advocacy and communication skills.



Deliverables:

- Posters/cards with picture, sentence, and 3-step action plan.
- Classroom “Heritage Wall” exhibition.



Supporting Text Activity 3 : Do Not Underestimate the Small Stone...

Imagine if every small stone in the Hassan Tower said:

“How can I make a difference and stand firm for hundreds of years? I’m just a small stone.”
Would the tower have risen with such grandeur? Would it have stood the test of time?

And so are you...

Even if you are young, you have a precious role in safeguarding the global heritage that surrounds us—in Morocco and throughout the world.

You are not required to change the world overnight, but your small steps, taken with awareness, can create a deep impact on yourself, on those around you, and ultimately on the world.

Your journey as a global citizen begins with four steps:

- 1 Notice & Understand**
 Begin with questions. Learn about challenges facing our planet we must first comprehend.
- 2 Value Rights & Dignity**
 Ask: whose stories, places, and futures are affected? Respect everyone's rights — including those of future generations — because rights are the foundation of any just community.
- 3 Ask For Justice**
 Understanding leads to action. Use your voice and choices to promote fairness and solidarity: Reduce waste, include others, and work with your team to solve problems.
- 4 Start Local, Keep Going**
 Heroism is about continuity, not size. Clean a shared space, support a neighbour, document elders' stories, conserve water and energy, and care for nearby sites. Small actions, repeated, build something strong — like stones in a tower.

And now...

Reflect on the walls of Meknes, the carvings of the Oudaias, the majesty of the Hassan Mosque, and the dignity of Volubilis. None of these were built overnight, but through generations passing the baton like in a relay race each preserving what the previous generation had built, ensuring its safe delivery to the next.

Now it is your turn.

Every action you take, big or small, to protect these values and landmarks is a step towards a brighter, safer future.

Are you ready to take on this responsibility?

Are you ready to contribute to this great human and universal endeavour?

Global Citizenship Between the Pages of a Notebook

*When one page is torn from a notebook,
the story becomes incomplete.*



When a heritage site is neglected,
a piece of our common memory disappears.
The world is a notebook of histories and cultures,
each place a page written by time.

*To care for one page
is to protect the whole.*



THE GLOBAL CITIZENSHIP TEAM

-  *The world is a vast playing field.
Its spectators are ancient cities and civilisations,
watching in silence, cheering across time.*
-  *On this green ground, history has traced its white lines
to guide and connect.
Through understanding them,
the match finds its true beginning.*
-  *Every team carries its own way forward,
just as every people carries its own culture.
See each player beyond the colour of their jersey.
Listen to their steps, their gestures, their stories.
True richness is born from difference and diversity.*
-  *The line-up holds the quiet secret of victory:
a flower from every garden,
a player from every culture.
Languages, memories, and traditions
stand side by side under one shared horizon.*
-  *Fair play reaches beyond respect for the rules.
It lives in the care we give to the field itself,
as a common home.
This time, the whistle rises
from a vigilant conscience.*

This is how we play.

This is how we live.

All of us, on this Earth, are one team.

And the planet is our shared field.



Chapter 3

Living Together

United by
Our History,
Committed
to Our Future

General Objective



To adopt attitudes and behaviours rooted in living together, understood as values based on respect, commitment, and responsibility in addressing the challenges and issues humanity faces today. Learners discover how living together strengthens global citizenship.

Specific Objectives



- Understand the concept of living together.
- Identify and reflect core values of learning to live together
- Discover heritage as symbols of diversity and respect.
- Learn conflict resolution through dialogue.
- Take meaningful local action to protect or promote a heritage site in the community.

Key Concepts



- Living together
- Global citizenship
- Cultural diversity
- Shared heritage
- Respect and tolerance
- Conflict Resolution

Tools and Resources



- Reading texts and illustrated scenarios
- Role-play cards
- Images of heritage sites (Bab Mansour, Qasba of the Oudaïas, Hassan Mosque...)
- Materials (papers, pens, images, etc.)



Activity 1

My Charter for Living Together



Purpose :

To promote respect, cooperation, and peaceful coexistence by defining common rules for classroom and community life.



Steps :

- 1 - Learners work individually or in groups to draft five rules/commitments for improving "living together."

Examples :

- I respect others' opinions, even if I do not share them.
- I reject all forms of mockery and bullying.
- I offer help to those in need.
- I resolve conflicts through dialogue, not violence.
- I take care of shared spaces (classroom, school, heritage, and archaeological sites).

- 2 - Each learner/group shares their proposed commitments.

- 3 - The teacher facilitates a discussion to combine ideas into a **collective class charter**.



Variation :

Learners may design their charter visually (drawings, icons, or symbols) and display it as a classroom poster.



Expected Learning Outcome :

- Learners identify behaviours that build mutual respect and cooperation.
- Learners practise listening, negotiation, and collective rule-making.
- Learners understand that values of living together extend beyond the classroom to community and heritage.



Deliverables:

- Individual or group lists of five commitments.
- A Class Charter for Living Together (poster or document displayed in the classroom).



Supporting Text :

Respect for Others: A Bridge to a More Peaceful World

Mastering the art of living together alongside people who differ from us in culture, religion, language, and origin means embracing respect for others and always choosing dialogue, cooperation, and non-violent conflict resolution. This is how we succeed in sharing spaces harmoniously.

Living Together: Different as the Fingers of One Hand!

In our school, in our neighbourhood, and in our country, we share space, air, and belonging with people who are different from us—in language, clothing, customs, and ways of thinking. Yet in this world, like the fingers of a hand, our differences come together to form one strong, united fist.



Activity 2

This Heritage... My Mirror



Purpose :

To help learners connect heritage sites with the values of global citizenship and recognise their role in promoting coexistence.



Steps :

- 1 - Learners are introduced to heritage and archaeological sites with examples from Meknes (Bab Mansour) and Rabat (Hassan Mosque, Mausoleum of Mohammed V).
- 2 - Working in pairs, learners choose one heritage site from their city or region.
- 3 - They answer the following guiding questions :
 - What makes this place important in your city?
 - What values does it embody (peace, tolerance, solidarity)?
 - How does it contribute to living together?
- 4 - What can we do to protect it?
- 5 - Pairs share their reflections with the class.



Variation :

Instead of oral sharing, learners may produce a short written paragraph or a symbolic drawing to represent the values embodied by the site.



Expected Learning Outcome :

- Learners understand heritage as more than monuments: as spaces that embody peace, tolerance, and solidarity.
- Learners link cultural heritage with the practice of "living together."
- Learners reflect on personal and collective responsibility to protect heritage.



Deliverables:

- Pair reflections (written or oral).
- Optional symbolic sketches or drawings representing the values of the site.



Supporting Text :

Heritage : A Space for Living Together

Heritage sites are living stories that embody the values of coexistence and serve as tangible evidence of our shared history.

They prove that diversity is what makes us stronger and more resilient.





Activity 3

Our Future in the Hands of Our Heritage



Purpose :

To encourage learners to link heritage protection with values of peace, equality, and solidarity, and to express these connections through a creative project.



Steps :

- 1 - Learners work in pairs to select a local heritage site (e.g., Bab Mansour, Habous District, Mausoleum of Mohammed V, or others).
- 2 - They design a poster that includes:
 - A picture/drawing of the site.
 - One sentence explaining how the site unites people.
 - Three citizen behaviours needed to protect it.
 - A slogan (e.g., "United by Our History, Responsible for Our Future").
- 3 - Each pair presents its poster to the class, explaining:
 - Why they chose the site.
 - How the site reflects values of living together, peace, equality, and respect.
- 4 - Posters are displayed in the classroom or a common space as a collective exhibition.



Variation :

Instead of posters, pairs may create a short digital slideshow or video with images and slogans.



Expected Learning Outcome :

- Learners understand heritage as living memory and lived values, not just monuments.
- Learner's practise connecting heritage to everyday values of living together.
- Learners develop skills in advocacy, creativity, and teamwork.



Deliverables:

- Posters (or digital alternatives) with picture, sentence, three behaviours, and slogan.
- Pair presentations to the class.
- Classroom or school exhibition (Heritage Wall for the Future).



Chapter 4

Sustainable Development and Global Citizenship

General Objective



To foster attitudes and behaviours that support the principles of sustainable development, encouraging active participation in realistic and practical initiatives at local, national, and global levels.

Specific Objectives



- Understand the concept of sustainable development and its three interconnected pillars: social, economic, and environment.
- Recognise the links between sustainable development and global citizenship.
- Appreciate the role of natural and cultural heritage in sustainable development.
- Encourage individual and collective responsibility through concrete actions and projects.

Key Concepts



- Sustainable development
- Global citizenship
- Natural and cultural heritage
- Individual and collective responsibility
- Environmental stewardship
- Solidarity

Tools and Resources



- Simplified explanation cards for the three pillars of sustainable development, case studies (Volubilis, Rabat, Meknes), poster-making materials, resources for oral presentations.



Activity 1

Introduction and Civic Debate



Purpose :

To explore the meaning of sustainability, encourage critical thinking on youth responsibility in sustainable development, and practice respectful debate.



Steps :

- 1 - **Brainstorming** : The teacher poses two guiding questions to the class:
 - What does the word sustainable mean?
 - Is sustainable development the responsibility of youth and adolescents?
- 2 - **Group division** : The class is split into two teams:
 - **Team 1** : argues Yes, youth and adolescents are responsible.
 - **Team 2** : argues No, it is not their responsibility.
- 3 - **Preparation time** : Each team has time to reflect, prepare, and organise its arguments.
- 4 - **Debate** : Teams exchange their points of view in a structured debate, guided by the teacher.
 - Learners practise dialogue.
 - They learn to understand and respect different perspectives.
- 5 - **Summary** : Teacher writes a synthesis of main arguments and conclusions on the board.

**Variation :**

Instead of two teams, learners may work in four small groups, each developing a different angle (environmental, social, economic, cultural).

**Expected Learning Outcome :**

- Learners understand the concept of sustainability.
- Learners develop argumentation and critical thinking skills.
- Learners practise listening, respecting others' opinions, and resolving differences through dialogue.

**Deliverables:**

- Board summary of main ideas.
- Each learner writes a personal commitment statement describing one action or behaviour they will adopt for a more sustainable future.

WE WORK TODAY TO LIVE BETTER TOMORROW

What is sustainable development?

Sustainable development is a form of development that meets people's needs in the present without threatening or negatively affecting the ability of future generations to meet their own needs.

It is based on three pillars :

Social : ensuring equality, education, and health for all

Economic : promoting a responsible and inclusive economy

Environmental : protecting the planet and natural resources

What is its relationship with global citizenship?

It is the awareness that you are concerned about what happens to people and responsible for the planet, even if those people are far from you in place or time. This awareness stems from the understanding that we all live in the same world, breathe the same air, and share the same future. A global citizen works for a fairer world and embodies the values of solidarity and sustainability.

Living together : united by our history, committed to our future

My step beside yours... a path



Each of us has our own step, our own culture, our own history, our own unique shape.

In the classroom, in the school, in the neighborhood, in the city, in the country, and in the world...

When our steps unite, we create one rhythm, joyful and harmonious

like performing a cosmic Ahwash dance together.



Activity 2

I observe, I suggest



Purpose :

To develop learners' capacity to analyze their environment, identify preservation needs, and propose realistic solutions.



Steps :

- 1 - In groups, learners choose a place in their city (school, street, square, heritage site, etc.).
- 2 - Each group completes a work card with three guiding questions :
 - Why is it important to preserve this place?
 - What simple solutions and measures can be proposed for its preservation?
 - Who, among the different groups in society, could implement these solutions?
- 3 - Groups share their findings with the class.



Variation :

Learners may take photos of the chosen place and include them in their work card or presentation.



Expected Learning Outcome :

- Learners identify the importance of local spaces for community life and sustainability.
- Learners suggest practical solutions for preservation.
- Learners understand the role of different social actors (youth, families, associations, local authorities).



Deliverables:

- Completed work cards.
- Short oral or visual presentations.



Extension of Activity 2

Ecological Student–Citizen Charter



Purpose :

To encourage learners to reflect on personal behaviours that contribute to sustainability and environmental protection.



Steps :

- 1** - Learners reflect on their daily habits at school, at home, and in the neighbourhood.
- 2** - Individually or in groups, they write **five personal commitments** for protecting the environment and applying sustainable development principles.
 - Examples:
 - I take care of green spaces and ensure their protection.
 - I do not litter, even with small waste.
 - I inform my family about recycling and its importance.
 - I take pride in the heritage of my city and share it with others.
 - I consume resources moderately, without wastefulness.
- 3** - The teacher collects the commitments and compiles them into a **Class Ecological Charter**.

***Variation :***

Learners may illustrate their commitments with drawings, icons, or short slogans.

***Expected Learning Outcome :***

- Learners connect personal habits to global sustainability goals.
- Learners take ownership of their role in environmental protection.
- Learners practise making clear and achievable commitments.

***Deliverables:***

- Individual or group lists of five commitments.
- A collective Class Ecological Charter displayed in the classroom.



Activity 3

Poster – “My heritage, my future”



Purpose :

To imagine what a monument or heritage site would say if it could speak—asking for help, telling its story with pride, or offering advice—and to give it a “voice” through a creative awareness poster.



Steps :

- Choose a heritage site (e.g., Volubilis, Bab Mansour, Hassan Mosque).
- Create a visual element: picture, drawing, or graphic design of the chosen site.
- Add a phrase answering the guiding question: Why must we protect it?
- List three responsible and civic-minded actions to protect the site.
- Add a slogan such as:
 - “Protecting the past is building the future.”
 - “Heritage is not behind us... it is in our hands.”



Expected Learning Outcome :

- Reflect on the symbolic and civic value of heritage sites.
- Express heritage awareness through creativity and imagination.
- Propose concrete actions to preserve cultural heritage.
- Strengthen advocacy and visual communication skills.



Deliverables:

- An **awareness poster** that gives a “voice” to a heritage site, combining visuals, a phrase, three actions, and a slogan.



Activity 4

Class Project: Heritage and Sustainability in My City



Purpose :

To work collectively as a class to protect a local heritage site by analysing its value and designing a civic awareness campaign that links heritage to sustainability.



Steps :

1 Choosing the Site

- Select a heritage site by consensus (e.g., Volubilis, Bab Mansour, the old medina, or another local site).

2 Analysing Its Importance

- Explain its historical, cultural, social, or symbolic value.

3 Creating an Awareness Campaign

- Design a civic campaign to encourage protection of the site (e.g., posters, videos, social media messages, or exhibitions).

4 Launching the Campaign

- Present the results in the school, on an online platform, or to a local official/community representative.



Expected Learning Outcome :

- Understand the link between heritage and sustainability in urban contexts.
- Strengthen teamwork, consensus-building, and project management skills.
- Develop civic engagement by promoting heritage protection.
- Gain experience in designing and presenting awareness campaigns.



Deliverables:

- A collective awareness campaign (poster series, video, digital content, or school exhibition) promoting the protection and sustainable value of a local heritage site.



Supporting Text :

Heritage and sustainable development:

Heritage sites stand as witnesses not only to the past but also to our history and identity, reminding us that humanity is capable of building and coexisting with nature through creativity and innovation. This is why we must work to protect them for the sake of sustainable development.

- Do not write on walls or litter in old cities or near heritage sites.
- Participate in clean-up campaigns around heritage sites (such as Bab Mansour, Oudayas, Volubilis).
- Prefer walking or cycling in heritage areas.
- Visit archaeological sites in your city, gather information by asking questions, and share what you learn with others.
- Welcome tourists and visitors warmly and respectfully, explaining local rules for preserving heritage sites.
- Join clubs or school activities that promote heritage appreciation (e.g., drawings, posters, presentations).
- Value traditional crafts (such as zellige tiles, weaving, pottery) during celebrations or school exhibitions.

- ◆ **Sustainable Development Protects Nature, People, and History.**
- ◆ **To be a Global Citizen Means to Work for a World That is More Just, Balanced, and Respectful.**
- ◆ **Even as a Young Person, You Can Make a Difference and Create Change Through Your Choices, Actions, and Commitments.**



Chapter 5

Active Global Citizenship

From Rights and
Responsibilities to
Collective Action

General Objective



To empower learners not only to understand the concepts of rights and responsibilities, but also to become active agents of change capable of addressing inequalities, resolving conflicts, and initiating positive action within their school and community.

Specific Objectives



- Recognize that global citizenship involves both rights and duties as well as active engagement.
- Experiment with methods of conflict resolution and mediation through pedagogical activities.
- Identify inequalities present in their local environment and propose suitable solutions.
- Design and implement citizen micro-projects within the school or community.
- Develop a sense of personal and collective efficacy as young citizens.

Key Concepts



- Rights and responsibilities
- Active citizenship
- Equality and social justice
- Community participation
- Collective transformation

Tools and Resources



- Case study sheets (local conflicts or inequalities)
- Materials for posters, podcasts, or videos
- Mediation resources (guides, role-play scenarios)
- School garden or shared school spaces
- Citizen idea box to collect students' proposals



Supporting Text :

From Knowledge to Action

Global Citizenship is acting to improve your community. An active citizen identifies problems, listens to different perspectives, and contributes to finding fair solutions.

When young people participate in community life by reducing waste, promoting respect, or mediating conflicts, they are not only learning global citizenship; they are living it. Every action, no matter how small, strengthens the social fabric and prepares learners to become leaders of positive change.



Activity 1

Simulation: The Neighbourhood Council



Purpose :

To practice conflict resolution, negotiation, and collective decision-making in community settings.



Steps :

- 1** - Teacher presents a local conflict scenario (e.g., noise in a public square, waste management, use of shared open space).
- 2** - Students take on different roles (residents, shop owners, municipality, youth).
- 3** - In groups, they discuss the conflict and propose practical solutions.
- 4** - Groups present their decisions to the class.
- 5** - Teacher facilitates a debrief on fairness, respect, cooperation, and shared responsibility.

**Variation :**

Instead of one scenario, each group may work on a different local conflict and then compare solutions.

***Expected Learning Outcomes :***

- Learners develop skills in dialogue, problem-solving, and consensus-building.
- Learners practise taking multiple perspectives.
- Learners understand the importance of fairness and cooperation in community life.

***Deliverables :***

- Group proposals for conflict resolution.
- Class summary of agreed principles for fairness and cooperation.



Activity 2

Case Study: Building Inclusive and Healthy Communities

Purpose :

To reflect on challenges faced by communities and propose ideas for well-being and inclusion.

Steps :

- 1 - Teacher introduces real or hypothetical **community challenges** (e.g. need for greenery, inclusive play areas for children).
- 2 - Teams brainstorm **positive impacts** that solutions could bring to community life.
- 3 - Teams design **practical improvement ideas**, such as:
 - School project to create a green corner.
 - Awareness campaign on recycling.
 - Posters encouraging kindness and inclusion.
- 4 - Groups share their ideas with the class.

Variation :

Learners can conduct a quick field observation of their school or neighbourhood to identify issues before brainstorming solutions.

Expected Learning Outcome :

- Learners identify barriers to inclusive and healthy communities.
- Learners propose creative and realistic solutions.
- Learners understand how small actions can improve community well-being.

Deliverables:

- Group presentations of improvement ideas.
- Visual outputs (sketches, posters, or project outlines).

**Activity 3*****Debate : How Can the Medina Welcome Everyone?******Purpose :***

To appreciate diverse perspectives and practice respectful dialogue about shared cultural and heritage spaces.

***Steps :***

- 1** - Teacher introduces the guiding question: "How can heritage sites like the medina be welcoming spaces for both residents and visitors?"
- 2** - Students are assigned different roles (residents, tourists, shopkeepers, local guides, city officials).
- 3** - Each group discusses and shares how they imagine the medina as a space of harmony, hospitality, and coexistence.
- 4** - As a class, learners reflect on how balance can be achieved through cooperation, mutual respect, and shared responsibility.

***Variation :***

Debate format can be formal (structured arguments) or informal (roundtable dialogue).

***Expected Learning Outcomes :***

- Learners practice seeing issues from different perspectives.
- Learners understand the role of heritage sites in promoting coexistence.
- Learners strengthen skills of respectful dialogue and cooperative thinking.



Deliverables:

- Group contributions representing each stakeholder's perspective.
- A class summary of agreed recommendations for making heritage sites inclusive and welcoming.

Sustainable Development and Global Citizenship



Sustainable development helps nature thrive, supports communities, and safeguards our shared heritage.

Being a global citizen means contributing to a world that is more just, more balanced, and more caring.

At any age, your choices and actions can inspire meaningful change.

Each gesture creates a ripple...

Protect a tree, a river flourishes; care for a monument, a story continues to be told.

Every positive action helps our world grow stronger.

PART II :

**WORLD
HERITAGE AND
GLOBAL
CITIZENSHIP**

World Heritage: A Key to Understanding Global Citizenship

Like a postcard showing a beautiful place, one you must turn over to discover a heartfelt message from a dear friend far away, world heritage is more than just ancient monuments or captivating sites. It is a living memory that transcends time and place, carrying the stories of peoples and the universal values humanity has shared across the ages.

We are the ambassadors of this heritage. Since UNESCO adopted the Convention Concerning the Protection of the World Cultural and Natural Heritage in 1972, Member States have committed to safeguarding properties of Outstanding Universal Value (OUV). This convention is founded on the essential principle that what belongs to the history of any one country also belongs to the collective memory of the world.

Looking at the world through the lens of heritage allows us to discover universal values. Sites such as Rabat, Meknes, and Volubilis - each representing distinct historical periods, from ancient to medieval to modern - show us how cities evolved, opened themselves to diverse civilizations, and celebrated diversity, embodying the principles of living together in harmony.

We do not stand before these sites as if before silent ruins, but as if sitting before a wise teacher, guiding us toward civic behaviours and offering opportunities to raise awareness of cultural diversity, providing a solid foundation for thinking about global citizenship.

By bringing heritage closer to learners, we invite them to discover that practising citizenship is not limited to the borders of their own country, but expands to a universal awareness that embraces respect, solidarity, and responsibility toward humanity's shared heritage, values that form the core of global citizenship.

Understanding why Volubilis, Meknes, and Rabat are inscribed on the World Heritage List means realizing that each of us, in our own way, is a guardian of a shared legacy.

Through this journey into heritage, learners come to see their local identity as a bridge to the wider world, and to understand that respect, dialogue, and solidarity among peoples grow from an awareness of our shared responsibilities toward all humanity.

Chapter 1

World Heritage:

A Key To Understanding Global Citizenship

General Objective



To understand why World Heritage matters as both a record of past civilizations and a mirror reflecting present values, and to recognize its role in connecting local identity to global citizenship.

Specific Objectives



- Identify the criteria for World Heritage inscription and the notion of Outstanding Universal Value.
- Explore how heritage reflects cultural exchanges and the interconnectedness of civilizations.
- Recognize the civic responsibility of safeguarding heritage as a shared legacy.
- Relate Moroccan heritage to global examples in sustainable development and cultural diversity.

Key Concepts



- Outstanding Universal Value
- Cultural diversity and dialogue
- Shared responsibility
- Window to the past / Mirror of the present

Tools and Resources



- Simplified extracts of the 1972 UNESCO Convention
- UNESCO site fact sheets (Rabat, Meknes, Volubilis)
- Comparative case cards (Pompeii, Hwaseong Fortress, Alhambra)
- Images of artefacts (mosaic, pottery, textiles, architecture)

Comparative Case Cards

Pompeii : The City That Speaks Across Time

Italy – Inscribed on the World Heritage List in 1997 (Criteria iii, iv, v)

"When Vesuvius erupted on 24 August AD 79, it engulfed the two flourishing Roman towns of Pompei and Herculaneum, as well as the many wealthy villas in the area. These have been progressively excavated and made accessible to the public since the mid-18th century. The vast expanse of the commercial town of Pompei contrasts with the smaller but better-preserved remains of the holiday resort of Herculaneum, while the superb wall paintings of the Villa Oplontis at Torre Annunziata give a vivid impression of the opulent lifestyle enjoyed by the wealthier citizens of the Early Roman Empire."⁴

Preserving Pompeii today is more than safeguarding ancient remains it is an act of shared responsibility. It reminds us that heritage belongs to all, and that caring for it is a civic gesture linking generations. To understand Pompeii is to recognize how cultural memory strengthens our sense of belonging to a common humanity.



Variation :

Cultural continuity and shared responsibility as pillars of global citizenship.



Pompeii

© BlackMac/Shutterstock.com

• 4 UNESCO World Heritage Centre. "Archaeological Areas of Pompei, Herculaneum and Torre Annunziata." <https://whc.unesco.org/en/list/829>

Hwaseong Fortress : Harmony Between Innovation and Tradition

Republic of Korea – Inscribed on the World Heritage List in 1997 (Criteria ii, iii)

"Hwaseong is a piled-stone and brick fortress of the Joseon Dynasty that surrounds the centre of Suwon City, of Gyeonggi-do Province. It was built in the late 18th century by King Jeongjo for defensive purposes, to form a new political basis and to house the remains of his father, Crown Prince Jangheon. The massive walls of the fortress, which are 5.74 km in length, enclose an area of 130 ha and follow the topography of the land. The Suwoncheon, the main stream in Suwon, flows through the centre of the fortress.

The walls incorporate a number of defensive features, most of which are intact. These include floodgates, observation towers, command posts, multiple arrow launcher towers, firearm bastions, angle towers, secret gates, beacon towers, bastions and bunkers. There are four main gates at the cardinal points. The Paldalmun Gate in the south and the Jangnammun Gate in the north are impressive two-storey wooden structures on stone bases, flanked by gated platforms and shielded by half-moon ravelins built of fired brick. They are linked to the main road running through the complex. The west (Hwaseomun) and east (Changnyongmun) gates are single-storey structures, also protected by ravelins."⁵

Hwaseong is more than a structure of defense it is an expression of civic virtue and innovation. It reminds us that progress arises when knowledge serves the well-being of the community and when technology works in harmony with nature. In its measured balance of science and spirit, Hwaseong reflects a principle of global citizenship: the responsibility to build with wisdom, respect, and foresight.



Variation :

Innovation, harmony, and civic responsibility as expressions of shared human progress.



Hwaseong Fortress
© Boontheang/Shutterstock.com

• 5 UNESCO World Heritage Centre. "Hwaseong Fortress." <https://whc.unesco.org/en/list/817>

The Alhambra : The Architecture of Light and Coexistence

Spain – Inscribed on the World Heritage List in 1984, extended in 1994 (Criteria i, iii, iv)

"The property of the Alhambra, Generalife and Albayzín, Granada, stands on two adjacent hills, separated by the river Darro. Rising above the modern lower town, the Alhambra and the Albayzín form the medieval part of the City of Granada, which preserves remains of the ancient Arabic quarter. These components represent two complementary realities and examples of medieval urban complexes: the residential district of the Albayzín and the palatine city of the Alhambra. To the east of the Alhambra fortress and residence are the gardens of the Generalife, an example of a rural residence of the emirs, built during the 13th and 14th centuries.

The Alhambra, with its continuous occupation over time, is currently the only preserved palatine city of the Islamic period. It constitutes the best example of Nasrid art in its architecture and decorative aspects. The Generalife Garden and its vegetable farms represent one of the few medieval areas of agricultural productivity. These palaces were made possible by the existing irrigation engineering in Al-Ándalus, well established in the Alhambra and Generalife with technological elements known and studied by archaeologists. This constituted a real urban system integrating architecture and landscape, and extending its influence in the surrounding area with gardens and unique hydraulic infrastructures."⁶

Born from centuries of cultural exchange among Arabic, Andalusian, and European civilizations, the Alhambra tells the story of coexistence how cultures grow richer through encounter. Preserving it today is a way of preserving that message: that respect, dialogue, and creativity remain the foundations of a shared world.



Variation :

Coexistence, cultural dialogue, and mutual respect as cornerstones of global citizenship.

• 6 UNESCO World Heritage Centre. "Alhambra, Generalife and Albayzín, Granada." <https://whc.unesco.org/en/list/314>



Alhambra, Generalife and Albayzín, Granada (Spain)

© UNESCO

Author: Francesco Bandarín

Source: UNESCO World Heritage Centre

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Supporting Text :

A piece travelling through time: who am I?

World heritage is like an immense record book, filled with stories documenting encounters and exchanges among civilizations.

Today, we connect with one another instantly through digital technology, but our link to other civilizations is forged through heritage itself. A fragment of mosaic, a shard of pottery, or a distinctive building technique could speak across centuries, revealing how different peoples met, exchanged knowledge, and left traces of their encounters in the fabric of history.

The mosaics of Volubilis bear the mark of roman art, yet they also integrate local elements. In Meknes, monumental gates decorated with zellige tilework and carved designs blend Andalusian Arabic and Amazigh artistry. In Rabat, modern (and historic) architecture reflects contemporary styles while carefully honouring moroccan identity.

All this shows that heritage is not a single fixed object but the product of continuous cultural intersections. It is a mirror reflecting the capacity of peoples to exchange and influence one another, and it embodies the values of respect, diversity, and dialogue.

Why protect what connects us?

World heritage is not the sole possession of the community where it is located, but a shared trust for all humanity, a message carried forward to future generations. It bears witness to what civilizations have built in terms of beauty, justice, and sustainability.

Just as proverbs survive across centuries because people continue to repeat them, keeping them alive in speech, so too does world heritage endure when communities actively transmit its meaning and relevance. Protecting heritage is not just about preserving stones stacked upon each other, it is about ensuring that the message embedded in them travels across time, reminding us that humanity is capable of building, remembering, and cooperating.

Every step we take in safeguarding world heritage is an act of respect for what others have achieved, an invitation to cultural dialogue, and a recognition that what unites us is stronger than any boundary.

Selection criteria of world heritage sites⁷

To be included on the World Heritage List, sites must be of outstanding Universal Value (OUV) and meet at least one out of ten selection criteria.

These criteria are explained in the Operational Guidelines for the Implementation of the World Heritage Convention which, besides the text of the Convention, is the main working tool on World Heritage. The criteria are regularly revised by the Committee to reflect the evolution of the World Heritage concept itself.

Until the end of 2004, World Heritage sites were selected on the basis of six cultural and four natural criteria. With the adoption of the revised Operational Guidelines for the Implementation of the World Heritage Convention, only one set of ten criteria exists.

• 7 UNESCO World Heritage Centre. "The Criteria for Selection." <https://whc.unesco.org/en/criteria>

- 1 to represent a masterpiece of human creative genius;
- 2 to exhibit an important interchange of human values, over a span of time or within a cultural area of the world, on developments in architecture or technology, monumental arts, town-planning or landscape design;
- 3 to bear a unique or at least exceptional testimony to a cultural tradition or to a civilization which is living or which has disappeared;
- 4 to be an outstanding example of a type of building, architectural or technological ensemble or landscape which illustrates (a) significant stage(s) in human history;
- 5 to be an outstanding example of a traditional human settlement, land-use, or sea-use which is representative of a culture (or cultures), or human interaction with the environment especially when it has become vulnerable under the impact of irreversible change;
- 6 to be directly or tangibly associated with events or living traditions, with ideas, or with beliefs, with artistic and literary works of outstanding universal significance. (The Committee considers that this criterion should preferably be used in conjunction with other criteria);
- 7 to contain superlative natural phenomena or areas of exceptional natural beauty and aesthetic importance;
- 8 to be outstanding examples representing major stages of earth's history, including the record of life, significant on-going geological processes in the development of landforms, or significant geomorphic or physiographic features;
- 9 to be outstanding examples representing significant on-going ecological and biological processes in the evolution and development of terrestrial, fresh water, coastal and marine ecosystems and communities of plants and animals;
- 10 to contain the most important and significant natural habitats for in-situ conservation of biological diversity, including those containing threatened species of outstanding universal value from the point of view of science or conservation."

**Activity 1****Reading & Reflection :
What Makes a Site World Heritage?****Purpose :**

To introduce learners to the concept of Outstanding Universal Value and the meaning of world heritage.

**Steps :**

- 1 - Learners read extracts of UNESCO's World Heritage criteria.
- 2 - Teacher guides discussion around the question:
 - "Why do we consider some places valuable for all humanity, not only for one country?"
- 3 - Learners share examples of places they know and discuss their universal significance.

**Variation :**

Learners may create a short list of "potential heritage sites" from their own environment and explain why they might have universal value.

**Expected Learning Outcome :**

- Learners identify barriers to inclusive and healthy communities.
- Learners understand the concept of Outstanding Universal Value.
- Learners distinguish between local/national importance and global significance.

**Deliverables:**

- Class discussion notes or mind map of key ideas.



Activity 2

Game : Heritage Committee Simulation



Purpose :

To help learners understand the selection process for UNESCO World Heritage and practise critical thinking.



Steps :

- 1 - Learners are introduced to the role of UNESCO's World Heritage Committee.
- 2 - Teacher presents a set of real and fictional sites.
- 3 - In groups, learners evaluate the sites and decide which should receive World Heritage status, justifying their choices.
- 4 - Groups present their decisions and reasoning.



Variation :

Include a mock voting process to simulate the official committee procedure.



Expected Learning Outcome :

- Learners practise decision-making based on clear criteria.
- Learners understand the diversity of heritage and the importance of protection



Deliverables:

- Learners practise decision-making based on clear criteria.
- Learners understand the diversity of heritage and the importance of protection



Activity 3

Artefact Investigation : A Piece Travelling Through Time



Purpose :

To explore cultural exchange and interconnectedness through historical artefacts.



Steps :

- 1 - Each learner receives an image of an artefact (mosaic, pottery, calligraphy, textile).
- 2 - They investigate its origins, influences, and meaning, considering how it reflects cultural interaction.
- 3 - Learners share their findings in small groups or with the whole class.



Variation :

Learners create a short creative story imagining the "journey" of the artefact through time and space.



Expected Learning Outcome :

- Learners understand artefacts as evidence of cultural exchange.
- Learners appreciate the shared contributions of different civilisations.



Deliverables:

- Short notes or mini-presentations on the artefact's story and significance.



Activity 4

Comparative Timeline : Morocco and the World



Purpose :

To situate Moroccan heritage within a global timeline and connect sites to civic values.



Steps :

- 1 - Groups receive cards with Moroccan sites (Volubilis, Meknes, Rabat) and international sites (Pompeii, Hwaseong Fortress, Alhambra).
- 2 - Groups place the sites on a shared timeline.
- 3 - For each site, they write one civic value it represents (e.g., coexistence, resilience, justice, cultural dialogue).
- 4 - Groups present their completed timeline to the class.



Variation :

Learners can create a digital timeline with images for each site.



Expected Learning Outcome :

- Learners place Moroccan heritage in a global historical context.
- Learners connect heritage to civic values shared across cultures.



Deliverables:

- Group timelines (poster or digital).
- List of civic values associated with each site.



Activity 5

Collective Brainstorming: Why Protect What Connects Us?



Purpose :

To synthesise reflections on the importance of heritage as a connector of humanity.



Steps :

- 1 - Groups write one sentence linking people and heritage (e.g., "Heritage is the bridge that unites past, present, and future").
- 2 - Sentences are shared aloud with the class.
- 3 - Teacher collects and displays the sentences as a "Charter of Heritage Responsibility."



Variation :

Learners may accompany their sentence with a drawing or symbol.



Expected Learning Outcome :

- Learners synthesise their understanding of why heritage matters globally.
- Learners practise collective expression and collaboration.



Deliverables:

- Classroom Charter of Heritage Responsibility (display of group sentences).



Chapter 2

Why Is World Heritage Important?

World heritage is our bridge connecting past, present, and future. It is like a captivating film with no ending, unfolding the stories of human civilizations.

The mosaics of Volubilis recount tales going back thousands of years — carrying the wisdom of mythology and the artistry of skilled hands. The old walls of Meknes preserve the memory of refined craftsmanship that still breathes in a city growing and evolving. Rabat's historic buildings stand proudly in a capital that seamlessly blends authenticity and modernity.

These places speak a language understood by all, addressing everyone on earth at once without the need for translation. Each site is a thread linking us to those who came before, inviting us all to use our resources and skills to keep this shared beauty alive and radiant.

Sometimes, all heritage asks of us is to look at it with curiosity, to tell its story, or to introduce it to someone else. These actions, simple on the surface but profound in essence, make us cultural ambassadors and guardians of the memory of place.

Being a heritage ambassador means explaining to others why a place matters, sharing its stories and the values it carries.

- You might open a window for young people from another country onto Volubilis, highlighting its history of cultural coexistence.
- You might speak about Meknes, showcasing its architectural and artistic brilliance.
- You might praise Rabat's ability to reconcile modernity with its historical memory.

You do not wait until adulthood to be a heritage ambassador. You only need to carry from today onward a clear message of respect.

General Objective



- Raise learners' awareness of their individual and collective responsibilities in safeguarding world heritage.

Specific Objectives



- Understand the challenges facing world heritage.
- Identify the actors responsible for its protection (state, UNESCO, citizens...).
- Encourage learners to engage as active young citizens.

Knowledge areas



- Civic education, geography, sustainable development, heritage studies

Key Concepts



- Protection, responsibility, sustainability, active global citizenship

Tools and resources



- UNESCO videos
- Simplified mind maps



Activity 1

Creative Project: “Postcards from the Future”



Purpose :

To help learners imagine the future of heritage sites and express their responsibility to protect them through a creative format.



Steps :

- 1 - Each group chooses a **heritage site** (Volubilis, Bab Mansour, Hassan Mosque, or others).
- 2 - Learners design a **postcard from the future (year 2125)**:
 - Front side : drawing, collage, or image of the site.
 - Back side: a short message written as if the site were speaking to the world in the future, explaining:
 - Why it is important.
 - How it has been protected.
 - What values it carries for humanity (peace, respect, solidarity).
- 3 - Groups present their postcards to the class, reading the “voice” of the site.
- 4 - The postcards are displayed in the classroom or compiled into a booklet.



Variation :

Instead of written postcards, learners record an audio message (podcast-style) in the voice of the site.



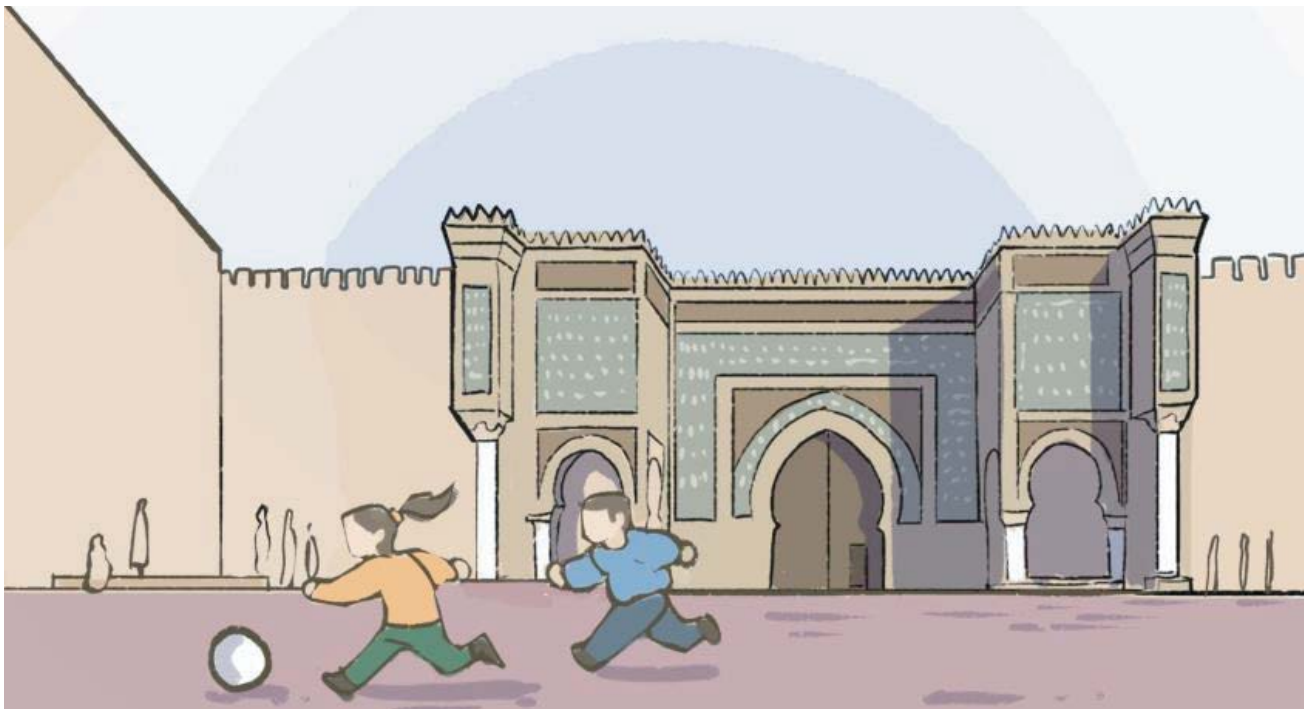
Expected Learning Outcome :

- Learners empathise with heritage as a “living witness.”
- Learners practise creative expression and future thinking.
- Learners connect heritage protection to global citizenship values.



Deliverables:

- Illustrated postcards with future messages.
- Oral or audio presentations ("voices of the future").
- Classroom exhibition or booklet.





Activity 2

The Tree of Heritage Guardians



Purpose :

To engage learners in creating a collective visual symbol of their commitments to heritage protection.



Steps :

- 1 - Teacher prepares a large drawing of a tree (on a poster or board).
- 2 Each learner writes one rule of engagement for protecting heritage on a paper leaf.
- 3 - Learners decorate their leaf with symbols, drawings, or keywords.
- 4 - All leaves are added to the tree to form a collective "Heritage Guardians Tree."
- 5 - Teacher facilitates a short reflection: just as every leaf sustains the tree, every student's action sustains heritage.



Variation :

Instead of a tree, learners may build a digital mural (using photos and digital "leaves") or a puzzle where each piece represents one rule.



Expected Learning Outcome :

- Learners see their individual commitments as part of a collective whole.
- Learners visualise the diversity of contributions to heritage protection.
- Learners strengthen ownership of their role as "heritage guardians."



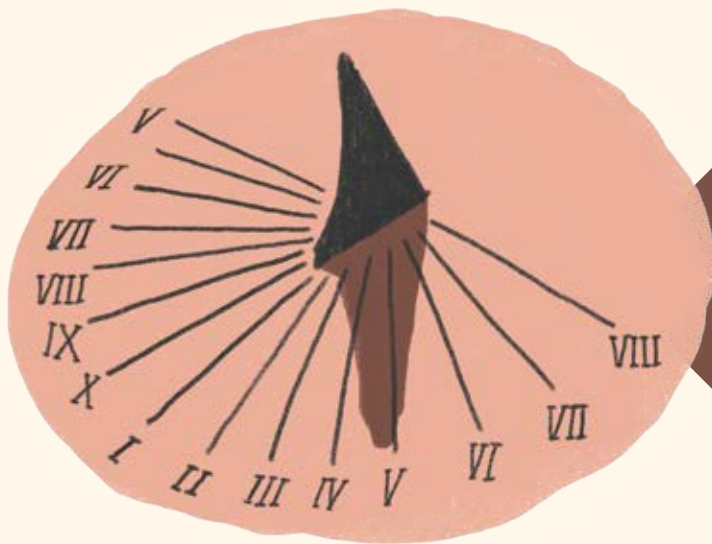
Deliverables:

- Individual paper leaves with commitments.
- A collective Tree of Heritage Guardians displayed in the school.

WORLD HERITAGE : A MIRROR OF HUMANITY

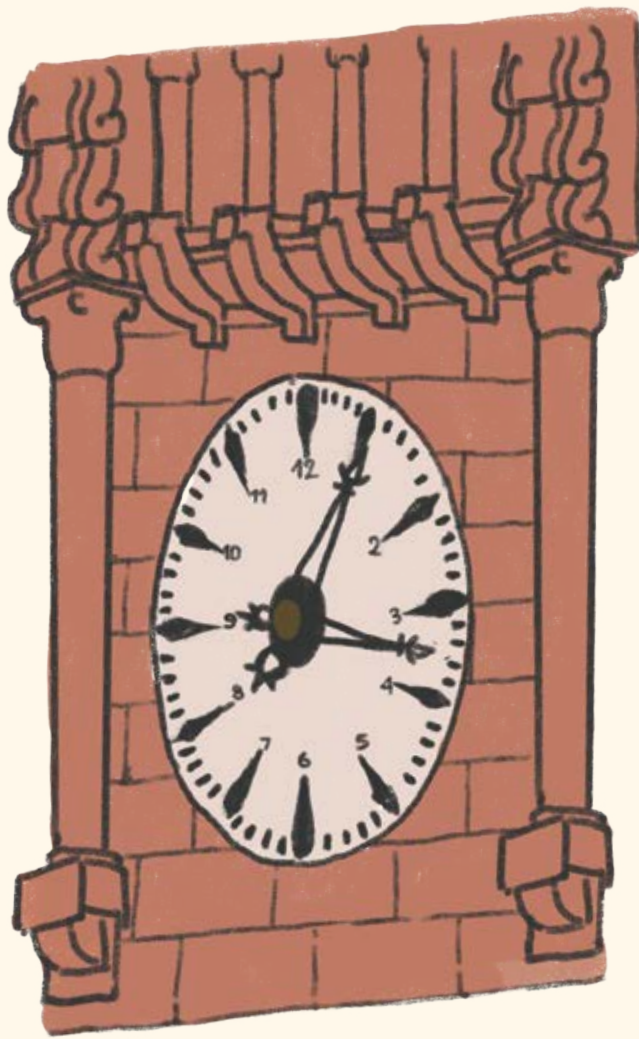
On the wall of Moulay Ismail's mausoleum in Meknes, time engraved its reply in the quiet precision of a solar clock.

In Rabat, on the façade of the post office, shadows from another age still gather, patiently tracing the passing of days.

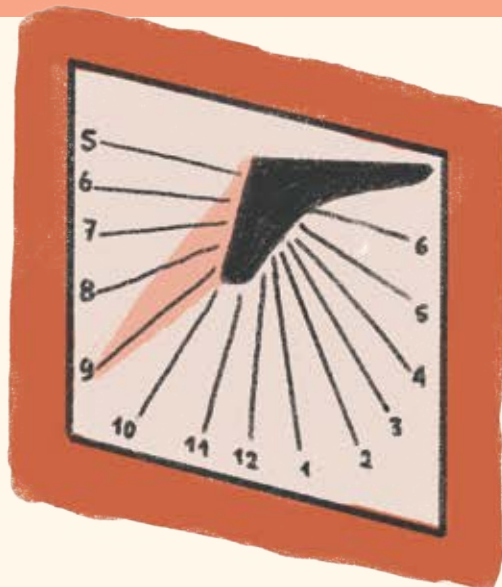


"What time is it?"

*Our histories are intertwined,
The past is not owned, but shared
A living treasure carried by every city
and entrusted to every people.*



*Heritage is the heartbeat
of humanity.
It echoes through time.*



Chapter 3

Cultural Diversity : A Wealth For Humanity

General Objective



To adopt attitudes and behaviours toward cultural diversity, acknowledge the contributions of various civilizations to national heritage, and respect differences within the framework of global citizenship.

Specific Objectives



- Understand cultural diversity as a wealth for humanity.
- Identify the civilizations that have enriched Morocco.
- Recognize the visible cultural influences in local heritage.
- Value diversity through collective creative works.
- Foster respect for differences in everyday life.

Key Concepts



- Cultural diversity
- Civilizations and heritage
- Cultural crossroads
- Global citizenship
- Respect for differences

Tools and Resources



- Interactive presentations on civilizations
- Documents on monuments and traditions in Rabat and Meknes
- Materials for group drawing or illustrated cards
- Means for written and oral expression
- Artistic tools for calligraphy, drawing, and collage



Activity 1

Discovering Culture and Cultural Diversity



Purpose :

To introduce learners to the concept of culture and cultural diversity by exploring Morocco's regional heritage and reflecting on the values of respect, dialogue, and global citizenship.



Steps :

1 - Brainstorming :

The teacher invites learners to reflect collectively on the question "What is culture?" and to list examples such as food, clothing, celebrations, language, crafts, music, or customs.

2 - Exploring Regional Heritage :

Each learner briefly presents a heritage element from their region (a traditional dish, a holiday, a song, a piece of clothing, or a handmade object).

3 - Group Discussion:

The class discusses:

- What does this heritage element teach us about the shared richness of our country?
- Which common values can we find across these different traditions?
- How do these diverse practices reflect a shared story of Morocco?
- In what ways does regional diversity contribute to a strong and inclusive national identity?

4 - Reflection — Why Cultural Diversity Is a Wealth:

Together, learners identify how cultural diversity enriches life:

- It facilitates the **exchange of knowledge and experiences**;
- It encourages **creativity, innovation, and dialogue**;
- It strengthens **mutual understanding and coexistence**.

5 - What Does It Mean to Be a Global Citizen?

Learners discuss how being a global citizen means **respecting all cultures equally, learning from others, and living together harmoniously**.

Example: Inviting a classmate to share a family tradition or a cultural dish is an act of global citizenship within the classroom.



Expected Learning Outcome :

- Learners identify key aspects of culture and cultural diversity.
- Learners recognise that differences enrich society and promote unity.
- Learners connect local heritage to values of respect and global citizenship.



Deliverable (within discussion) :

Through collective reflection, learners co-create a shared definition of culture and cultural diversity, highlighting examples from their regions and expressing what these mean for living together in mutual respect.



Supporting Text :

***Learning from Others Enriches the Self: I learn from others...
I build my own identity.***

What is Culture?

A set of ways of living, thinking, and expressing that distinguishes a group of people. It includes language, food, clothing, holidays, traditions, music, beliefs, and other elements that, together or separately, shape their collective identity.

What is Cultural Diversity?

It is a wide spectrum of different cultures across the world, where each culture has unique features that make it equally distinctive. Together, these cultures form a shared human heritage.

Culture encompasses the ways of living, thinking, and expressing that characterise a community its language, traditions, music, beliefs, cuisine, and customs. Cultural diversity is the coexistence of multiple cultures, each with its own distinct features, which together form a shared human heritage.

CULTURAL DIVERSITY: A WEALTH FOR HUMANITY

Just as seven vegetables come together in one couscous dish, languages and cultures meet in Morocco:

- ◆ *African,*
- ◆ *Amazigh,*
- ◆ *Arabic,*
- ◆ *Andalusian,*
- ◆ *Mediterranean.*

Each word a flavour, each culture a spice, each civilization a grain of wheat sticking to the other.



All together, they create an identity unlike any other in the world, our Moroccan identity.



Activity 2

Imagination and Creativity: "The Frieze of Diversity"



Purpose :

To celebrate cultural and heritage diversity through a collective artwork that illustrates languages, traditions, food, clothing, symbols, and heritage landmarks.



Steps :

- 1 **Introduction:** The teacher invites learners to reflect on the different forms of diversity present in their class or community (languages, traditions, clothing, food, heritage sites).
- 2 **Individual creation:** Each learner produces a small contribution (drawing, collage, word, symbol, or photo) representing one aspect of cultural diversity.
- 3 **Collective assembly:** All contributions are aligned and attached on a long strip of paper or fabric to create a frieze mural (like a tapestry that unfolds the story of diversity).
- 4 **Presentation:** Each learner briefly presents their contribution and explains what it represents
- 5 **Exhibition:** The frieze is displayed in the classroom or in a shared space at school.



Variation :

- The frieze may be created digitally as a collaborative online mosaic.
- Learners can also agree on a collective title for the frieze (e.g., "Our Diversity, Our Strength").



Expected Learning Outcome :

- Learners recognise that diversity is a source of richness and unity in their community.
- Learners link tangible and intangible heritage (food, clothing, monuments, traditions) with the values of coexistence.
- Learners experience the process of co-creating a symbolic collective artwork.



Deliverable :

- A Frieze of Diversity displayed in the classroom or school.
- Short oral explanations by learners about their contributions.



Supporting Text :

Cultural Diversity in Morocco: A Living Treasure

Cultural diversity represent one of humanity's greatest treasures and the fruit of centuries of exchange among peoples and dialogue between civilisations. Morocco, especially its cities, is a vibrant meeting place where identity is shaped by the coexistence of multiple cultures:

- Values, religious celebrations, daily life customs, and codes of respect.
- Poetry, music (such as malhoun), and family traditions.
- A variety of languages and dialects.
- A wealth of dishes, musical instruments, and table customs.
- Handicrafts, jewellery, and clothing.
- Architecture and urban design.

Global citizenship is like a Rbati embroidery, with its tight and harmonious stitches representing neighbouring cultures. Preserving this diversity is the grand gateway to peace—and for that reason, we must hold on to it.

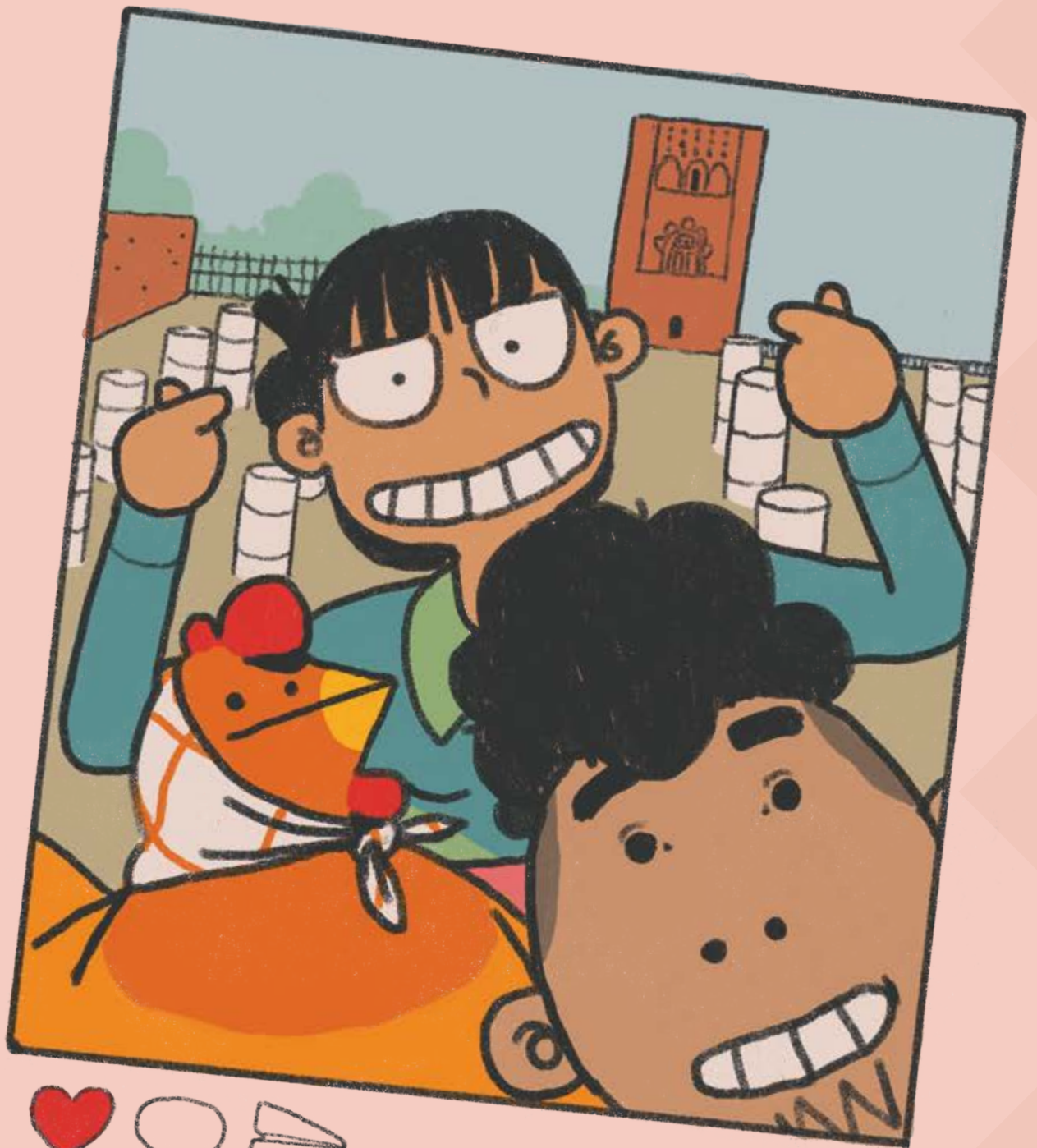
SAFEGUARDING SHARED HERITAGE: A CIVIC COMMITMENT

"Sorry quantum physics! We can already travel through time... we just need to enjoy our heritage."

#Rabat
#Hassanmosque
#WorldHeritage
#Morocco

Protecting is a citizen's act, a way of saying:

this treasure belongs to all humanity, and I am responsible for keeping it alive.



"Sorry quantum physics! We can already travel through time...
we just need to enjoy our heritage."

#Rabat #Hassanmosque #WorldHeritage #Morocco

PART III :

**THE SHARED
SPACE AND
GLOBAL
CITIZENSHIP**

Human beings do not live in isolation; we organize our lives within shared spaces where relationships, activities, and values take shape. More than a physical location on a map, these environments—whether urban, rural, or natural—are dynamic ecosystems shaped by the encounters, habits, and responsibilities we assume toward one another. Sharing a street, a path, or a market is a daily experience of living together that naturally generates the foundations of collective life: respect, cooperation, and solidarity.

These shared spaces act like open windows through which universal values circulate freely. This journey begins with the understanding that any environment where people coexist is a human space where relationships naturally emerge. Within these shared living spaces, daily interactions cultivate a deep sense of responsibility toward both our neighbours and the environment.

As local actions and behaviours are linked with universal principles, the true meaning of being a global citizen becomes clear. Respect, empathy, and cooperation are not abstract concepts; they are foundations that grow directly from lived experiences.

Ultimately, the spaces we inhabit are far more than physical environments—they are laboratories of values. Living together calls for attitudes and actions of global citizenship, expressed through the simple details of our daily lives, regardless of where we live.

It offers four themes

1 *What is a shared human space? Understanding that any environment where people live together is a space where human relationships and values emerge.*

2 *Shared living spaces and responsibility. Discovering how daily interactions cultivate responsibility toward others and the environment.*

3 *What does it mean to be a global citizen? Linking local actions and behaviors with universal values.*

4 *Shared spaces as foundations for universal values. Understanding how respect, empathy, and cooperation grow from lived experiences.*

Each theme invites learners to realize that the spaces they inhabit are not just physical environments, they are laboratories of values. Living together calls for attitudes and actions of global citizenship, expressed through the simple details of our daily lives, regardless of where we live.

Chapter 1

Understanding Shared Spaces

Since the earliest days of human settlement on earth, people have sought to organize their collective lives within shared spaces. At first, dwellings were scattered far apart, until the advent of agriculture, the domestication of animals, and the growing need for safety brought people closer together into clusters. Villages emerged first, gradually developing into towns and cities.

Some of these cities are deeply ancient - such as çatalhöyük - while others are modern metropolises like those we know today. This diversity in how humans have organized life reflects differences in ways of living across the globe, but it also points to a common thread uniting all human communities: the need to coexist, to share the land, to work, and to build together.

General Objective



- Learners explore the origins of the idea of the city and the diversity of its forms, and understand that any inhabited space is a framework for collective life.

Specific Objectives



- Investigate the origins and evolution of different types of human settlements throughout history.
- Identify key characteristics that help describe various forms of settlements (e.g., village, town, neighbourhood, city) without implying hierarchy or comparison.
- Observe how different communities across historical, geographical, and cultural contexts have adapted their living spaces to their needs.

Key Concepts



- Shared space, human settlement, community life, diversity, forms of housing

Tools and Resources



- Blackboard, markers, historical maps
- Timelines, short texts, schematic drawings of cities
- Small-scale models or collaborative maps

**Activity 1****Map Collaboration – A Home for All****Purpose :**

To introduce the concept of a city and encourage learners to reflect on what defines urban life.

**Steps :**

- 1 - Teacher launches an open discussion with guiding questions:
 - What does the word city mean to you?
 - What makes it different from other places?
 - When does a place become a city?
 - Can a hamlet, a village, or a densely populated neighbourhood be considered a form of city?
- 2 - Learners share ideas; the teacher writes answers on the board in columns.
- 3 - Together, the class creates a collective summary covering all perspectives.

**Variation :**

Learners may work in pairs first to brainstorm answers before sharing with the class.

**Expected Learning Outcome :**

- Learners identify different definitions and characteristics of a city.
- Learners practise collective reasoning and synthesising diverse viewpoints.

**Deliverables:**

- Board notes organised in columns.
- A class-generated summary of what constitutes a city.



Activity 2

"Roots of Collective Settlement"



Purpose :

To explore how human settlements developed historically and understand the social needs behind collective living.



Steps :

- 1 - Teacher presents images of ancient settlements (e.g., Çatalhöyük, Amazigh villages, historic kasbahs).
- 2 - Learners observe and describe patterns of settlement, architecture, and organisation.
- 3 - Class discussion focuses on:
 - Why did humans cluster in communities?
 - What needs drove the creation of shared living spaces?
 - What common features do these settlements share with modern cities?



Variation :

Learners may work in groups, each analysing a different settlement, and then compare findings.



Expected Learning Outcome :

- Learners understand that settlements emerge from shared human needs (security, trade, resources, social life).
- Learners recognise continuity between ancient and modern forms of urban life.



Deliverables:

- Observation notes or group summaries.
- A class discussion highlighting common features of settlements.





Activity 3

"A City from Our Imagination"



Purpose :

To encourage creativity and help learners apply their understanding of how people organize shared living spaces by imagining a new settlement.



Steps :

- 1 - Learners work in groups to design an imaginary city using paper, markers, or cut-out images.
 - Each group defines:
 - The city's name and motto.
 - Its main features (population, layout, land use, services, transportation).
 - The values it embodies (e.g., coexistence, sustainability, creativity).
- 2 - Groups present their city designs to the class.
- 3 - Teacher facilitates reflection on similarities/differences among the imagined cities.



Variation :

Instead of drawings, learners may build a simple 3D model using recyclable materials.



Expected Learning Outcome :

- Learners understand the essential components of a city.
- Learners connect urban planning with values such as sustainability and coexistence.
- Learners practise teamwork, creativity, and presentation skills.



Deliverables:

- Group-designed city plans (drawings, collages, or models).
- Oral presentations of the imagined cities.



Extension Ideas:

- Watch a documentary about an ancient archaeological site (e.g., Çatalhöyük).
- Conduct a local study of a neighbourhood, village, or inhabited centre.
- Draw a map of the learners' own living area, highlighting shared spaces.



Supporting text for teachers – key ideas for activities :

A city is an organized space where a large number of people live, combining residential areas, commercial facilities, public spaces, and institutions, and characterized by a diversity of professions and social roles.

A city is not defined solely by population size, but also by its layout, political, religious, and economic functions, and the density of its urban fabric – one of its essential characteristics.

The drive for settlement, safety, trade, and strengthened social ties are the main reasons behind the emergence of the first forms of collective living.

A hamlet or village may share certain features with a city (community life, basic services, organization) without having the same population density or diversity of functions.

The variety of urban forms reflects historical, cultural, and social choices, expressing the development and uniqueness of different societies. Despite this diversity, they share basic needs: shelter, exchange, and coexistence.

THE SHARED SPACE AND GLOBAL CITIZENSHIP



- ◆ *It is a big house we inhabit together.*
- ◆ *Within it, our identity takes shape, we build it, and it shapes us in return.*
- ◆ *Each stone is a letter, each building a word, and the city itself a carefully woven sentence.*



The city is a shared home, shaped by interconnected rooms.

Chapter 2

Our Shared Space, Our Shared Responsibility

Living in a shared space teaches us to respect others, to follow agreed-upon rules, and to preserve public spaces. This is where genuine citizenship begins, not as an empty slogan, but as daily behaviours that reflect an awareness of the common good, participation in collective decision-making, and mutual respect with those around us.

A city, a village, a market square, or a bus station all of these are spaces designed for us to practise our role as citizens. Citizenship is not merely a word; it is a series of actions and initiatives through which we care for what we share.

Through this chapter, learners discover that citizenship is not an abstract idea but a daily practice, found in the smallest details: caring for others, respecting laws, and actively participating in community life.

General Objective



- Understand how cities and other inhabited shared spaces can serve as learning space for Global citizenship and the practice of collective responsibility.

Specific Objectives



- Recognize that living with others is built on a balance between rights and responsibilities.
- Identify everyday situations that illustrate the meaning of civic responsibility.
- Understand the role of rules and values in organizing community life and ensuring mutual respect.
- Explore different examples of commitment and civic behaviour in shared spaces.

Key Concepts



- Global citizenship, public space, responsibility, commitment, living together

Tools and Resources



- Images of various public spaces (square, school, market, garden, transportation)
- Blackboard, markers, mind maps
- Cards with everyday scenarios or real-life situations



Activity 1

"Shared Spaces"



Purpose :

To help learners understand the importance of public spaces and the civic behaviours required to use them responsibly.



Steps :

- 1 - Teacher shows images of public spaces (school, park, fountain, market, pedestrian street).
- 2 - Teacher initiates discussion with guiding questions:
 - What activities take place here?
 - Who has access to it?
 - Why is it important for everyone?
- 3 - Learners share answers.
- 4 - Together, the class creates a **collective definition of public space** and discusses why it requires civic behaviour.



Variation :

Learners can visit a nearby public space (e.g., schoolyard, local park) and reflect on how it is used and shared.



Expected Learning Outcome :

- Learners recognise the diversity of functions and users of public spaces.
- Learners understand that shared spaces belong to all and require respect.
- Learners begin to link citizenship values with everyday environments.



Deliverables:

- A collective definition of public space (written on the board or poster).
- Class notes on why civic behaviour is necessary in shared spaces.

**Activity 2*****“The Balance of Rights and Responsibilities”*****Purpose :**

To encourage learners to reflect on the relationship between rights and responsibilities in everyday life.

**Steps :**

- 1** - Teacher presents a series of everyday situations, such as:
 - Moving around the city.
 - Throwing a piece of paper in the bin.
 - Voting.
 - Helping someone in need.
- 2** - In groups or as a class, learners decide whether each situation represents a right, a duty, or both, and explain their reasoning.
- 3** - Teacher records answers in a table with three columns (Right / Responsibility / Both).
- 4** - Class discusses how rights and responsibilities complement one another.

**Variation :**

Learners may create short role-plays to act out each situation before deciding.

**Expected Learning Outcome :**

- Learners differentiate between rights and responsibilities.
- Learners understand that rights and duties are interdependent.
- Learners practise reasoning and justifying their answers.



Deliverables:

- A completed class table of examples classified as rights, responsibilities, or both.
- Short group justifications (oral or written).



Activity 3

From Heritage Values to Today's City



Purpose :

To help learners connect values embodied in historical places with simple, positive practices for contemporary urban life.



Steps :

- 1 - Each group receives a **"value case card"** (examples: respect at a fountain, hospitality in a market, knowledge-sharing in a library, courtesy at a tram stop).
- 2 - Groups brainstorm a small improvement that reflects the value (e.g., a courtesy code, a "keep it tidy" reminder, a kindness corner, a queue etiquette icon).
- 3 - Groups create a **mini poster or infographic** linking the value to today's practice.
- 4 - Posters/infographics are displayed in the classroom.



Variation :

Instead of posters, learners may design digital icons or stickers to represent each micro-practice.



Expected Learning Outcome :

- Learners recognise values as timeless and adaptable to modern contexts.
- Learners practise transforming abstract values into practical actions.
- Learners develop creativity in communication and advocacy.



Deliverables:

- Mini posters/infographics "Value → Today's Practice."
- Classroom display of the outputs.



Activity 4

Our Collective Memory



Purpose :

To foster reflection on the symbolic significance of shared spaces and their role in promoting global citizenship values.



Steps :

- 1 - In small groups, students choose an shared site with special meaning (e.g., public square, fountain, library, school, park, tram station, administrative building).
- 2 - Based on a shared memory or image, they identify the values this place fosters (e.g., accessibility, civility, mutual respect, knowledge sharing, collective responsibility).
- 3 - Teacher facilitates group discussion with guiding questions:
 - How is this space used?
 - What behaviours are expected here?
 - How does this place encourage active global citizenship?
- 4 - Groups produce a short-written reflection summarising their insights.



Variation :

Learners may illustrate their chosen site with a quick sketch or photo collage to accompany the text.



Expected Learning Outcome :

- Learners connect specific places to collective values and shared memory.
- Learners practise critical reflection on civic behaviour in public spaces.
- Learners strengthen their sense of belonging to the city as a shared home.



Deliverables:

- Group-written texts describing the site and its values.
- Optional sketches or visual supplements.



Supporting text for teachers – key ideas :

A shared space belongs to everyone, requiring rules that ensure equal access, safety, and respect for all.

A right is an opportunity we are entitled to (e.g., going to school, receiving healthcare).

A duty is what we must do to make collective life possible (e.g., respecting others, disposing of waste properly).

Citizenship involves respecting laws while also showing initiative, solidarity, awareness, and active participation.

A good citizen cares for others, ensures safety, and seeks to improve shared spaces.



Extension Ideas:

Create a collective poster: “our daily civic behaviour”

Organize a visit to a nearby public space (municipality, library, market)

Map the shared spaces in the neighbourhood or village



Chapter 3

Living Together as Global Citizens

Just as a painter cannot create without their brushes and colours global citizenship cannot exist without “the other”, whether that “other” is near or far, living alongside us now or belonging to generations yet to come. It is with others that we paint a powerful canvas titled respect, listening, solidarity, and peace.

To be a global citizen is to recognize that, from within your school or neighbourhood, you can contribute to improving the state of humanity. It is the awareness that your daily actions have an impact on the entire planet, the way you consume, the respect you show others, the care you take of the environment, and the dialogue you engage in with those around you — all these behaviours can leave a mark far beyond your immediate surroundings.

Through this activity, learners are encouraged to dream, reflect, and imagine what it means to be global citizens, starting from their own daily lives and local environments, and discovering that the world — which may seem far away — begins right in their hands.

General Objective



- Explore the concept of global citizenship through local experiences, enhancing their awareness of their role in an interconnected world.

Specific Objectives



- Understand the meaning of global citizenship and the values it upholds.
- Recognize the link between everyday actions and global responsibility.
- Foster a sense of belonging to one shared humanity.

Key Concepts



- Global citizenship, solidarity, respect, human rights, diversity, collective responsibility

Tools and Resources



- Blackboard, markers
- A3 sheets for group work

**Activity 1*****“Values That Connect Us”*****Purpose :**

To help learners recognise and apply universal values in their daily lives.

**Steps :**

- 1 - Teacher writes four values on the board: respect, tolerance, empathy, solidarity.
- 2 - Learners give examples from daily life (school, family, neighbourhood) where these values can be practised.
- 3 - Teacher compiles all answers into a collective list or mind map.y it requires civic behaviour.

**Variation :**

Learners may role-play short everyday situations where these values are applied.

**Expected Learning Outcome :**

- Learners understand that values are expressed through simple, daily actions.
- Learners connect abstract values to real-life experiences.
- Learners strengthen awareness of civic behaviours.

**Deliverables:**

- A collective list or mind map of values with concrete examples.
- Optional role-play demonstrations.



Activity 2

"Simple Action, Global Echo"



Purpose :

To encourage learners to design small, positive actions that have both local and global significance.



Steps :

- 1 - In groups, learners brainstorm simple actions (e.g., plastic-free day, water-wise habits, kindness notes, book-sharing box).
- 2 Each group chooses one action and explains:
 - Why it matters for their community.
 - How it resonates globally (e.g., protecting the environment, fostering solidarity).
- 3 Groups share their ideas with the class.



Variation :

Groups may design a short slogan or symbol to represent their action.



Expected Learning Outcome :

- Learners understand the global impact of local actions.
- Learners practise designing realistic, positive initiatives.
- Learners link citizenship to environmental and social responsibility.



Deliverables:

- Group presentations of actions with local and global justification.
- Optional slogans or symbols for each action.



Activity 3

"The Value Scenes Game"



Purpose :

To encourage learners to embody values of global citizenship (peace, cooperation, respect, solidarity) through short, creative role-plays that connect abstract principles to real-life situations.



Steps :

- 1 Group division:** Learners are divided into small groups (3–5 students).
- 2 Value assignment:** Each group chooses (or is assigned) one value such as respect, peace, cooperation, solidarity.
- 3 Scenario creation:** Groups invent a **short scene (1–2 minutes)** where the chosen value is put into practice.
 - Example for cooperation: classmates working together to solve a problem.
 - Example for solidarity: helping a new student or a neighbour in need.

Performance: Each group presents its scene to the class.

Debrief: After each performance, the class discusses:

- What value did the scene represent?
- How can we apply this value in our own lives?



Variation :

- Instead of live acting, groups may prepare a puppet show, a comic strip, or even a short recorded video.
- Learners can add a catchphrase or slogan to summarise their value.



Expected Learning Outcome :

- Learners embody values through real-life examples.
- Learners strengthen creativity, cooperation, and oral expression.
- Learners reflect on how values guide behaviour in everyday situations.



Deliverables:

- Short group performances (scenes of 1–2 minutes).
- A class discussion summary linking each value to practical behaviours.
- Optional creative outputs (slogans, drawings, or recorded videos of the scenes).



Activity 4

Class Charter for Shared Spaces & Global Citizenship



Purpose :

To consolidate learning into a collective commitment for respectful and responsible use of shared spaces.



Steps :

- 1 - The class works together to draft a **charter of 5–7 commitments** for how they will practise respect, inclusion, and responsibility in shared spaces.
- 2 - Commitments are written in clear, simple, and positive language.
- 3 - **Adoption process:** The class agrees to integrate the charter into classroom governance (referencing it in meetings, peer mediation, and daily routines).
- 4 - **Visibility step:** The charter is displayed in a public space (bulletin board, virtual classroom, or school website).



Variation :

Instead of a written charter, learners may create a visual version (illustrated icons, drawings, or a short video).



Expected Learning Outcome :

- Learners commit collectively to practising values of global citizenship.
- Learners experience democratic participation in drafting rules.
- Learners take ownership of civic responsibility in shared spaces.



Deliverables:

- A Class Charter for Shared Spaces & Global Citizenship.
- Public display of the charter (physical or digital).



Supporting text for teachers – key ideas :

Values such as respect and solidarity are essential for living together anywhere in the world.

Global citizenship is not tied to a specific location – it depends on how we see and treat others.

Help learners see that small, daily actions can have a global effect. Examples: using water wisely, saving electricity, engaging in respectful and open dialogue.

Creating a class charter is a symbolic step enabling learners to see themselves as active members of a wider community embracing all humanity.



Extension Ideas:

Watch a UNESCO video on global citizenship.

Connect with a class from another country (via a digital platform or letter exchange).

Organize a “global citizenship day” at school.

LIVING TOGETHER AS GLOBAL CITIZENS

*A recyclable coffee cup today
becomes tomorrow's white
sheet of paper, ready to write
a better future.*



*Your small step today
is the strong bridge on
which tomorrow will
walk.*



*One small action can
change everything.*



Chapter 4

Shared Space as a Foundation for Universal Values

Let us imagine shared spaces as books lined up on the shelves of a public library. Everyone has the right to borrow them, provided they are cared for and returned, so that others may use them in an endless cycle.

When you return a book to its place, you still carry within you all of its meaning and everything you learned from it. The same applies to public spaces: when they are treated with care and responsibly shared by people everywhere, they become open books from which every visitor can draw lessons on living together, enriching their experience and broadening their horizons.

Just as a public library opens its doors to all learners, and just as a single book can contain profound universal values, so too can shared spaces.

This session invites learners to pause, reflect, and think: what place do these spaces have in our daily lives? How can global citizenship be built through the simplest actions that protect and enhance what we collectively own?

General Objective



- Recognize that shared spaces — whether urban or rural — are places where universal values, which form the core of global citizenship, are built and practiced.

Specific Objectives



- Distinguish between different types of shared spaces in the learners' daily environment.
- Identify values associated with collective use of spaces (respect, fairness, cooperation).
- Raise awareness of the importance of preserving and enhancing these spaces for everyone's benefit.

Key Concepts



- Shared space, universal values, living together, common good, inclusion

Tools and Resources



- Maps, schematic drawings of public places (squares, streets, markets, parks, fountains...)
- Sheets for drawing or collaborative diagrams
- Testimonies or photographs of community exchange spaces (in the city or in a village)



Activity 1

"Mapping Shared Spaces"



Purpose :

To help learners recognise and visualise the shared spaces in their immediate environment.



Steps :

- 1 - Learners work in groups.
- 2 - Each group draws a map of their surroundings (school, neighbourhood, or village).
- 3 - They identify and colour in shared spaces, such as: public squares, play areas, libraries, mosques, markets, fountains, roads, etc.



Variation :

Instead of paper maps, learners may use digital mapping tools or take photos of spaces to create a collage map.



Expected Learning Outcome :

- Learners become aware of the diversity of shared spaces in their environment.
- Learners strengthen observation and mapping skills.
- Learners begin to link physical spaces with community life.



Deliverables:

- Group maps showing shared spaces.
- Classroom display of the maps.



Activity 2

"The Ideal Space"



Purpose :

To encourage creativity by imagining inclusive and value-driven public spaces.



Steps :

- 1 - Each learner reflects individually on what makes a space welcoming and open to all.
- 2 - Learners draw or describe their ideal public space that embodies values such as peace, solidarity, and well-being.
- 3 - All works are displayed in the classroom to form a gallery of ideal spaces.
- 4 - Teacher facilitates a short reflection on common elements and values across the learners' creations.



Variation :

Instead of drawings, learners may create 3D models using simple materials (clay, cardboard, recycled objects).



Expected Learning Outcome :

- Learners express creativity and imagination linked to civic values.
- Learners reflect on how spaces can foster inclusion, peace, and well-being.
- Learners strengthen their sense of agency in shaping community spaces.



Deliverables:

- Individual drawings, descriptions, or models of ideal spaces.
- Classroom exhibition ("Gallery of Ideal Spaces").



Supporting text for teachers – key ideas :

A shared space can be a street, a fountain, a square, a hall, or a market places where people meet and interact, often governed by explicit or implicit rules.

Every space holds values: a park invites relaxation and respect for nature, a library symbolizes shared knowledge, a market expresses diversity and cooperation.

Respecting these spaces, ensuring they are accessible to all, and taking care of them are actions that reflect our commitment as citizens.



Extension Ideas:

Organize a field visit to observe shared spaces in the neighbourhood or village.

Invite a local community leader to speak about managing public spaces.

Hold a school clean-up day for one shared space, accompanied by an awareness campaign on its respectful use.

SHARED SPACE AS A FOUNDATION FOR UNIVERSAL VALUES

*The balance of
the city, its public
spaces, will only
stand upright if it
is shared with
others.*





PART IV :

**WORLD
HERITAGE AND
GLOBAL
CITIZENSHIP :
CASE STUDIES
IN MOROCCO**

Historic cities, through their social fabric, spatial organisation, governance systems, and patterns of use, have long embodied principles of belonging, freedom, equality, solidarity, and shared living. Across centuries, they have served as spaces that reflect the essence of citizenship—ensuring individual rights while encouraging the fulfilment of communal duties.

This form of citizenship, what we might call “community-rooted citizenship”, is a timeless, place-transcending concept, passed down from generation to generation. Over time, it has become an unspoken social contract, encompassing constructive behaviours collectively accepted and upheld by all.

Exploring these principles through the lens of the city is particularly important today. Many people, especially among younger generations, see historic urban fabrics as mere stone blocks or ruins of the past, stripped of meaning or value. Yet at their core, they remain rich with values, principles, and lessons on social cohesion, shared living, justice, social inclusion, and spatial harmony.

SILBULVOL

Outstanding Universal Value

“ Volubilis contains essentially Roman vestiges of a fortified municipium built on a commanding site at the foot of the Jebel Zerhoun. Covering an area of 42 hectares, it is of outstanding importance demonstrating urban development and Romanisation at the frontiers of the Roman Empire and the graphic illustration of the interface between the Roman and indigenous cultures. Because of its isolation and the fact that it had not been occupied for nearly a thousand years, it presents an important level of authenticity. It is one of the richest sites of this period in North Africa, not only for its ruins but also for the great wealth of its epigraphic evidence.

The archaeological vestiges of this site bear witness to several civilizations. All the phases of its ten centuries of occupation, from prehistory to the Islamic period are represented. The site has produced a substantial amount of artistic material, including mosaics, marble and bronze statuary, and hundreds of inscriptions. This documentation and that which remains to be discovered, is representative of a creative spirit of the human beings who lived there over the ages. The limit of the site is represented by the Roman rampart constructed in 168-169 AD. The features of the site reveal two topographic forms: a relatively flat sloping area in the North-Eastern part, the monumental sector and a part of the sector of the triumphal arch, where the Romans employed an urban hypodamian system, and a rougher hilly area covering the South and Western parts where a terraced plan was adopted. The vestiges bear testimony to diverse periods, from Mauritanian times when it was part of an independent kingdom, to the Roman period when it was a metropolis of the Roman province of Mauritania Tingitana, a period called the « dark ages » with towards the end a Christian era, and finally an Islamic period characterised by the founding of the dynasty of the Idrissids.

Criterion (ii) : The archaeological site of Volubilis is an outstanding example of a town bearing witness to an exchange of influences since High Antiquity until Islamic times. These interchanges took place in a town environment corresponding to the boundary of the site, and in a rural area extending between the prerif ridges from Zerhoun and the Gharb Plain. These influences testify to Mediterranean, Libyan and Moor, Punic, Roman and Arab-Islamic cultures as well as African and Christian cultures. They are evident in the urban evolution of the town, the construction styles and architectural decorations and landscape creation.

Criterion (iii) : This site is an outstanding example of an archaeological and architectural complex and of a cultural landscape bearing witness to many cultures (Libyco-Berber and Mauritanian, Roman, Christian and Arabo-Islamic) of which several have disappeared.

Criterion (iv) : The archaeological site of Volubilis is an outstanding example of a focus for the different kinds of immigration, cultural traditions and lost cultures (Libyco-Berber and Mauritanian, Roman, Christian and Arabo-Islamic) since High Antiquity until the Islamic period.

Criterion (vi) : The archaeological site of Volubilis is rich in history, events, ideas, beliefs and artistic works of universal significance, notably as a place that, for a brief period, became the capital of the Muslim dynasty of the Idrissids. The town of Moulay Idriss Zerhoun adjacent to the site houses the tomb of this founder and is the subject of an annual pilgrimage.

Volubilis is remarkable for its urban conception (hypodamian plan and terraced plan), its execution according to well-defined architectural and defensive standards, its construction materials representing various geological aspects, its components reflecting a wealth of town facilities; all these features are still visible today. It is also characterised by its integration into a natural intact landscape and an original cultural environment.”⁸

▪ 8 UNESCO World Heritage Centre. "Archaeological Site of Volubilis." <https://whc.unesco.org/en/list/836>

Theme 1

Public Spaces and Civic

Landmarks :

Global Citizenship
and Collective Life



Activity 1

At the Heart of the City: Public Spaces



Purpose :

To connect the concept of global citizenship with the functions and values of public spaces.



Steps :

- 1 - With teacher guidance, learners select a **public space** (e.g., square, courthouse, public bath, train station, school, sports field, youth centre).
- 2 - In groups, learners discuss and answer :
 - Who uses this place?
 - What activities happen there?
 - Which global citizenship values are learned or practised there?
- 3 - Teacher introduces a historical connection: e.g., "Did you know that the ancient city of Volubilis had its own public spaces thousands of years ago? Imagine what might have happened there."



Variation :

Instead of discussion only, groups may create a quick sketch or diagram of the chosen space with notes about its uses and values.



Expected Learning Outcome :

- Learners understand that public spaces are essential for community life.
- Learners connect ancient and modern uses of public spaces.
- Learners link physical places to values of global citizenship.



Deliverables:

- Short written group description of the chosen space and its values.
- Optional sketches or diagrams.



Activity 2

Places for Living Together



Purpose :

To explore Volubilis through its spaces, understanding their role in fostering global citizenship values, and relating them to modern equivalents.



Steps :

- 1 - Learners work in groups with **short texts** describing spaces at Volubilis.
- 2 - For each space, they identify:
 - Its **function and use**.
 - The **values of global citizenship** it promoted.
 - A **modern equivalent** (today's square, courthouse, market, etc.).
- 3 - Groups share their findings in a class discussion guided by:
 - What was the function of this place?
 - Which values did it foster?
 - What is its modern equivalent today?



Variation :

Learners may create a comparative two-column chart (Volubilis space -> modern equivalent).



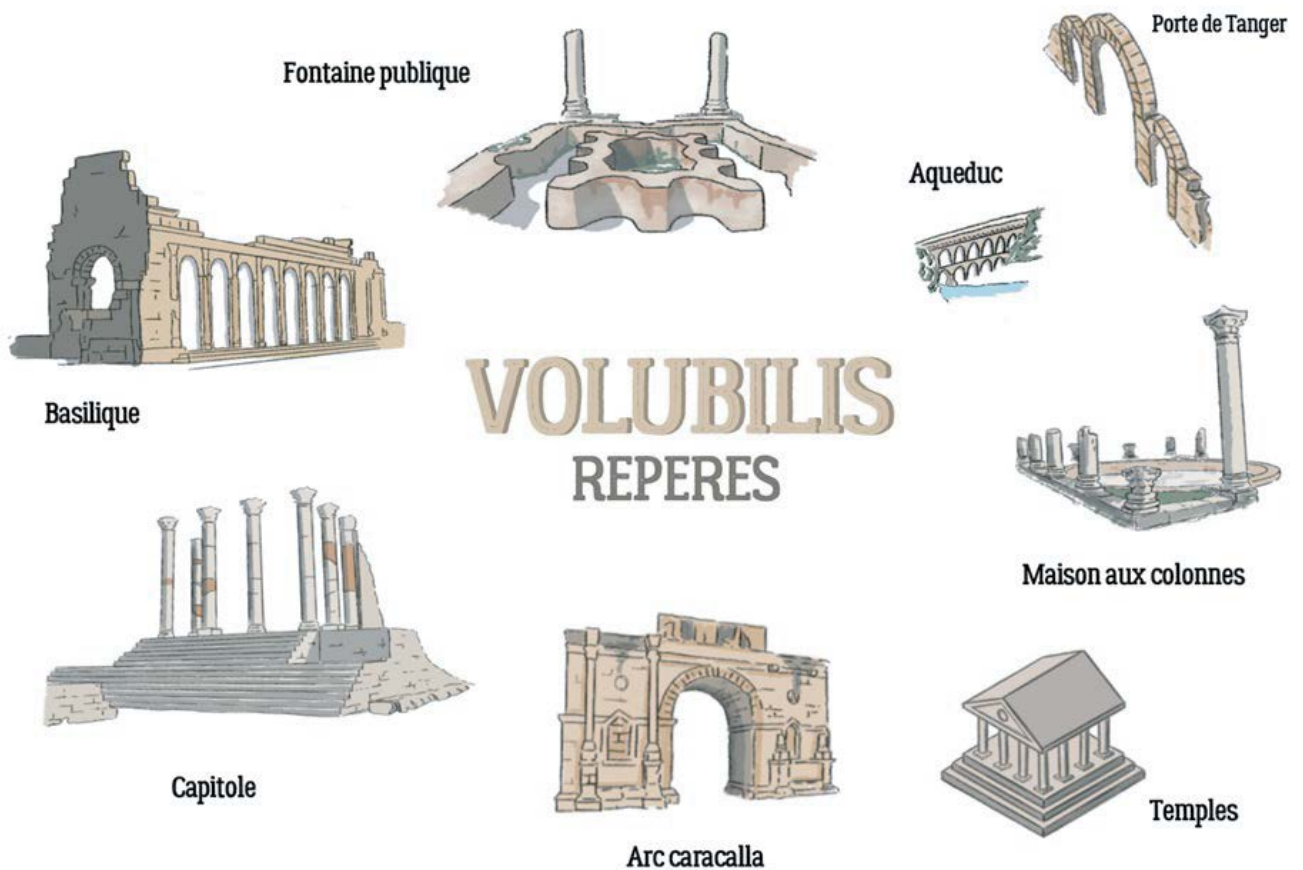
Expected Learning Outcome :

- Learners gain knowledge of Volubilis and its civic functions.
- Learners see continuity between past and present public spaces.
- Learners connect heritage to global citizenship values.



Deliverables:

- Short written group text.
- Optional comparative chart (past space vs. modern equivalent).





Activity 3

One Sentence, One Value... A Wider World



Purpose :

To reinforce understanding of global citizenship values through simple, memorable rephrasing.



Steps :

- 1 - Teacher provides five sentences drawn from the Volubilis texts.
- 2 - Each sentence is linked to a specific value (e.g., respect, hospitality, justice, solidarity).
- 3 - Learners rewrite the sentences in their own words, expressing the value in their personal voice.
- 4 - Volunteers share their rewritten sentences aloud.



Variation :

Learners may illustrate their rewritten sentence with a symbol, icon, or short slogan.



Expected Learning Outcome :

- Learners consolidate their understanding of values through rephrasing.
- Learners practise making values personally meaningful.
- Learners develop skills in summarisation and creative expression.



Deliverables:

- Individual rewritten sentences linked to values.
- Optional visual symbols or slogans.



Supporting Text :

The Forum and the Basilica – Spaces for public life

In ancient Volubilis, the forum was the beating heart of the city. This large open square was where residents gathered to exchange ideas, listen to speeches, conduct trade, and participate in the life of their community. From a special platform called the Rostra, leaders addressed the public, announcing decisions or inviting discussion on matters that concerned everyone. The forum was not just a meeting point — it was a place where civic life unfolded every day. Around its edges stood statues of the emperor, his representatives, and respected local citizens. These statues were more than decoration; they were public symbols honouring service to the community and reminding everyone that public spaces belonged to all.

To the east of the forum stood the basilica, one of the most impressive buildings in Volubilis. This was the city's main judicial centre. Here, judges heard cases, important decisions were made, and the laws were upheld. Special rooms (called apses) were reserved for magistrates, while the long aisles accommodated citizens waiting for verdicts. The basilica's size and grandeur reflected the high importance placed on justice, governance, and civic participation in the life of Volubilis. Together, the forum and the basilica showed that the Roman model of urban life was based on open public debate, respect for law, and active involvement of citizens in decision-making.

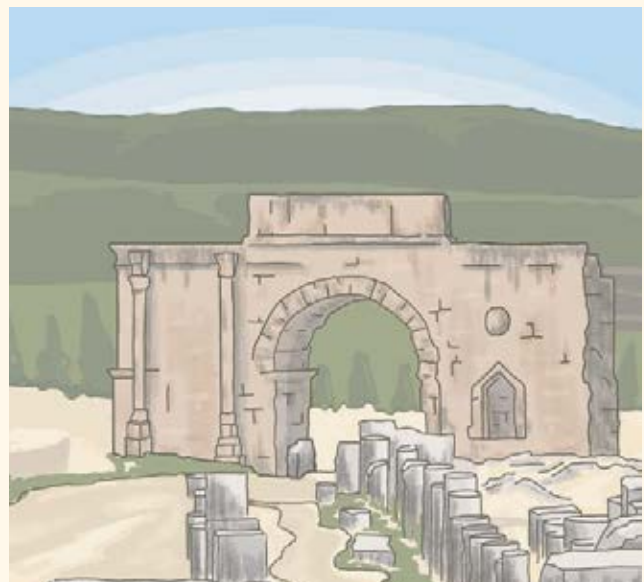
The Roman Baths – Spaces of well-being and equality

In the Roman Empire — and in Volubilis — public baths, or *thermae*, were much more than places to bathe. They were centres of daily social life where people of all backgrounds could gather. Volubilis had three public baths, as well as smaller private baths in the homes of the wealthy. Inside these buildings, citizens could rest after work, exercise in special rooms, swim in pools of different temperatures, and meet friends to share news or discuss business.

Public baths welcomed everyone. This openness reflected Roman ideas of the city as a shared space for all citizens, where values like equality, collective wellbeing, and mutual respect were part of daily life. Even in private homes, baths could serve as places of hospitality, where guests were welcomed generously. This shows that values of sharing and openness were present both in public spaces and in private life. Visiting the baths was not only about physical cleanliness; it was also about mental refreshment, strengthening social bonds, and feeling part of a community.

Global Citizenship lessons from Volubilis:

Seen from a contemporary perspective, the remains of the forum, basilica, baths, and inscriptions of Volubilis are more than archaeological traces — they are lessons in global citizenship education. They remind us that values such as equality, respect for institutions, commitment to the common good, and the role of shared spaces in fostering dialogue and cooperation are not modern inventions. These principles were already part of civic life in this ancient city, and today they invite us to reflect on how communities, past and present, can thrive when citizens engage actively, listen to one another, and take collective responsibility for their shared environment. By studying Volubilis, we see that the foundations of global citizenship, inclusiveness, participation, respect, and solidarity, have deep historical roots and remain essential for building fair and connected societies.



Public spaces and monuments – citizenship and community life

- *Friendships are built,*
- *Ideas take shape,*
- *The body is renewed...*

What a journey that cleanses body, soul, and mind.

A traditional Moroccan saying tells us :
entering the bath is never the same as leaving it.





Theme 2

Art and Cultural Expression : Diversity and Exchange

Historic cities, through their social fabric, spatial organisation, governance systems, and patterns of use, have long embodied principles of belonging, freedom, equality, solidarity, and shared living. Across centuries, they have served as spaces that reflect the essence of citizenship—ensuring individual rights while encouraging the fulfilment of communal duties.

This form of citizenship, what we might call “community-rooted citizenship”, is a timeless, place-transcending concept, passed down from generation to generation. Over time, it has become an unspoken social contract, encompassing constructive behaviours collectively accepted and upheld by all.

Exploring these principles through the lens of the city is particularly important today. Many people, especially among younger generations, see historic urban fabrics as mere stone blocks or ruins of the past, stripped of meaning or value. Yet at their core, they remain rich with values, principles, and lessons on social cohesion, shared living, justice, social inclusion, and spatial harmony.

Objective

Understand how ancient art reflected society, its roles, and values; compare with the present; reflect on dignity, diversity, and respect as values of global citizenship.



Activity 1

The Elderly Fisherman of Volubilis: The Statue Speaks



Purpose :

- 1 - To engage learners with the artistic heritage of Volubilis and encourage them to connect ancient representations of daily life with creative expression today. Steps:
- 2 - Learners are introduced to the statue of the elderly fisherman and other artworks from Volubilis.
- 3 - In groups, they discuss the meaning of these artworks and what they reveal about daily life in ancient times.
- 4 - Each group selects a character from daily life (e.g., farmer, artisan, teacher, merchant).
- 5 - Groups recreate their chosen character using clay, dough, or mixed-media art materials.
- 6 - Finished works are shared in a classroom exhibition, with each group briefly presenting their creation.



Variation :

Instead of clay models, learners may create collages, drawings, or puppet figures to represent their chosen character.



Expected Learning Outcome :

- Learners understand that heritage artworks reflect everyday life and social values.
- Learners connect artistic heritage with creativity and self-expression.
- Learners practise teamwork and hands-on artistic skills.



Deliverables:

- Group-made artistic creations (sculptures, models, or mixed-media characters).
- Short group presentations explaining the chosen character and its meaning.
- Classroom exhibition of the artworks.



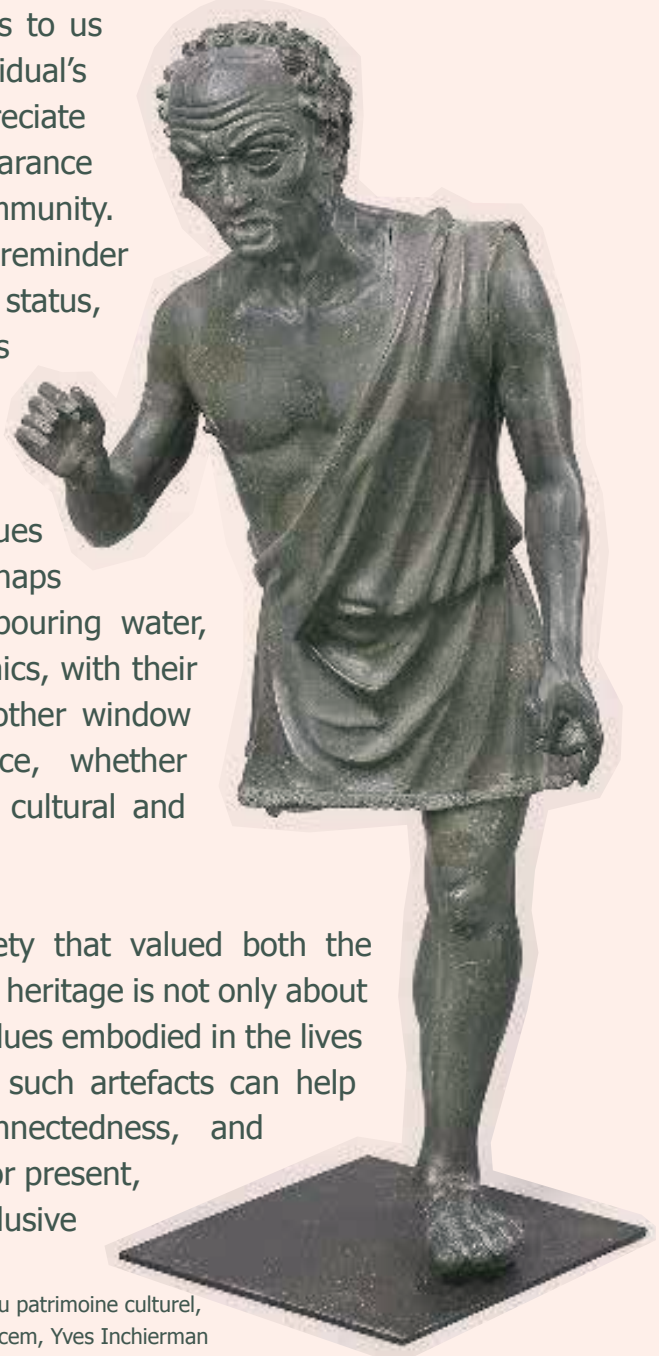
Supporting Text :

The statue of the Elderly Fisherman from Volubilis offers a vivid, human connection to the past. Carved with remarkable attention to detail, it shows a man whose face is lined with wrinkles, whose shoulders are slightly stooped, and whose hands bear the signs of a lifetime of hard work. Unlike the idealised portraits of emperors or gods, this sculpture honours an ordinary figure — a fisherman — giving dignity to someone whose daily labour sustained the community. In the folds of his robe and the expression in his eyes, we can almost read his story: early mornings by the water, casting and hauling nets, patience and perseverance, the satisfaction of providing for others.

From a contemporary viewpoint, this statue speaks to us about recognising the value of every individual's contribution to society. It invites us to appreciate professions and roles that may be humble in appearance but are essential to the well-being of the whole community. In the context of global citizenship education, it is a reminder that respect and inclusion extend beyond social status, celebrating diversity of work and life experience as sources of strength for society.

The Elderly Fisherman is only one of many artefacts from Volubilis that carry such messages. Other statues portray youths crowned with ivy leaves, perhaps celebrating festivals or achievements, or a boy pouring water, suggesting ideas of generosity and hospitality. Mosaics, with their intricate designs and mythological scenes, are another window into the city's identity and values. Each piece, whether monumental or modest, offers a fragment of the cultural and social fabric that defined Volubilis.

Seen together, these works of art reveal a society that valued both the extraordinary and the everyday. They remind us that heritage is not only about grand monuments, but also about the stories and values embodied in the lives of ordinary people. In teaching global citizenship, such artefacts can help learners develop empathy, understand interconnectedness, and recognise that every member of a community, past or present, has a role to play in creating a more just and inclusive world.





Activity 2

The Speaking Artefact



Purpose :

To encourage learners to personify heritage objects and reflect on the lessons they convey for humanity and peaceful coexistence.



Steps :

- 1 - Each learner searches an image or description of an artefact from Volubilis (statue, mosaic, tool, olive press).
- 2 - Learners imagine that the artefact has a **voice** and answer:
 - What do I represent?
 - What have I seen?
 - What message would I share with today's society?
- 3 - Learners write a short "first-person" message or speech from the artefact.
- 4 - Volunteers share their artefact's message aloud.



Variation :

Learners may record their messages as audio, or act out a short role-play where the artifact "comes alive."



Expected Learning Outcome :

- Learners connect artefacts to stories and human experiences.
- Learners practise empathy by giving voice to cultural memory.
- Learners understand that heritage conveys universal lessons about coexistence.



Deliverables:

- Individual written “artefact voices.”
- Optional oral, audio, or role-play presentations.



Supporting text :

Volubilis was not only a political and economic centre but also a vibrant hub of artistic and cultural expression. Walking through its streets two thousand years ago, a visitor would have seen statues, mosaics, and architectural details that reflected a blend of influences from across the Mediterranean and North Africa. Art in Volubilis was not an isolated creation; it was shaped by exchanges between the Roman world, local Amazigh traditions, and other cultures.

Among the most striking works were the statues carved in white marble, much of it imported from Italy. These included official portraits of emperors and local leaders, which projected authority and dignity, as well as more intimate depictions such as the elderly fisherman, the young man crowned with ivy, or the boy pouring water from an amphora. The sculptors paid close attention to detail: the fisherman's lined face and weathered hands tell a life story of hard work and resilience, while the boy's gesture captures a moment of everyday life.

Volubilis was equally famous for its mosaics, which decorated the floors of its wealthier houses. These colourful artworks used tiny pieces of stone and glass to create scenes from Roman mythology, such as the labours of Hercules, Orpheus charming wild animals, or the myth of Diana. These images served both as decoration and as a way to share stories and values with visitors. The presence of such myths in Volubilis shows how cultural narratives could travel far from their places of origin, adapting to local tastes and styles.

Art and architecture in Volubilis also reflected the resources of the surrounding region. The fertile lands produced olives, grapes, and wheat, which supported both local consumption and trade. Olive cultivation, in particular, was central to the city's life. Archaeologists have found more than sixty olive presses, proof of a large-scale industry. Olive oil was used for cooking, lighting lamps, making soap, and even in public baths for cleaning the skin. These activities supported other crafts too, such as pottery for storage jars and metalwork for tools. Many of these traditional skills have survived through the centuries and can still be seen in villages near Volubilis today.

Through its artistic production, Volubilis expressed both its local identity and its connections to a much wider world. Its art carried messages of beauty, power, tradition, and shared humanity values that still speak to us and remind us that cultural exchange has always been a source of creativity and enrichment.



Activity 3

Mosaic of Stories, Mosaic of Cultures



Purpose :

To explore Volubilis mosaics as symbols of cultural exchange and to reflect on myths as expressions of shared humanity.



Steps :

- 1 - Learners read a simplified text about Volubilis mosaics.
- 2 - In groups, they discuss and answer:
 - Why do many cultures share the same myths?
 - What does this reveal about our shared humanity?
- 3 - Groups share reflections in a whole-class discussion.



Variation :

Instead of discussion only, groups may create a mini visual "mosaic" (collage of images or words) representing shared myths and values.



Expected Learning Outcome :

- Learners identify universal values in traditional narratives.
- Learners recognise cultural diversity as shared wealth.
- Learners strengthen group discussion and comparative thinking skills.



Deliverables:

- Group answers (written or oral) on the universality of myths.
- Optional visual mosaic of shared values.



Activity 4

Heritage: For Whom? And Why?



Purpose :

To reflect on the contemporary relevance of Volubilis and to link heritage to active citizenship.



Steps :

- 1 - Class brainstorming: What is the value of a site like Volubilis today?
- 2 - Answers are sorted into three columns:
 - What heritage tells us.
 - What heritage teaches us.
 - What heritage needs from us.
- 3 - Learners individually write a short text explaining how Volubilis can be used to teach citizenship.
- 4 - Some learners share their texts with the class.



Variation :

Groups may create a poster or chart instead of individual texts, combining their ideas visually.



Expected Learning Outcome :

- Learners understand heritage as a living resource for community life.
- Learners connect cultural heritage with responsibilities of citizenship.
- Learners practise critical reflection and writing skills.



Deliverables:

- Class brainstorming table (3 columns).
- Individual or group written texts on Volubilis and citizenship.

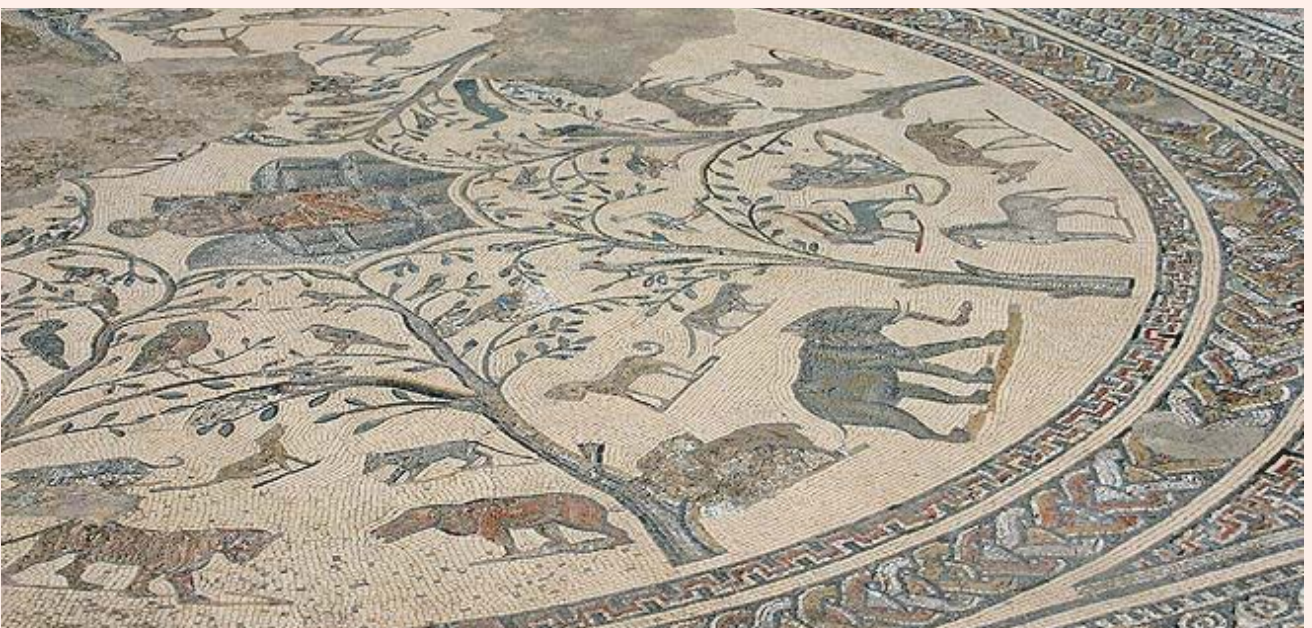


Supporting text : The Art of Mosaic

The art of mosaic is also well represented on the site, particularly in the large thermal complexes and aristocratic residences. These richly composed mosaics depict emblematic episodes from Greco-Roman mythology: the Labours of Hercules, Orpheus charming wild animals, and the myth of Diana and Actaeon are among the most frequently represented themes at Volubilis.

The Orpheus Mosaic

Taken as a whole, the artworks of Volubilis reflect a strong Greco-Roman influence, illustrating the province's effective integration into the broader Mediterranean artistic currents. However, certain pieces reveal a distinct local touch, perceptible both in their formal treatment and in specific iconographic choices, suggesting the involvement of local workshops or artists who adapted classical models to a regional sensibility.



SAISS E Z K E M

Outstanding Universal Value

"The Historic City of Meknes has exerted a considerable influence on the development of the civil and military architecture (the kasbah) and works of art. Founded in 1061 A.D. by the Almoravids as a military stronghold, its name originates from the great Berber tribe Mekkassa who dominated eastern Morocco as far back as the Tafilalet in the 8th century.

Geographically, it is remarkably located in the Saïss Plain between the Middle Atlas and the pre-rifan massif of Zerhoun. It contains the vestiges of the Medina that bears witness to ancient socio-economic fabric and the imperial city created by the Sultan Moulay Ismail (1672-1727). It is the presence today of this historic city containing the rare remains and important monuments located within a rapidly changing urban environment that gives this urban heritage its universal value. The two ensembles are surrounded by a series of ramparts that separate them from one another. In addition to its architectural interest of being built in the Hispano-Moorish style, Meknes is of particular interest as it represents the first great work of the Alaouite dynasty, reflecting the grandeur of its creator. It also provides a remarkable approach of urban design, integrating elements of both Islamic and European architecture and town planning.

Behind the high defensive walls, pierced by nine monumental gates, are key monuments including twenty-five mosques, ten hammams, palaces, vast graneries, vestiges of fondouks (inns for merchants) and private houses, testimonies to the Almoravid, Merinid and Alaouite Periods.

Criterion (iv): Meknès is distinctive by the monumental and voluminous aspect of its ramparts reaching 15 metres in height. It is considered as an exemplary testimony of the fortified towns of the Maghreb. It is a property representing a remarkably complete urban and architectural structure of a North African capital of the 17th century, harmoniously combining Islamic and European conceptual and planning elements. Endowed with a princely urbanism, the Historic City of Meknes also illustrates the specificities of earthen architecture (cobwork) of sub-Saharan towns of the Maghreb." ⁹



Theme 1

The Historic City of Meknes –

A Fabric of
Values and Civic
Practices

General Objective



To understand how the spatial design and organisation of the historic city of Meknes embody civic values such as solidarity, social diversity, knowledge exchange, and community cohesion.

Specific Objectives



- Identify the social functions of mosques, religious schools, markets, and public squares in the old city.
- Understand how these spaces foster cohesion and social inclusion.
- Link traditional spatial practices to living principles of global citizenship.
- Develop critical thinking about the role of public space in society.

Key Concepts



- The central role of knowledge spaces such as mosques and qur'anic schools (kouttab)
- An urban network structured around worship, commerce, and social interaction
- Social inclusion and intergenerational knowledge transmission
- Community life and shared public spaces
- Values: respect, equality, solidarity, tolerance

Tools and Resources



- Simplified map of the historic city of Meknes
- Excerpts from texts describing the role of mosques, religious schools, and markets
- Photographs of Bouanania Madrasa, markets, and squares
- Materials for audiovisual production, role-play, and writing



Activity 1

Introduction: Discovery Game “Where Are We on the Map?”



Purpose :

To introduce learners to the layout of the historic city and stimulate curiosity about the functions of its key facilities.



Steps :

- 1 - Class is divided into groups; each receives a simplified map of the historic city.
- 2 - Learners are given cards (mosque, religious school, market, square, etc.) and try to place them in the correct locations on the map.
- 3 - Guiding questions:
 - What is the function of each place?
 - What kinds of interactions happen there?



Variation :

Learners can walk around a real map on the classroom floor, placing cards physically on it.



Expected Learning Outcome :

- Learners identify the main facilities of a historic city.
- Learners connect spaces with their functions and community interactions.
- Learners activate prior knowledge of urban life.



Deliverables:

- Completed group maps with facility cards.
- Group reflections on functions and interactions.





Activity 2

Guided Reading and Terminology Clarification



Purpose :

To explore values reflected in urban spaces through descriptive texts and to clarify key terminology.



Steps :

- 1 - Learners read selected excerpts (mosque, medersa, markets) in pairs or as a class.
- 2 - Teacher explains key terms: function, talaba (students), social cohesion, spatial layout or organization.
- 3 - Learners highlight or identify passages that illustrate civic values.



Variation :

Learners create a small **glossary poster** of the new terms and their meanings.



Expected Learning Outcome :

- Learners understand the vocabulary related to historic city spaces.
- Learners identify values embodied in these spaces (e.g., knowledge, unity, solidarity).
- Learners practise active reading and interpretation.



Deliverables:

- Annotated excerpts with highlighted values.
- Optional glossary poster of key terms.



Activity 3

Analysis and Discussion



Purpose :

To encourage critical reflection on how the organisation of space fosters community cohesion.



Steps :

- 1 - Teacher poses guiding questions:
 - What is meant by “access to knowledge”?
 - How can markets go beyond their purely commercial role?
- 2 - Learners discuss in groups, then share with the class.
- 3 - Teacher gathers and synthesises responses.



Variation :

Groups may prepare short role-plays to illustrate one of the questions (e.g., a market as a place of dialogue, not only trade).



Expected Learning Outcome :

- Learners understand how urban design supports social cohesion.
- Learners analyse the connection between space and values.
- Learners practise critical thinking and group discussion.



Deliverables:

- Group responses to guiding questions.
- Class discussion summary.



Activity 4 *Bridging Past and Present*

Purpose :

To connect the historical functions of urban spaces to their modern equivalents and reflect on continuity and change.

Steps :

- 1 - Learners recall key facilities of the old city.
- 2 - In groups, they answer: Are there places in your neighbourhood today that serve similar functions?
- 3 - Class discusses how public spaces evolve over time while retaining their role in bringing people together.

Variation :

Learners may create a **two-column chart** (Old City Facilities > Modern Equivalents).

Expected Learning Outcome :

- Learners compare past and present uses of spaces.
- Learners recognise continuity in the civic role of shared places.
- Learners connect heritage to their daily lives.

Deliverables:

- Group comparisons (oral or written).
- Optional comparative chart.



Activity 5

My Plan for a City of Living Together



Purpose :

To encourage creativity by reimagining the historic city through the lens of global citizenship values.



Steps :

- 1 - Teacher provides an **image or presentation** of a space in the old city (school, market, square, etc.).
- 2 - Learners create a **diagram or plan** showing:
 - Location of key facilities. o The main functions of each.
 - The values each represents (e.g., market = exchange; square = meeting; school = knowledge).
- 3 - Groups present their redesigned to the class.



Variation :

Instead of a diagram, learners may build a **3D model** using recycled materials.



Expected Learning Outcome :

- Learners practise applying values of global citizenship to urban planning.
- Learners develop creativity and problem-solving skills.
- Learners understand the role of design in fostering coexistence and solidarity.



Deliverables:

- Group diagrams or models of redesigned cities.
- Oral presentations of group projects.
- Classroom exhibition of final products.



Supporting Text :

Markets and commercial axes of the old city

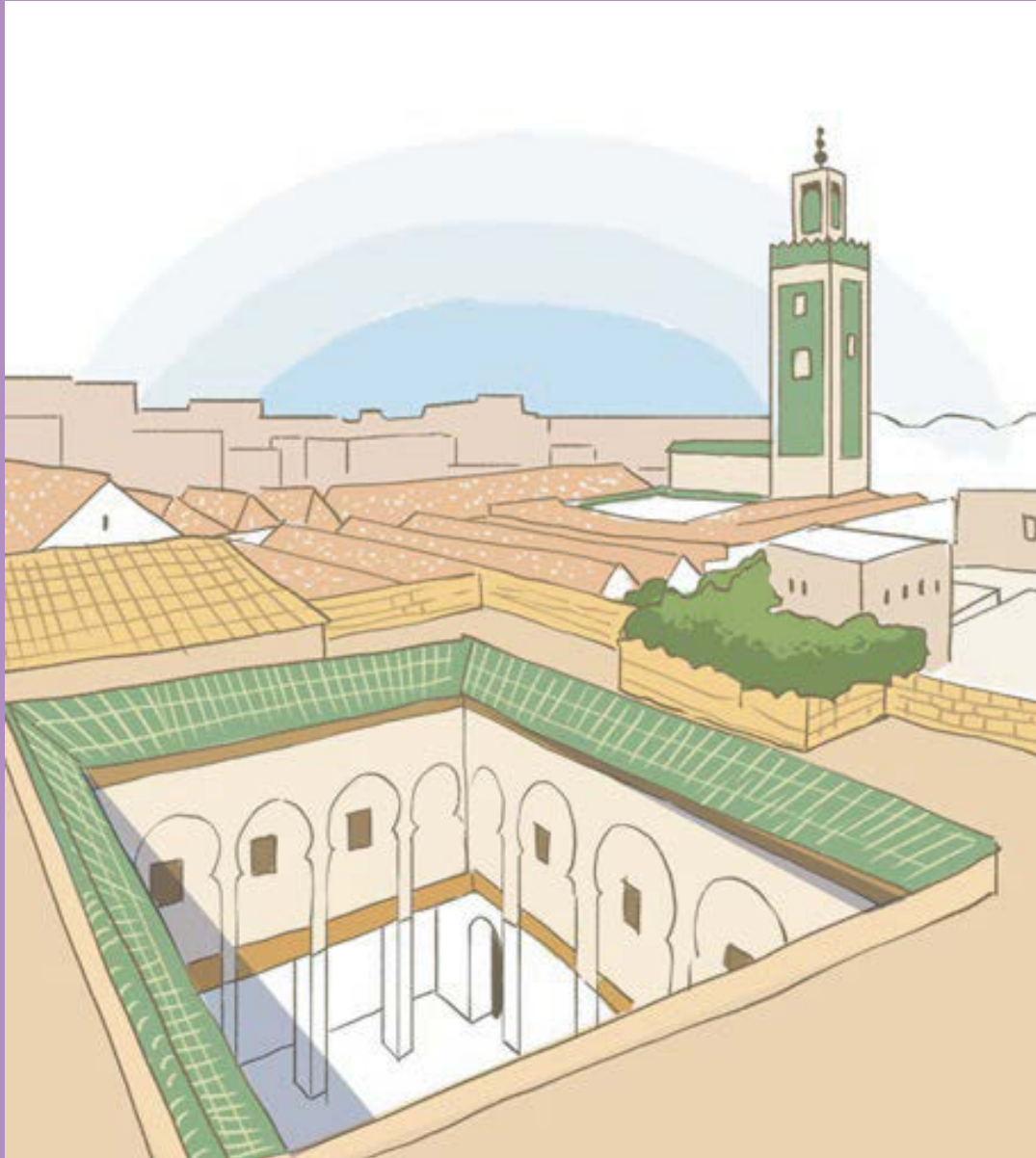
The urban structure of Meknes's old city reflects profound human values of respect, solidarity, and coexistence. From the great mosque—a beacon of the medina—to the renowned centres of knowledge such as the merinid and filali medersas, from bustling markets like qubbat as-suq and souq al-hana to spacious public squares such as lahdim and lalla aouda, and from small zawiya that served as intimate meeting spots to the intricate network of alleys and lanes—the medina was a living organism, its “arteries” channelling life and social vitality throughout the city.



The Medersas (traditional schools) and zawiya

The Medersas and zawiya (small spiritual lodges dedicated to religious learning and community gatherings) surrounding the great mosque were open to all, not only to students and disciples, but to ordinary townspeople who came to pray, attend lessons, seek knowledge, and find spiritual comfort. Beyond their spiritual role, they were also spaces for learning, sociability, and leisure.





The great mosque

The great mosque of Meknes was more than a place of prayer, it was a social equaliser, a space where class distinctions faded, daily conflicts dissolved, and bonds between residents were reinforced, enhancing cohesion and social inclusion.

Theme 2

The Neighbourhood (Houma) :

Residential
Quarters for
Coexistence and
Community Life

General Objective



To explore how the design of residential quarters in the historic city fostered an environment that promoted values of social integration and solidarity, forming the foundation of local and global citizenship.

Specific Objectives



- Identify the social and spatial components of the traditional houma.
- Highlight practices of solidarity and mutual assistance among residents.
- Emphasise the value of local facilities as focal points of community life.
- Develop reflection on neighbourly relations and the unwritten rules of shared living.

Key Concepts



- Houma, derb as basic social units
- Solidarity, safety, social mix
- Communal facilities: hammam (public bath), mosque, communal oven, public fountain (saqqaya)
- Physical and emotional proximity
- Interfaith dialogue: coexistence between muslims and jews

Tools and Resources



- Excerpt from a text describing the houma and its social practices Photographs of alleys, hammams, communal ovens, fountains
- Cards (houma, derb, mosque, mellah...)
- Materials for drawing a map or model of the neighbourhood
- Tools for oral and written expression



Activity 1

Activating Prior Knowledge and Personal Experiences



Purpose :

To use learners' personal experiences to introduce neighbourhood dynamics and solidarity.



Steps :

- 1 - Teacher poses guiding questions:
 - How would you describe your neighbourhood?
 - Where do you usually meet others?
 - Are there acts of solidarity among neighbours?
- 2 - Learners share personal experiences in pairs or with the class.
- 3 - Teacher connects these experiences to the image of the traditional houma (neighbourhood).



Variation :

Learners may create a quick mind map of their neighbourhood, noting meeting places and acts of solidarity.



Expected Learning Outcome :

- Learners reflect on their lived experience of community.
- Learners recognise solidarity as part of neighbourhood life.
- Learners link personal experience to cultural concepts.



Deliverables:

- Oral or written responses to guiding questions.
- Optional mind map of neighbourhood dynamics.



Activity 2

Guided Reading and Terms Clarification



Purpose :

To identify global citizenship values embodied in the houma and clarify key cultural terms.



Steps :

- 1 - Groups read a **short excerpt** on the derb and houma.
- 2 - Teacher explains key terms: houma, derb, mosque, saqqaya, hammam, mellah.
- 3 - Learners highlight passages that reflect coexistence, trust, harmony, and solidarity.



Variation :

Learners create a glossary poster with key terms and examples.



Expected Learning Outcome :

- Learners understand essential terms connected to the houma.
- Learners identify values embodied in communal life.
- Learners strengthen reading and interpretation skills.



Deliverables:

- Annotated excerpts with highlighted values.
- Optional glossary poster.

**Activity 3****Open Debate :**
"Is Solidarity the Basis of Safety?"**Purpose :**

To develop critical thinking on the relationship between social cohesion and safety.

**Steps :**

- 1 - Teacher introduces the debate question: "Is solidarity the basis of safety?"
- 2 - Class divides into two groups : one arguing for, the other against.
- 3 - Groups prepare arguments and examples, comparing traditional and modern neighbourhoods.
- 4 - Class debate followed by a synthesis.

**Variation :**

Instead of formal debate, learners may discuss in a roundtable format.

**Expected Learning Outcome :**

- Learners practise building arguments and counterarguments.
- Learners reflect on the role of solidarity in both past and present contexts.
- Learners strengthen oral expression and critical thinking.

**Deliverables:**

- Group arguments presented during debate.
- Class synthesis of key points.

**Activity 4****Oral Expression :
Role-Play on Neighbourly Life****Purpose :**

To embody and reflect on values of solidarity in the houma through performance.

**Steps :**

- 1** - Small groups create short role-plays depicting acts of solidarity, such as:
 - Neighbours sharing bread.
 - Attending a celebration together.
 - Helping an elderly neighbour.
- 2** Groups perform their scenes for the class.
- 3** Class discusses the values represented.

**Variation :**

Instead of role-play, learners may create short comic strips.

**Expected Learning Outcome :**

- Learners experience values through enacted situations.
- Learners develop empathy and oral expression skills.
- Learners reflect on solidarity as an everyday practice.

**Deliverables:**

- Group role-play performances or comic strips.
- Class reflections on observed values.



Activity 5

Visual Observation and Mapping



Purpose :

To identify and locate communal facilities in the traditional houma and understand their social roles.



Steps :

- 1 - Teacher shows images of communal facilities (hammam, oven, fountain, mosque).
- 2 - Learners create a **map or model of a derb**, marking these facilities.
- 3 - Learners describe the **social role** of each facility.



Variation :

Learners may visit a nearby neighbourhood or use digital maps to enrich their project.



Expected Learning Outcome :

- Learners identify key communal facilities of the houma.
- Learners connect spaces to social functions and values.
- Learners practise mapping and spatial organisation skills.



Deliverables:

- Group maps or models of the derb.
- Descriptions of facilities' social roles.



Activity 6

Imagined Life Story



Purpose :

To apply values of solidarity and respect by imagining life in the derb.



Steps :

- 1 - Learners write a short text beginning: "This is a day in my life in the derb of the old city; here is how I live..."
- 2 - Texts should link places (mosque, fountain, market, etc.) with civic behaviours (helping, sharing, respecting).
- 3 - Volunteers read their life stories aloud.



Variation :

Learners may record audio "diary entries" instead of writing.



Expected Learning Outcome :

- Learners apply values in a narrative format.
- Learners practise creative writing and empathy.
- Learners connect daily routines with civic behaviour.



Deliverables:

- Individual written life stories.
- Optional audio recordings or oral presentations.



Activity 7

Creative Summary: "My Neighbourhood Citizen Poster"



Purpose :

To summarise learning by representing houma values artistically.



Steps :

- 1 - Learners create a poster titled "My Neighbourhood – Where Respect and Solidarity Thrive."
- 2 - Posters include drawings, words, or symbols that reflect houma values.
- 3 - Works are displayed in the classroom or school.



Variation :

Instead of posters, learners may create a collective mural or digital infographic.



Expected Learning Outcome :

- Learners consolidate their understanding of houma values.
- Learners practise artistic expression and visual communication.
- Learners strengthen collective pride in neighbourhood values.



Deliverables:

- Individual or group posters (or collective mural).
- Classroom exhibition of final works.



Supporting Text :

Residential quarters known as “Houma”

In Meknes, residents traditionally lived collectively in tightly knit neighbourhoods called Houma. These were not just clusters of adjacent houses they were communities united by trust, mutual respect, and a deep spirit of solidarity.

Within the Derb, homes were open to one another, forming a coherent social unit. Residents knew each other intimately, not in a superficial way, but through bonds that transcended class conflict.

Good morals and respectful behaviour were the strong threads that mended social ties whenever disagreements arose.

Islamic ethics and robust traditional structures acted as the invisible hand preserving harmony. An open door to a neighbour was both a promise of protection and an unspoken expression of complete trust.

Life in the Houma extended beyond the home into alleys and small squares, where essential facilities became spaces of shared living. The small mosque linked to the traditional school (Msid) was a place for learning, meeting, and rest. The communal oven (Farran) was a gathering point where the smell of wood fire mingled with conversation. Public fountains were hubs of encounter, and small shops supplied residents' daily needs.

The hammam was among the most important facilities, fulfilling both hygienic and social functions. Weekly visits, on thursday evenings or early friday mornings, were a fixed tradition. For men, it was a space for relaxation and news exchange over mint tea; for women, it was an essential occasion to meet others, and share personal news, as well as a venue for important rituals such as pre-wedding preparations.

These facilities breathed life into the neighbourhood, enabling residents to share not just physical space, but also values and interests, erasing social differences in favour of genuine communal life.

The Derb was also home to the Jewish community at the Mellah, where they actively contributed to the city's life and trade through their shops and workshops. The medina embraced both Muslims and Jews, where freedom of belief and acceptance of difference were daily practices, supported by an urban structure fostering cultural interaction and mutual recognition.

THE NEIGHBORHOOD – LIVING TOGETHER AND COMMUNITY LIFE

*Once upon a time, in a
neighborhood of
Meknes, people shared
the same table...*



*And around a single tagine, everyone
came together.*

*Hearts gathered, united in
the warmth of a shared meal.*

Theme 3

The Public Square:

A Space for
Cultural
Expression
and Global
Citizenship

General Objective



To understand the role of public spaces, such as lahdim square, in fostering social, economic, and cultural interaction, thereby promoting inclusion, diversity, participation, and the transmission of knowledge.

Specific Objectives



- Identify the social and cultural functions of the traditional public square.
- Understand the role of the halqa in transmitting oral knowledge and fostering collective life.
- Highlight the principle of equality in access to public space.
- Encourage oral, artistic, and critical expression.

Key Concepts



- Halqa: popular performance, oral transmission of knowledge
- Social and cultural gathering
- Festive and economic space
- Accessibility, equality, interaction
- Intercultural dialogue (arabs, jews, amazigh)

Tools and Resources



- Images of lahdim square (historic and contemporary)
- Excerpts from texts on the halqa and social practices in the square
- Terminology cards
- Materials for theatrical, artistic, and written expression
- Outdoor space or multipurpose hall to simulate activities



Activity 1

Activating Prior Knowledge: “Places Where People Gather”



Purpose :

To use learners' personal experiences of public spaces to introduce the idea of the public square and its social functions.



Steps :

- 1 - Teacher asks guiding questions:
 - In your city or town, where do people gather in large numbers (square, park, market, promenade...)?
 - What kinds of activities take place there (buying, talking, playing, watching performances...)?
 - Who do you see there (families, children, elders, tourists, street vendors...)?
- 2 - Learners share their experiences in pairs or with the whole class.
- 3 - Teacher connects these experiences to Lahdim Square as a key public space in Meknes.



Variation :

Learners create a quick mind map of a public space they know, noting activities, people present, and reasons why people go there.



Expected Learning Outcome :

- Learners reflect on their lived experience of public spaces.
- Learners recognise the public square as a place of encounter, diversity, and participation.
- Learners begin to distinguish between private/residential space and public/collective space.



Deliverables:

- Oral or written responses to guiding questions.
- Optional mind map of a public space.



Activity 2

Guided Reading: Discovering the Halqa



Purpose :

To identify values of global citizenship embodied in the halqa and to clarify key cultural terms linked to the public square.



Steps :

- 1 - In small groups, learners read a short excerpt describing Lahdim Square and the halqa (storyteller, circle of listeners, diversity of the audience).
- 2 - Teacher explains and clarifies key terms: halqa, storyteller, audience, circle, performance, participation, equality.
- 3 - Learners highlight passages that show:
 - coexistence of different social groups,
 - free access to the square,
 - sharing of stories, knowledge, and emotions.



Variation :

Learners create a glossary poster with key terms (e.g. halqa, equality, participation, intercultural dialogue) and give simple examples.



Expected Learning Outcome :

- Learners understand essential terms related to the halqa and the public square.
- Learners identify values of equality, participation, and cultural diversity.
- Learners strengthen reading and interpretation skills.



Deliverables:

- Annotated excerpts with highlighted values.
- Optional glossary or terminology poster.





"El Hedim square"

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[https://commons.wikimedia.org/wiki/File:El_Hedim_square_\(16364364461\).jpg](https://commons.wikimedia.org/wiki/File:El_Hedim_square_(16364364461).jpg)



Activity 3

Visual Observation: Reading Lahdim Square



Purpose :

To analyse images of Lahdim Square to understand its social, cultural, and economic functions.



Steps :

- 1 - Teacher shows historic and contemporary images of Lahdim Square.
- 2 - Learners work in groups to observe and answer:
 - What activities are taking place (market, performances, gatherings...)?
 - Who is present (different ages, genders, origins)?
 - What elements of the square (shops, stalls, circles, arches) can you identify?
- 3 - Groups share their observations and classify functions:
 - economic (trade),
 - social (meeting, talking),
 - cultural (halqa, performances),
 - civic (shared public space open to all).



Variation :

Learners annotate printed images or create a "labelled" collage of the square with captions.



Expected Learning Outcome :

- Learners identify the multiple functions of the public square.
- Learners connect visual elements to concepts: diversity, interaction, participation.
- Learners practise observation and visual literacy.



Deliverables:

- Group observation sheets or annotated images.
- Collective list of the functions of Lahdim Square.



Activity 4

Oral Expression: Creating a Mini-Halqa



Purpose :

To experience the halqa as a form of oral expression, participation, and shared knowledge.



Steps :

- 1 - Teacher briefly explains the structure of a halqa:
 - a storyteller or small group in the centre,
 - a circle of listeners,
 - interaction (laughter, reactions, small contributions).
- 2 - In small groups, learners prepare a very short story (1–2 minutes) related to:
 - a value (respect, honesty, solidarity), or
 - an event in the public square, or
 - a traditional tale adapted to today's world.
- 3 - Each group presents its "mini-halqa" to the class, forming a circle around the storytellers.
- 4 - The class reflects on the experience:
 - How did you feel as a storyteller?
 - How did you feel as a listener?
 - What values were communicated?



Variation :

Instead of fully improvised performances, learners may adapt a known story or proverb to a modern situation.



Expected Learning Outcome :

- Learners develop oral expression and confidence in speaking to a group.
- Learners experience the public square as a space for shared stories and learning.
- Learners recognise the halqa as a living form of cultural and civic expression.



Deliverables:

- Group performances (mini-halqa).
- Short reflections (oral or written) on the experience.



Activity 5

Creative Summary: “An Inclusive Public Square for All”



Purpose :

To summarise learning by representing the values of the public square and halqa in an artistic way.



Steps :

- 1 - Learners create a poster or collective mural titled: “Our Public Square – A Space for Diversity, Dialogue, and Expression.”
- 2 - Posters include drawings, words, or symbols that reflect:
 - diversity of people,
 - halqa and oral tradition,
 - equality and accessibility,
 - cultural expression and joy.
- 3 - Works are displayed in the classroom or school corridor.



Variation :

Learners may create a digital infographic or storyboard showing “A Day in Lahdim Square.”



Expected Learning Outcome :

- Learners consolidate their understanding of the role of public spaces.
- Learners practise artistic expression and visual communication.
- Learners develop pride in cultural heritage and public life.



Deliverables:

- Individual or group posters, mural, or digital infographic.
- Classroom or school exhibition of final works.



Supporting Text :

Lahdim square: from Moulay Ismail to today

Lahdim square dates back to the reign of Sultan Moulay Ismail. Initially designed as a “buffer zone” separating the old medina from the royal citadel (kasbah Moulay Ismail), it soon transformed into a vibrant space hosting markets, celebrations, and various entertainment activities, including halqa performances and dances.

Lahdim square: where trade meets entertainment

In the early morning hours, the square became an open market dedicated to buying, selling, and trading, attracting merchants and customers from near and far. This made it both a commercial hub and an entertainment venue. In the afternoons, crowds from inside and outside the city gathered around storytellers, jesters, acrobats, snake charmers, monkey trainers, dancers, and even fortune tellers.

The square was a meeting ground for everyone to exchange goods, urban and rural, and to share moments of leisure and entertainment.

The halqa... street theatre

The halqa was one of the most popular activities for city and village residents alike, bringing together rich and poor without distinction. People would flock to the square in the afternoons, coming from all neighbourhoods and social backgrounds, forming a circle around the performers who presented solo or group acts, pausing only to collect small voluntary contributions from the audience.

The halqa included barbers (hajjams) who combined hair-cutting, herbalists who also predicted the future for clients, and other itinerant entertainers.

In sum, Meknes guaranteed for all its residents the right to the city: equitable access to facilities and essential services, along with the fulfilment of duties towards the city. It was designed according to principles of architectural harmony, social equality, integration, and equity, while embedding values of dialogue and tolerance.

Theme 4

Community Management in The Medina of Meknes and Active Global Citizenship

General Objective



To understand how residents managed their neighbourhoods through collective decision-making based on consultation and solidarity, providing a living model of local citizenship.

Specific Objectives



- Identify the main traditional functions of neighbourhood management in the city.
- Understand mechanisms of community organisation and local justice.
- Link these management forms to principles of global citizenship.
- Encourage reflection on the role of individuals as contributing citizens in managing their local environment.

Key Concepts



- Active global citizenship, management
- Traditional roles: muqaddem, muhtasib, amin, nadir
- Self-organisation of residents
- Local justice, mediation, solidarity
- Participation, shared responsibility, dialogue

Tools and Resources



- Text describing traditional roles in the city
- Materials for role play, writing, infographics
- Worksheets and a symbolic space to simulate activities

**Activity 1****Oral Introduction
and Explanatory Reading****Purpose :**

To introduce learners to historical community governance figures and their roles.

**Steps :**

- 1 - Teacher poses stimulus questions:
 - Who manages your neighbourhood today?
 - Who managed it in the past?
- 2 - Groups read a short text describing the muqaddem, muhtasib, amin, and nadir.
- 3 - Teacher and learners draw a diagram on the board linking each role to its field (security, - crafts, trade, facilities).
 - Learners complete a matching exercise linking each role to its function.

**Variation :**

Learners may create illustrated "role cards" with name, function, and example of responsibility.

**Expected Learning Outcome :**

- Learners understand traditional governance roles in the community.
- Learners connect governance structures to social organisation.
- Learners practise reading comprehension and classification skills.

**Deliverables:**

- Diagram linking roles and functions.
- Completed matching exercise or role cards.

**Activity 2****Case Study :
Collective Management of Public Spaces****Purpose :**

To explore the importance of collective management of public spaces.

**Steps :**

- 1** - Learners observe an image of community cleaning.
- 2** - Teacher asks:
 - What do we see?
 - Why is this act meaningful?
- 3** - Class discussion: What are the benefits of such acts for neighbourhood life? Can they be applied today?

**Variation :**

Learners may compare the image to a similar situation in their own school or neighbourhood.

**Expected Learning Outcome :**

- Learners understand the civic value of collective work.
- Learners connect past practices with present needs.
- Learners develop observational and critical thinking skills.

**Deliverables:**

- Class discussion notes or short group reflections.



Activity 3

Role-Play : The Neighbourhood Council



Purpose :

To simulate decision-making processes in community governance.



Steps :

- 1 - Teacher assigns roles: muqaddem, amin, resident, shopkeeper, etc.
- 2 - Teacher presents a hypothetical conflict (e.g., dispute over cleanliness, repair of a public facility, disagreement among merchants).
- 3 - The council role-play begins: learners debate, exchange views, and reach a decision.



Variation :

Use different scenarios (e.g., safety, organisation of a community celebration).



Expected Learning Outcome :

- Learners experience collective decision-making.
- Learners practise negotiation and compromise.
- Learners understand the role of governance in resolving conflicts.



Deliverables:

- Enacted council meeting with a collective decision.
- Summary of the decision recorded on the board.



Activity 4

School Council



Purpose :

To apply governance principles in the school context.



Steps :

- 1 - Teacher creates a mini council with roles such as library monitor, cleanliness organiser, event coordinator.
- 2 - The council addresses a real school issue (e.g., organising the library, improving the playground).
- 3 - Roles are assigned, solutions proposed, and outcomes recorded in a classroom charter.



Variation :

Rotate roles weekly or monthly to allow all learners to participate.



Expected Learning Outcome :

- Learners apply principles of governance in their immediate environment.
- Learners practise responsibility and teamwork.
- Learners experience democratic participation.



Deliverables:

- Classroom charter with agreed tasks and solutions.
- Mini council meeting notes.



Activity 5

Our School Community Project



Purpose :

To translate governance and collective responsibility into practical action within the school.



Steps :

- 1 - Learners organise a practical activity: e.g., cleaning a space, rearranging a playground corner, maintaining the library.
- 2 - Groups draft a joint management charter to display in class or school.
- 3 - Teacher facilitates reflection on how the activity represents values of global citizenship.



Variation :

The project can be extended into a school-wide initiative involving multiple classes.



Expected Learning Outcome :

- Learners apply governance and responsibility to real actions.
- Learners experience the impact of collective management.
- Learners connect school-based initiatives with global citizenship values.



Deliverables:

- Completed practical project (cleaned space, improved facility, etc.).
- Displayed joint management charter.



Supporting Text :

The citizen: a key player in city management

In historic Meknes, neighbourhood management did not depend on a centralised authority as it does today. Instead, residents managed their own affairs. Citizens were the main actors in the governance of the city, with local community members taking on roles equivalent to public officials to serve the common good.

The muqaddam

Appointed by the basha for his good reputation, the muqaddem acted as the neighbourhood leader, responsible for cleanliness and order. He appointed night guards, set opening and closing times for market gates, resolved minor disputes, reported offenders to the basha, and assisted in investigations.

The muhtasib

Similar to an inspector general for markets and crafts, the muhtasib supervised artisans and monitored markets. Chosen from among the city's wealthy, trustworthy, and experienced individuals, he appointed an amin (guild head) for each craft, ensuring respect for traditions, quality of work, and mediation between customers and artisans.

The nadir

A prestigious figure, the nadir was appointed by the sultan himself. He oversaw the maintenance and repair of waqf properties (houses, shops, ovens, baths) and addressed issues in water supply networks. He also managed the sale of agricultural produce and the rental of endowed properties through public auctions.

Though few in number, these roles formed a tightly knit team with daily communication, ensuring smooth community coordination and efficient city management.

Theme 5

The Medina of Meknes : A Living School For Global Citizenship

General Objective



- Identify the global citizenship values conveyed through the organisation of urban life.
- Encourage individual and group expression on global citizenship values.
- Propose forms of concrete action and ways to pass these values on to future generations.

Specific Objectives



- Identify the global citizenship values conveyed through the organisation of urban life.
- Connect with prior learning
- Encourage individual and group expression on global citizenship values.
- Propose forms of concrete action and ways to pass these values on to future generations.

Key Concepts



- Heritage as a source for global citizenship education
- Lived global citizenship: integration, solidarity, respect
- Transmission of values through spaces, practices, and community figures
- Intercultural dialogue
- Individual and collective engagement

Tools and Resources



- Summary table of the first four documents (place – function – global citizenship values)
- Concluding text for reading and analysis
- Creative materials: paper, pens, computers, camera
- Display wall or classroom board
- Excerpts or documents from previous sessions



Activity 1

Energiser and Group Review



Purpose :

To consolidate knowledge of city spaces and link them with the values they convey.



Steps :

- 1 - Learners complete a summary table including:
 - Place (mosque, alley, square, hammam, etc.)
 - Social function
 - Associated global citizenship value
- 2 - Together, the class creates a collective mural or mind map titled "The City's Values." Place (mosque, alley, square, hammam, etc.)



Variation :

The table may be created digitally as a collaborative document or infographic.



Expected Learning Outcome :

- Learners organise knowledge about spaces, functions, and values.
- Learners visualise how places embody global citizenship values.
- Learners practise synthesis and collective organisation.



Deliverables:

- Completed summary table.
- Collective mural of "The City's Values."

**Activity 2*****Expressive Reading of the Conclusion******Purpose :***

To extract universal values from a concluding text and reflect on their meaning today.

***Steps :***

- 1 - Teacher or learners read the concluding text aloud.
- 2 - Class discussion:
 - Which messages resonated with you?
 - Which values remain alive today?
- 3 - Groups identify key sentences and overarching values such as inclusivity, dialogue, the common good, and engagement.

***Variation :***

Learners may highlight values visually on the text using colours or symbols.

***Expected Learning Outcome :***

- Learners grasp the universal messages in the text.
- Learners link historic reflections to contemporary life.
- Learners practise critical reading and interpretation.

***Deliverables:***

- Group notes of key values and sentences.
- Class synthesis of universal values.



Activity 3

Global Citizenship Debate



Purpose :

To develop critical thinking about contemporary global citizenship, using the city as a model.



Steps :

- 1 - Teacher introduces debate questions:
 - Should we draw inspiration from historical models to strengthen global citizenship today?
 - Could we live today as the inhabitants of the historic city once did? Why or why not?
- 2 Learners prepare arguments in small groups.
- 3 Debate takes place, followed by a whole-class synthesis.



Variation :

Instead of debate, learners may prepare pros and cons posters and present them visually.



Expected Learning Outcome :

- Learners practise argumentation and respectful dialogue.
- Learners connect historical contexts with modern challenges.
- Learners strengthen critical and comparative thinking skills.



Deliverables:

- Oral debate contributions or visual pros/cons posters.
- Class synthesis of key points.

**Activity 4*****Creativity and Expression:
My Citizen Commitment******Purpose :***

To encourage learners to express values of global citizenship through personal or collective pledges.

***Steps :***

- 1 - Learners reflect on values identified earlier.
- 2 - In groups or individually, they draft a "Global Citizenship Charter" inspired by the city, including:
 - My values
 - My commitments to my neighbourhood, class, or school
- 3 - Output may take the form of a text, poem, artwork, or short performance.

***Variation :***

Instead of written pledges, learners may create video clips of their commitments.

***Expected Learning Outcome :***

- Learners personalise global citizenship values.
- Learners practise creative expression (writing, art, or performance).
- Learners take ownership of concrete commitments.

***Deliverables:***

- Personal or group "citizen commitments."
- Artistic or performative outputs (text, artwork, performance, video).



Activity 5

Final Group Project



Purpose :

To consolidate learning outcomes and share them in a collective, creative format.



Steps :

- 1 - Teacher presents possible project options:
 - Wall exhibition: "What the City Taught Me about Global Citizenship."
 - Video with student testimonies.
 - Collective school charter for coexistence.
 - Exchange with other classes from Moroccan historic cities.
- 2 - Groups choose or design a final project.
- 3 - Learners develop and present their project.



Variation :

Combine multiple outputs (e.g., video + exhibition) for greater visibility.



Expected Learning Outcome :

- Learners showcase their understanding of global citizenship through heritage.
- Learners practise teamwork and project-based learning.
- Learners share their learning with a wider audience.



Deliverables:

- Final project (exhibition, video, charter, or exchange).
- Public presentation or display.



Activity 6

An Enduring Trace



Purpose :

To measure the impact of learning in a creative, participatory way.



Steps :

- 1 - Each learner writes on a small card the most important value or idea gained from the lesson, with a short summary sentence.
- 2 - Cards are attached to a map of Meknes, titled: "What We Took from Meknes, What Meknes Gave Us."
- 3 - Optional: Mix cards before attaching them. Each learner reads one aloud, and classmates guess the author.



Variation :

Instead of cards, learners may record short **audio reflections**.



Expected Learning Outcome :

- Learners reflect individually on their learning.
- Learners create a symbolic, collective product.
- Learners leave a lasting trace of their experience.



Deliverables:

- Map of Meknes covered with learners' value cards.
- Optional oral activity (guess-the-author game).



Supporting Text :

Meknes: a lesson in global citizenship

With its rich history and unique urban structure, the city of Meknes offers a model of a place where heritage becomes a tool for instilling the values of global citizenship. The city is like an open book, inscribed with universal values: coexistence, solidarity, mutual respect, and collective management of public spaces for the common good.

Every corner of Meknes, from public squares to residential alleys, from mosques to religious schools, markets, hammams, and halqas, tells the story of social harmony, community organisation, and shared life. These are not silent relics of the past, but living testimonies of a culture of global citizenship grounded in inclusivity, justice, and the active participation of residents working hand in hand for the public interest.

The people of Meknes grew up respecting others, managing shared property, and taking responsibility within the community. These values were embodied by figures such as the muqaddem, muhtasib, amin, and nadir, respected community members who exemplified what we now call participatory governance and local democracy.

Meknes was also marked by religious and cultural diversity, which did not divide its inhabitants but strengthened them. Muslims and Jews lived side by side in peaceful coexistence, an everyday reality, not just a matter of geography. The city was a space for accepting others and fostering interfaith dialogue, reinforced by urban management that guaranteed equal rights to the city for all.

Today, we can view Meknes and its heritage as a living educational resource, capable of instilling essential global citizenship values in future generations. Every neighbourhood, square, and building is a powerful lesson in respect, cooperation, and working for the common good. In a time of global challenges, from individualism to cultural conflicts and identity crises, drawing inspiration from Meknes' rich model is more urgent than ever.



The city's spatial and social structure represents an urban system that places people, community, and mutual respect at the heart of daily life.



Meknes is not just made of buildings and markets it is a living memory that preserves stories of solidarity, social diversity, shared living, and religious tolerance. Here, Muslims and Jews shared markets and streets, practicing their urban rituals side by side, an authentic example of global citizenship that embraces diversity without losing unity.

Neighbourhood management, shared activities in public spaces, participation in local decision-making, and equal access to basic facilities, all these were expressions of a grassroots democracy based on collective responsibility. While these principles emerged in a local context, they now serve as a global reference for rethinking global citizenship, fostering cultural respect, promoting inclusion, and achieving justice.

Revisiting the concept of global citizenship in light of the heritage of historic cities means recognising that values inherited from tradition are not static, but sources of inspiration for addressing contemporary issues such as social justice, participatory governance, and protection of the urban environment.

Thus, Meknes becomes more than a heritage site, it is a classroom of global citizenship, a repository of human values, community practices, and shared memory, capable of inspiring young generations to become aware, responsible, and open-minded global citizens.

RABAT

Outstanding Universal Value

"Rabat bears witness to a capital city conceived at the beginning of the 20th century. The project successfully adapts modernist town planning and architectural values within the context of the Maghreb, whilst incorporating them into the framework of the ancient city with its many historic and heritage components. The result embodies the emergence of a distinctive architectural and decorative style which is characteristic of contemporary Morocco.

The well-conserved modern city has been rationally designed, and contains quarters and buildings with clearly defined functions and significant visual and architectural qualities. The modern city is characterised by the coherence of its public spaces and by the putting into practice of public health ideas (services, role of vegetation, etc.). The habitat is illustrated by quarters with clearly asserted identities: the Medina and the Qasba, the residential quarters and the middle-class housing of the modern city, and finally the neo-traditional quarter of Habous de Diour Jamaâ. The city includes a full range of monumental, architectural and decorative elements from the various earlier dynasties. The modern city of Rabat tangibly expresses a pioneering approach to town-planning, which has been careful to preserve historic monuments and traditional housing. The reappropriation of the past and its influence on 20th century town planners and architects has resulted in a distinctive and refined urban, architectural and decorative synthesis. The property as a whole makes visible a heritage shared by several major cultures of human history: ancient, Islamic, Hispano-Maghrebian and European.

Criterion (ii): Through its urban ensemble, its monuments and its public spaces, the modern city of Rabat shows respect for, and draws inspiration from, the earlier Arabo-Muslim heritage. It bears outstanding testimony to the diffusion of European ideas in the early 20th century, their adaptation to the Maghreb, and in return the influence of local, indigenous styles on architecture and decorative arts.

Criterion (iv): The city constitutes an outstanding and fully realized example of modern town planning, for a 20th century capital city, achieved by functional territorial organisation which incorporates the cultural values of the past in the modernist project. The synthesis of decorative, architectural and landscape elements, and the interplay between present and past, offer an outstanding and refined urban ensemble."¹⁰

▪ 10 UNESCO World Heritage Centre. "Rabat, Modern Capital and Historic City: a Shared Heritage." <https://whc.unesco.org/en/list/1401>

Theme 1

Harmony of Public Spaces

The harmonious layout of public spaces in modern Rabat did not emerge by coincidence. It is the outcome of deliberate urban planning and meticulous design principles aimed at ensuring visual harmony, comfort, and a high quality of life.

The spaces forming the city's vibrant core—such as Avenue Mohammed V, with its shaded pavements and façades aligned in an architectural rhythm akin to a gentle urban symphony—reveal that every element of the street was thoughtfully calculated. The design ensures that movement within the city is fluid, rest areas are comfortable, and spaces are open and welcoming to both residents and visitors.

Even the height of buildings and the regularity of the streets were not left to chance. They were established by strict planning regulations, safeguarding the city's coherence so that each building integrates seamlessly into the urban landscape.

Certain landmarks were intentionally positioned as focal points, such as As-Sunna Mosque set within an open forecourt that highlights its presence and honors Rabat's architectural heritage.

Nature, too, is embedded within the city's identity. Scenic openings from elevated areas frame breathtaking panoramic views, making it clear that Rabat is not a block of concrete surrounded by nature, but a city where nature is a co-creator of place.

Covered arcades along pavements and elegantly designed façades form natural, comfortable meeting areas, encouraging social interaction and strengthening community bonds.

Public benches, waste bins, kiosks, and landscaped greenery all contribute to the visual cohesion of public spaces, while encouraging environmental stewardship.

Through this intentional and sustainable design, Rabat offers a living example of global citizenship in action, built on sustainable infrastructure and urban design centered on enhancing quality of life, while respecting the natural environment, cultural heritage, and collective memory of the city.

Such spaces foster inclusive coexistence, enabling people from diverse social and cultural backgrounds to share and enjoy the same environment, strengthening mutual respect and a sense of belonging.

In Rabat, urban planning is not a purely technical exercise devoid of values—it is a foundation for building a more cohesive, inclusive, and respectful society.

General Objective



To understand how the organisation of public spaces in Rabat contributes to creating an environment that fosters harmonious living and global citizenship values.

Specific Objectives



- Identify the architectural and planning elements that contribute to harmony in public spaces.
- Analyse the relationship between urban design and social inclusion.
- Highlight the importance of public space as a setting for exchange, respect, and active global citizenship.

Key Concepts



- Public space – Inclusive urban planning – Urban harmony – Coexistence and global citizenship – Accessibility

Tools and Resources



- Photographs of iconic public spaces in Rabat (Avenue Mohammed V, Jama' as-Sunna Mosque, public gardens...)
- Simplified map of Rabat
- Short videos or documentaries on urban planning
- Paper, pens, digital tools (if available)



Activity 1

Photo Analysis and Group Discussion



Purpose :

To help learners identify the features that make public spaces harmonious, inclusive, and welcoming to all.



Steps :

- 1 - Teacher displays images of urban spaces from Rabat.
- 2 - In groups, learners analyse the images and identify what makes these spaces public and inclusive:
 - Accessible pathways.
 - Public benches.
 - Architectural harmony and arcades.
 - Landscaping.
- 3 - Groups share their reflections in a class discussion around the guiding question : What makes these spaces welcoming to everyone and able to host people from different segments of society?



Variation :

Learners may photograph public spaces in their own neighbourhood and bring them for analysis.



Expected Learning Outcome :

- Learners identify characteristics of inclusive public spaces.
- Learners reflect on how design fosters social cohesion.
- Learners practise observation and collaborative discussion.



Deliverables:

- Group notes identifying inclusive features of public spaces.
- Collective class discussion summary.



Activity 2

Debate: "A City for All"



Purpose :

To develop critical thinking and argumentation skills by discussing principles of global citizenship in urban design.



Steps :

- 1 - Teacher poses the guiding question: How can good public space design promote shared living?
- 2 - Learners split into two groups:
 - Group A defends the priority of aesthetics and order.
 - Group B emphasises accessibility and social diversity.
- 3 - Groups prepare their arguments.
- 4 - Debate session is conducted, moderated by the teacher, with time managed for fairness.



Variation :

Instead of debate, groups may create pros and cons posters for each perspective and present them visually.



Expected Learning Outcome :

- Learners practise structured argumentation.
- Learners reflect on the balance between aesthetics, accessibility, and inclusion.
- Learners engage in respectful dialogue and critical thinking.



Deliverables:

- Oral debate contributions (or visual posters).
- Class synthesis of main arguments.



Activity 3

Group Project: Imagining a Citizen-Oriented Public Space



Purpose :

To apply learned concepts by creatively designing an inclusive, citizen-focused public space.



Steps :

- 1 - Learners form small groups.
- 2 - Each group designs an imaginary public space for their neighbourhood, considering:
 - Accessibility for all.
 - Suitability for different ages and groups.
- 3 - Cleanliness and urban furniture (benches, lighting, waste bins).
- 4 - Groups create a sketch of their space and prepare a short written or audio description explaining its features.
- 5 - Projects are presented and displayed in the classroom.



Variation :

Instead of sketches, learners may build mini-models using recycled materials.



Expected Learning Outcome :

- Learners apply theoretical knowledge to creative urban design.
- Learners develop teamwork, planning, and communication skills.
- Learners reflect on how design can embody values of global citizenship.



Deliverables:

- Group sketches or models of citizen-oriented spaces.
- Written or audio descriptions.
- Classroom exhibition of outputs.







Theme 2

The Garden City

Supporting Text : Rabat, a green legacy rooted in history

For thousands of years, green spaces and gardens have played an essential role in cities. Today, faced with environmental challenges such as pollution, climate change, and biodiversity loss, integrating nature into urban planning has become a necessity lifeline that protects our cities from collapse and serves as the lungs through which the world breathes.

Rabat is a model of how to achieve this balance. Since the early 20th century, its policies have worked to preserve nature alongside urban development. The old medina was once surrounded by orchards of orange and olive trees. As the city expanded, these spaces were not sacrificed for urban sprawl; rather, they were intelligently integrated into the design of the modern city.

After independence, Rabat continued to place nature at the heart of its urban structure, creating new green spaces such as Hassan II Park.



GREEN SPACES SERVING EVERYONE

Rabat has pursued a steady and ongoing policy of creating and improving parks and gardens, including:

- Reforesting urban forests, such as Ibn Sina Park—the city's green lung.
- Establishing modern public gardens equipped with cultural and leisure facilities, such as open-air theatres, which provide spaces for relaxation and foster social ties among residents.

SUSTAINABLE NATURE PROTECTION

To ensure the lasting preservation of these green spaces, protective measures have been implemented, including:

- Incorporating forests and green areas into public state property, safeguarding them from unregulated urban expansion.
- Creating protected areas such as the Bouregreg Valley and a green belt encircling the city.

GLOBAL CITIZENSHIP DIMENSION

Green spaces go beyond visual beauty, they embody deeper values, foremost among them global citizenship. Every garden and tree contributes to tackling global environmental challenges and is part of the solution.

By making these green spaces accessible to all, Rabat helps build a sustainable and inclusive society where everyone, resident or visitor, has the right to enjoy a healthy environment and a place to strengthen social bonds, connect with others, and engage with nature.

General Objective



Understand how integrating nature into the city supports sustainable urban development and promotes global citizenship values.

Specific Objectives



- Learn the principles of nature-respecting urban planning.
- Analyse the social, environmental, and cultural functions of green spaces in urban areas.
- Reflect on the importance of preserving urban biodiversity for the benefit of present and future generations.

Key Concepts



- Garden city – urban biodiversity – environmental justice – quality of life – conservation and sustainability

Tools and Resources



- Maps or satellite images of Rabat
- Photos of green spaces in Rabat (Ibn Sina Park, Bouregreg Valley, the Green Belt...)
- Testimonies or excerpts from stories of urban park users
- Drawing tools and materials for creating a simplified map



Activity 1

The Comic Strip of Nature



Purpose :

To help learners reflect on the impact of the disappearance (or presence) of nature in the city through a visual and creative story.



Steps :

- 1 - Teacher divides the class into small groups or pairs.
- 2 - Each group creates a short comic strip (3–6 panels) around one of these prompts:
 - “What if nature disappeared from our city?”
 - “How does nature make our city alive and enjoyable?”
- 3 - Learners imagine characters (residents, children, animals, trees, even talking objects) who show what changes: pollution, heat, noise... vs. freshness, rest, solidarity.
- 4 - Learners complete their comic strip with drawings, speech bubbles, and short texts.
- 5 - The class organises a collective exhibition of the finished strips.



Variation :

- Each student creates one panel, and all panels are assembled into a collective wall comic strip.
- Humour can be encouraged (e.g., a tree complaining, a fountain telling its story).

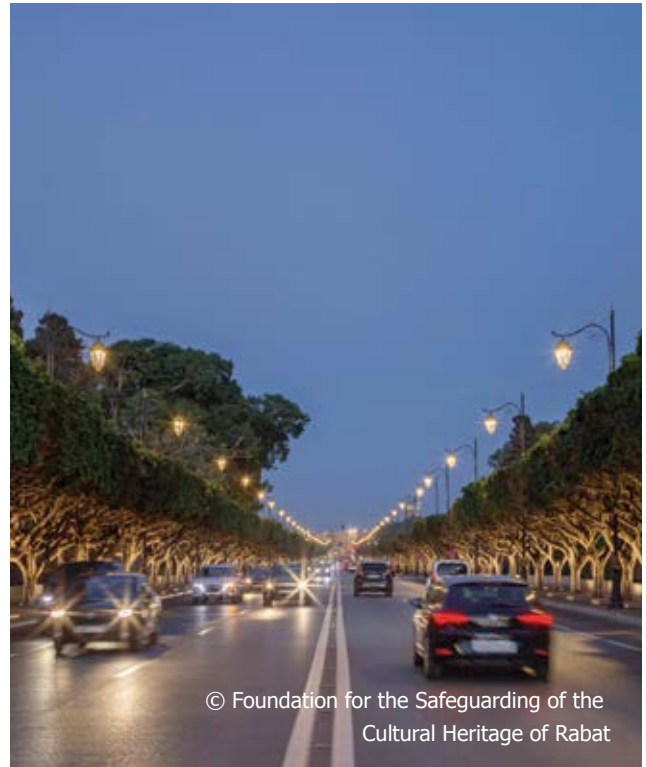
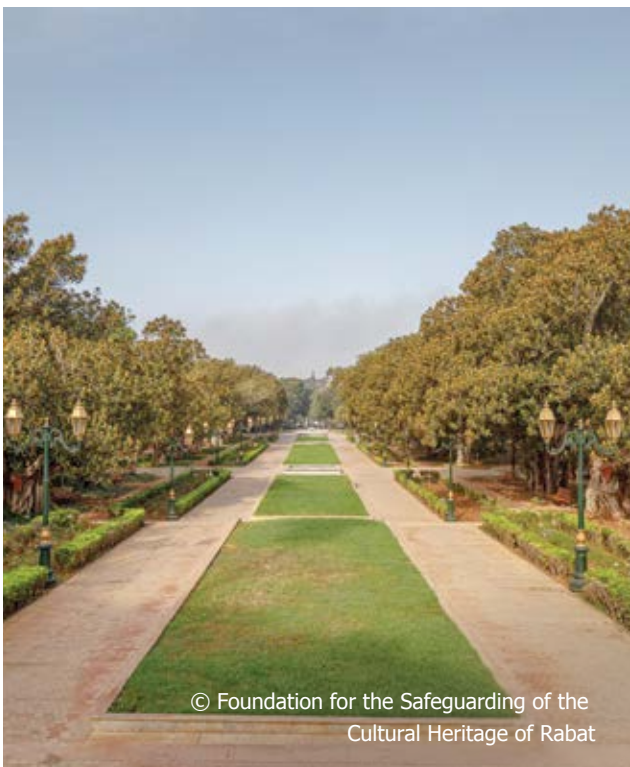


Expected Learning Outcome :

- Understand the importance of nature for quality of life.
- Develop artistic and narrative expression.
- Strengthen teamwork and collective creativity.

Deliverables:

- Individual or group comic strips (3–6 panels).
- Classroom or school wall exhibition of the final products.





Activity 2

Case Study: Rabat's Green Belt



Purpose :

To understand the structural role of green spaces in urban development.



Steps :

- 1 - Using a simplified map of Rabat, learners locate major green spaces.
- 2 - Teacher provides a short overview of how these spaces were integrated into the city plan since the early 20th century.
- 3 - Learners draft a short written summary highlighting the functions of Rabat's green belt (environmental, social, cultural).



Variation :

Learners may create a before-and-after comparison (city with vs. without green belt).



Expected Learning Outcome :

- Learners understand the planning role of green spaces.
- Learners connect history and geography to environmental awareness.
- Learners practise summarising key information.



Deliverables:

- Map with identified green spaces.
- Group or individual written summaries.





Activity 3

Dream and Design: My Mini Green Project



Purpose :

To apply knowledge of green spaces by creating a realistic, collective model that represents a community-oriented green project for the school or neighborhood.



Steps :

1 - Group Brainstorming

- Imagine a plant-based space (e.g., school garden, mini-forest, reading corner).
- Model Step 1: Choose a base (cardboard, wood, or thick board) and draw the outline of the space.

2 - Define the Characteristics

- Types of plants.
- Intended uses (rest, play, reading, etc.).
- Maintenance methods.
- Social and environmental benefits.
- Model Step 2: Represent the different zones (paths, green areas, benches) using paper, markers, or recycled materials.

3 - Collective Design Work

- Divide tasks among group members (cutting, gluing, labelling).
- Model Step 3: Create the main elements (trees from rolled paper, benches from cardboard, ground from fabric or sand).

4 - Final Presentation

- Arrange all elements on the base.
- Write a short explanatory text describing the project and its benefits.
- Model Step 4: Assemble everything, add decorative details, and prepare the model for display.



Expected Learning Outcome :

- Develop creativity and planning skills.
- Link environmental awareness with concrete local action.
- Experience teamwork and collaborative project design.
- Gain practical skills in prototyping and model-making.



Deliverables:

- Group model of a green space made with recycled materials.
- Explanatory text describing its functions and benefits.
- Optional 3D models.

THE GARDEN CITY

*As if the hands of all those
who walked this land were
waving gently to us.*



*Look at these trees... they are our
memory, our shield, the deep roots
that hold the city steady.*

Theme 3

Rabat's Architecture:

A Stone From The
Past, A Stone From
The Present

Rabat : A dialogue between heritage and modernity

Rabat stands as a living example of the intelligent fusion between tradition and modernity. This is especially visible in the city centre, where Moroccan architectural heritage, artisanal crafts, and modern artistic movements coexist in harmony.

In the 20th century, architects intentionally integrated Moroccan heritage elements, such as interior courtyards, arches, traditional ornamentation and zellige tilework, into a creative dialogue with European influences like Art Deco and Modernism. The result is an exceptional cityscape where buildings speak a unique architectural language that unites past and present without privileging one over the other. Rabat's modern city, inscribed on UNESCO's World Heritage List, contains around 850 buildings, each with a distinctive architectural style. These buildings are not merely stone structures, they are a rich architectural lesson from the 20th century, documenting its diversity, artistry, and authenticity.

The successful integration of Moroccan craftsmanship into modern design is particularly visible in central Rabat, where traditional patterns adorns the façades of contemporary buildings and overlooks modern urban streets. This alliance of authenticity and innovation, both visually and functionally, would not have been possible without the skill of Moroccan artisans, masters in selecting materials and preserving ancestral techniques. Their contribution gave Rabat's 20th century architecture its unique character.

Values Beyond Beauty

Rabat's modern architecture offers more than visual appeal—it conveys values, including :

Respect for and enhancement of heritage: preserving traditional knowledge and integrating it intelligently into the city's urban plan.

Global citizenship: embracing diverse cultural influences while safeguarding heritage and local identity. Here, local traditions coexist with external contributions in an environment defined by mutual respect and cultural exchange.

Incorporating Moroccan craftsmanship into contemporary architecture is not only a way of preserving the past it is a guarantee of its presence in the future.



Activity 1

Blending Tradition and Modernity in Architecture



Purpose :

To explore how integrating traditional architectural elements into modern buildings can reflect values of heritage, inclusion, and global citizenship.



Steps :

1 Group Discussion

- Guiding question: How can integrating traditional architecture into modern buildings enrich the concept of global citizenship?
- Discuss how these blended buildings, uniting past and present, can strengthen a shared and inclusive vision of the city.
- Model Step 1: On a base (cardboard or thick paper), sketch the outline of a “blended” building combining traditional and modern features.

2 Reflective Writing

- Write a short reflection on the importance of preserving heritage elements and incorporating them into modern urban planning.
- Prompt: How does Rabat's architecture reflect the values of global citizenship and cultural exchange?
- Model Step 2: Add details to the model (e.g., arches, zellij, traditional doors combined with glass façades, green roofs, or eco-friendly spaces) using drawings or recycled materials.

3 Model Completion and Presentation

- Finalize the model by assembling all chosen elements (heritage-inspired parts + modern design).
- Write a short explanatory note linking the architectural design to values of heritage, inclusion, and global citizenship.
- Model Step 3: Present the model and the written reflection to the class.



Expected Learning Outcome :

- Understand the value of blending heritage with modernity in urban planning.
- Link architectural design with global citizenship and cultural exchange.
- Strengthen skills in critical thinking, creative expression, and teamwork.
- Gain hands-on experience through model-making.



Deliverables:

- Group model of a blended building (traditional + modern), made with recycled
- materials or detailed sketches.
- Written reflection connecting the design to global citizenship and cultural exchange.

Theme 4

The City As A Bridge City :

Keeping Alive
the Spirit of the
Old Medina as it
Converses With
Modernity

Rabat is a living example of harmony between heritage preservation and modernisation. Its development strategy integrates the old medina, traditional housing, and archaeological landmarks into the overall vision for growth and progress.

Moroccan urban planning here is founded on valuing history alongside modern projections that meet contemporary needs. This model preserves the city's historical identity without limiting its ambitions for expansion, and achieving a balance between authenticity and modernity, where historical eras coexist in remarkable architectural harmony.

Heritage as a model for global citizenship

Rabat's respect for its cultural and historical legacy serves as an inspiring example of global citizenship. The city demonstrates that it is possible to reconcile present-day needs with the preservation of cultural identity, maintaining heritage while building modern infrastructure.

This approach allows every resident to feel connected to their history while living in a modern, open city. It is a story of harmony between past and present, and a tangible commitment to valuing different eras and cultures, with a message that calls for safeguarding heritage while celebrating shared human values.

Preserving the old medina and traditional housing

Rabat has chosen to protect and enhance its historic urban fabric, adapting it to contemporary life. This is particularly visible in districts such as diour jamaa, where traditional houses are integrated into a modern urban context while retaining the spirit and authenticity of local architecture.

Blending architectural elements across centuries

The city is home to landmarks from different historical periods, ranging from the medieval era through the modern period, all carefully integrated into the urban plan, enhancing their historical and aesthetic value.

Safeguarding traditional housing

Strict regulations protect the character of the old medina, ensuring that adaptation to modern needs does not compromise its identity. Rehabilitation projects respect traditional architecture while meeting current living standards.

Showcasing the beauty of the old city

Public spaces such as nouzhat hassan garden offer visitor's unique views combining natural landscapes and historical monuments, creating a harmonious encounter between history and modernity.

Diour jamaa district

Built in 1918, diour jamaa exemplifies the successful integration of traditional Moroccan architecture with modern infrastructure. It provided residents with traditional housing while incorporating essential modern services without sacrificing the social and architectural values of the old medina.



Activity 1

Group Reflection – “Why preserve the past?”



Purpose :

To encourage learners to reflect on the reasons for protecting the city's historical features.



Steps :

- 1 - Display images of the old medina and historic landmarks in Rabat.
- 2 - Facilitate a guided discussion around:
 - What do these places represent?
 - What would we lose if they disappeared?
- 3 - Create a group list of the social and cultural functions of heritage.



Expected Learning Outcome :

- Recognize the cultural, social, and symbolic value of heritage sites.
- Develop awareness of the consequences of losing heritage.
- Strengthen collective reflection and participation.



Deliverables:

- A group list identifying the social and cultural functions of heritage



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Activity 2

Case Study: Diour Jamaa



Purpose :

To analyse a real example of integrating traditional housing into a modern city.



Steps :

- 1 - Present the history of Diour Jamaa using images, maps, or a narrated story.
- 2 - In small groups, learners answer:
 - What traditional elements were preserved?
 - What modern infrastructures were added?
 - How does this district reflect values of respect, continuity, and equality?



Expected Learning Outcome :

- Understand how heritage can be preserved within modern contexts.
- Identify the balance between conservation and development.
- Appreciate values of respect, continuity, and equality in urban planning.



Deliverables:

- A group analysis sheet answering the guiding questions.



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**Activity 3****Simulation: “Urban Heritage Planners”****Purpose :**

To encourage learners to design solutions that balance modernity and heritage preservation.

**Steps :**

- 1 - Learners take on the role of urban planners tasked with restoring an old city.
- 2 - Each team proposes a conservation plan including:
 - Ensuring access to water, electricity, and sanitation.
 - Showcasing historical landmarks.
 - Preserving social functions (housing, trade, craftsmanship).
 - Ensuring harmony between the old and the modern city for sustainable heritage.

**Expected Learning Outcome :**

- Practise problem-solving and planning through simulation.
- Link heritage preservation with sustainable development.
- Strengthen collaboration and argumentation skills.

**Deliverables:**

- A simplified urban conservation plan, plus an oral or written presentation of arguments.

THE BRIDGE CITY RABAT, WHERE DIFFERENT TIMES MEET IN THE PRESENT

► *Like a thread sewing two edges of a fabric, like the Bouregreg embracing its two banks... Rabat is a bridge between two times.*





◆ Publications by APCEIU

APCEIU has developed a range of teaching and learning resources that link UNESCO World Heritage with Education for International Understanding (EIU) and Global Citizenship Education (GCED). These publications highlight the educational potential of cultural and natural heritage, offering teachers practical guidance and learners meaningful opportunities to explore diversity, interconnectedness, and shared responsibility.

By connecting heritage with the principles of global citizenship, the resources aim to inspire both educators and students to appreciate cultural diversity and to engage in building a more peaceful and sustainable world.

TITLE

1

***Guardians of the Pacific:
A Teacher's Guide to Celebrating, Preserving, and Promoting World Heritage***

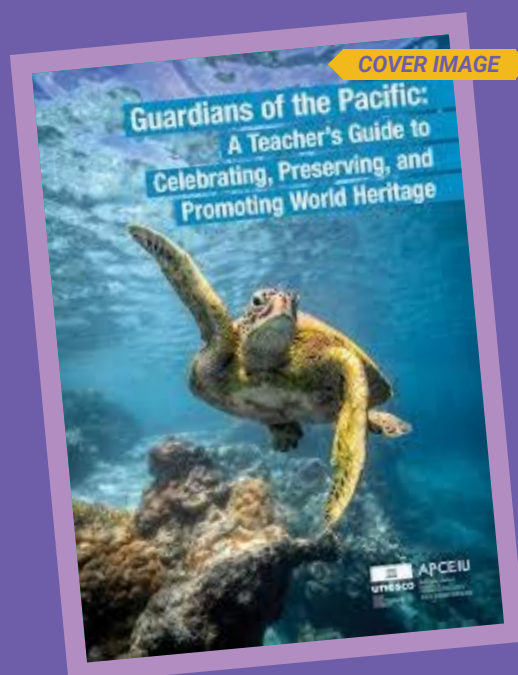
DESCRIPTION

Guardians of the Pacific: A Teacher's Guide to Celebrating, Preserving, and Promoting World Heritage introduces practical approaches to integrating the Pacific region's rich cultural and natural heritage into GCED. Anchored in the principles of the SDGs and World Heritage, the Guide applies GCED's three learning dimensions (cognitive, socioemotional, and behavioral) to encourage critical thinking about sustainability, foster empathy for the Pacific's unique environment, and inspire responsible action. Designed for upper primary and lower secondary educators, it offers step-by-step guidance and resources to help nurture students' appreciation and stewardship of heritage in the Pacific and beyond.

LINK

<https://www.unescoapceiu.org/post/5214>

COVER IMAGE



2

Bringing Living Heritage to the Classroom in Asia-Pacific: A Resource Kit

DESCRIPTION

Bringing Living Heritage to the Classroom in Asia-Pacific: A Resource Kit was developed through the UNESCO project "Teaching and Learning with Living Heritage in the Asia-Pacific," implemented in partnership with UNESCO, ICHCAP, and APCEIU.

Involving teachers and students from multiple countries in the region, the project raised awareness of the importance of living heritage in both formal and nonformal education. The Resource Kit provides step-by-step guidance and key materials to help educators and stakeholders integrate living heritage into school lessons and extracurricular activities.

LINK

<https://www.unescoapceiu.org/post/4858>



3

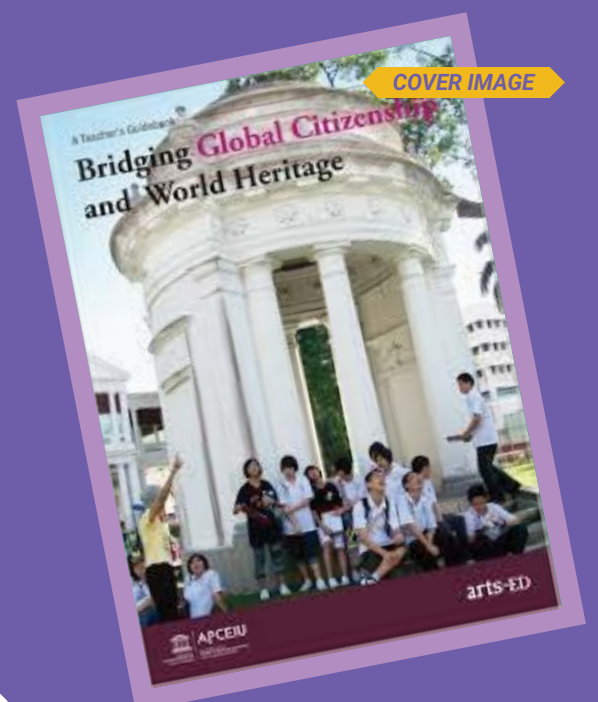
Bridging Global Citizenship and World Heritage: A Teacher's Guidebook

DESCRIPTION

Bridging Global Citizenship and World Heritage: A Teacher's Guidebook, co-published by APCEIU and Arts-ED Penang, a non-profit organisation for art and culture education, was developed under APCEIU's GCED Material Development project on World Heritage. This guidebook was developed as a project of GCED Material Development on World Heritage, in order to promote awareness of cultural diversity as well as mutual understanding. This Teacher's guidebook not only provides literature on both World Heritage in Malaysia and GCED but also gives case examples and lesson plans to provide teachers with practical assistance in designing and conducting GCED class utilizing World Heritage.

LINK

<https://www.unescoapceiu.org/post/3536>



◆ Publications by the Foundation for the Safeguarding of the Cultural Heritage of Rabat

TITLE

4

"I discover my heritage" Rabat Teacher's Guidebook

DESCRIPTION

The KIT "I Discover My Heritage – Rabat", developed by the Foundation for the Safeguarding of Rabat's Cultural Heritage in partnership with the Ministry of National Education, Preschool and Sports and the Ministry of Youth, Culture and Communication, is the Moroccan adaptation of UNESCO's "World Heritage in Young Hands" kit. Designed for lower secondary school teachers, it serves as an interactive learning tool offering a contextualized educational approach that invites students to explore and understand Rabat's cultural heritage in all its dimensions tangible, intangible, landscape, and underwater... Through didactic content, classroom activities, field visits, and research projects, the kit supports teachers in implementing an artistic and cultural education while fostering among young learners an awareness of the universal values of heritage and the importance of their intergenerational transmission.

LINK

<https://fspcrabat.ma/publications/>

COVER IMAGE



5

TITLE

"I discover my heritage" Meknes, Moulay Driss Zerhoun and Volubilis Teacher's Guidebook

DESCRIPTION

The KIT "I Discover My Heritage – Meknès, Volubilis and Moulay Driss Zerhoun", developed by the Foundation for the Safeguarding of Rabat's Cultural Heritage in partnership with the Ministry of National Education, Preschool and Sports and the Ministry of Youth, Culture and Communication, builds upon the educational approach initiated with the Rabat edition. Dedicated to three emblematic sites inscribed on the World Heritage List, the kit provides teachers with structured and contextualized pedagogical tools to guide students in exploring the historical, artistic, and spiritual dimensions of Meknès, the archaeological remains of Volubilis, and the sacred heritage of Moulay Driss Zerhoun. Through a variety of classroom and field activities—combining research, artistic expression, debate, and creative production—the kit encourages students to engage critically with their cultural environment, deepening their understanding of Morocco's rich and diverse heritage and its universal value.

LINK

<https://fspcrabat.ma/publications/>

COVER IMAGE



TITLE

6

« Rabat, heritage of humanity »

DESCRIPTION

The catalogue “Rabat, Heritage of Humanity” accompanies the urban exhibition inaugurated on January 8, 2023, by Her Royal Highness Princess Lalla Hasnaa, President of the Foundation for the Safeguarding of Rabat's Cultural Heritage, at Bab El Bahr Square, marking the 10th anniversary of Rabat's inscription on UNESCO's World Heritage List.

This publication offers a renewed perspective on the city's rich and layered history, revealed through its monuments, urban fabric, landscapes, and both tangible and intangible heritage. Featuring original photographs, historical narratives, and heritage accounts, the catalogue retraces the evolution of a city where memory and modernity intertwine to shape a distinctive cultural identity.

Through its pages, readers are invited to explore the eight components inscribed on the World Heritage List: the 20th-century new town, the Habous district of Diour Jamaa, the Botanical Trial Garden, the Medina of Rabat, the Almohad walls and gates, the Hassan Mosque and Mohammed V Mausoleum, the Kasbah of the Oudayas, and the archaeological site of Chellah.

The catalogue also highlights the artistry of Moroccan craftsmen, custodians of a long decorative tradition that has flourished from the Almohad era to modern times, blending ancestral know-how with 20th-century architectural innovation. Through its rich visual and textual narrative, this publication seeks to deepen public understanding of Rabat's outstanding universal value and to reaffirm the importance of preserving and transmitting this heritage to future generations.

COVER IMAGE



LINK

<https://fspcrabat.ma/publications/>

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This guide was developed through close collaboration between the **Asia-Pacific Centre of Education for International Understanding (APCEIU)** and the **Foundation for the Safeguarding of the Cultural Heritage of Rabat**.

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LEARNING GLOBAL CITIZENSHIP THROUGH MOROCCO'S WORLD HERITAGE

