

An Independent Evaluation of Civic Education Programs
In Jordan, Egypt, and West Bank
2002-2003

By Glaser Consulting Group

Arab Civitas is a new network of individuals and organizations committed to implementing civic education programs in primary and secondary schools in Arab nations. This network was designed to create active citizens, aware of their rights and responsibilities and capable of establishing a future bulwark for democratic societies. The program began in Jordan in 1999 and is spreading rapidly to other Arab states. The present study marks the first evaluation of programs and activities in Jordan, Egypt and the West Bank. Our purpose is twofold: first, to provide to a one-year progress report to various funding agencies; and, second, to provide critical information about the effectiveness of each program as required for and by each participating country (Jordan, Egypt and West Bank). This report is also intended to be instructive to nations who will join Arab Civitas in 2004 (Bahrain, Lebanon, Morocco, Tunisia and Yemen).

Since Jordan, Egypt and the West Bank, adopted different programs and activities, each one will be evaluated separately based on the aspects of the curriculum they have opted to use.

It should be noted that the Arab Civitas office in Amman has played an advisory role for those implementing civic education programs in the other countries. It has translated the entire Center for Civic Education (CCE) curriculum material for both Project Citizen (PC) and Foundations of Democracy (FD) into Arabic and has made this material available to partner countries as well as set up a website that will be available to all Arab Civitas members.

Jordan

In 2000, Jordan was the first country to implement civic education programs, and consequently, has the most developed program of the three countries being evaluated. The program was led by Ms. Muna Darwish, who is currently the regional director for Arab Civitas. In 2002-2003, Jordan proposed and conducted four training activities: (1) a five-day leadership training for 18 Arab Civitas regional partners and coordinators from Egypt, West Bank, Morocco, Yemen, Bahrain, and Lebanon in the curriculum materials of PC so that they could train teachers in their respective countries; (2) a two-day workshop for 15 teachers from various Jordanian public schools in the curriculum materials of PC; (3) a four-day workshop for 34 Ministry of Education Social Studies Subject Coordinators in PC; and (4) a four-day workshop for 32 teachers from 11 private schools in the curriculum material for FD. Evaluation questionnaires were administered to participants of each of these training workshops. The findings may be summarized (statistical data

are provided in the attached Technical Research Appendix) as follows: teachers and administrators found the training and curriculum material to be interesting and stimulating; skills and confidence in using student centered activities increased for most educators; and, most teachers and trainees reported they had the been provided with the material and skills necessary to implement PC in classrooms, eventually to include over 3500 students.

Arab Civitas employs the "cascading" or network model that depends on country leaders and Center for Civic Education (CCE) staff to train a small number of trainers who then train other trainers in their respective schools and districts. Thus, the 34 Ministry of Education Social Studies Subject Coordinators trained in PC in Amman in February, 2004 will eventually train 750 other teachers (30 in each of the regions of Jordan), who in turn, will teach PC to some 30,000 Jordanian students each year. The same model will be followed for conducting training for FD.

Currently, data are limited to the 2003-2004 year; as such, the overall usefulness of the networking model cannot be adequately evaluated. The model requires that the Jordanian national program leader and all the teachers trained in each program establish and keep open two-way communication channels to monitor any problems that should arise subsequent to the training.

Currently, we have data on the first wave of trainees and some preliminary data on a sample of about 100 middle school students who took Project Citizen in their classrooms. With regard to the 500 middle school students that completed PC, a summary of this data, pre- and post- treatment, reveals that some gains were made in increasing the sense of political efficacy among students, which before the training was very low. Moreover, students reported significant gains in their ability and willingness to work together on problems in their respective communities (statistical tables are included in the attached Technical Research Appendix.)

There was little gain with respect to student skills and/or willingness at contacting or interacting with local community leaders. "Local governments" do not exist in Jordan, thus students could only contact District officials who have limited jurisprudence over policies. Perhaps this is why students did not display much enthusiasm or willingness to contact local government officials. [One of the principal aims of PC is to get students into their communities to research and promote local solutions to local problems]. Finally, it is unclear whether Jordanian students fully engaged in activities relating to their local government or completed portfolios on their projects because no data was presented to that effect for this evaluation. The CCE promotes the completion of such portfolios and encourages their use in regional or national competitions.

The pedagogical methodology of the CCE civic education program is quite new for both students and teachers in Jordan. Traditional education in Jordan utilizes a passive, hierarchical system of knowledge sharing where students are "consumers", teachers and administrators the "providers" of information. As such, the student-

centered methodology used in PC and FD will undoubtedly pose initial challenges and difficulties for teachers and students unfamiliar with the teaching methodology.

With regard to the training of 15 teachers and 34 Social Studies Coordinators in PC, the training workshops were conducted by Muna Darwish from the Arab Civitas office in Amman during December 2003 and January 2004. A post-training questionnaire was administered in which participants were asked to anticipate how their students would perform when taught using the lessons and curriculum material from PC. Results showed that these teachers were quite confident their students would adapt positively to the introduction of PC in their classrooms. The only area in which they expressed some doubt was whether middle students were aware of serious community problems. Teachers and administrators were asked a series of questions about their own training, and here too, they gave very positive overall evaluations. However, some did express that "a greater selection of community problems needs to be discussed" during the training process and about a third of them said they "did not yet have the curriculum materials to start teaching PC." Trainers reported that teacher manuals and full student sets were provided to all participants. It is likely that the survey question was awkwardly phrased as to suggest that there were curricular materials in addition to those provided to each participant. When asked to rate how confident they felt teaching various aspects of PC after the workshop, a sizable minority did register a degree of doubt regarding whether they were ready to implement PC in their classrooms, perhaps pointing to the novelty of PC's student-centered format.

Thirty-two primary school teachers were also trained to teach *Justice* and *Authority*, two of the four Foundations of Democracy concepts developed by CCE. The materials were translated by Arab Civitas and provided to all workshop participants. A pre- and post- questionnaire was given to 26 of the 32 teachers who were trained. These questions focused on seventeen aspects of their teaching philosophy, including: teacher's attitude toward cooperative student learning; best methods of evaluating students; and the wisdom of student centered classrooms. The pre- and post data showed little change with regard to how teachers valued these activities. Even before the training, this group was predisposed to promote democratic classrooms, student cooperation and discussion, and group discussions leading to consensus. Teachers were confident that young primary school students were mature enough and able to understand the curriculum developed by CCE for U.S. students. (Note: no effort was made here to assess the accuracy of the translated FD or PC books provided by CCE.)

Overall, the Jordan center completed all of the activities outlined in the original Arab Civitas proposal. The PC classroom program is currently underway in middle schools, and FD is scheduled to be implemented in the primary grades this spring 2004.

West Bank

The Teacher Creativity Center (TCC) led by Refaat Sabbah is the partner organization of Arab Civitas that was chosen to implement civic education programs in Palestine. During the grant year, the TCC proposed six activities, and a summary evaluation of three of the six activities about which we have data at the present time, is provided here. The first activity to be evaluated was the TCC three-day training of 26 primary school teachers in the use of FD material provided by CCE and translated by Arab Civitas staff in Amman. The CCE and TCC staff in Ramallah conducted the training in January 2004. TCC chose to focus on two of the four concepts that are part of FD, *Justice* and *Authority*. *Privacy* and *Responsibility*, the other two concepts developed by the CCE under FD, have been translated into Arabic by the Arab Civitas office in Amman but were not used in the first year of the Palestine program by the TCC. Palestinian teachers who participated in the training evaluation indicated the training was “valuable” because it provided them with new and better understandings of the theoretical foundations of Authority and Justice. Teachers also gave very positive evaluations of the trainers and of the curriculum material. They indicated that they expect to teach some 1040 (not 2000 as was projected in the initial proposal) Palestinian students in their respective schools. The TCC has scheduled a follow-up seminar for teachers this June to monitor progress and problems, should they arise. No data regarding those follow-up seminars was available at the time of this report.

The second activity proposed and implemented by TCC involved conducting two one-week leadership-training seminars for 61 teachers led by Professor William Harris from the U.S.-based Center for the Study of the Constitution, James Madison School in Montpelier. Professor Harris is the director of CCE’s National Academy where teachers implementing Center programs receive an intensive seminar on the philosophical principles underlying U.S. and Western democratic practices. Several TCC senior staff, including the director, Refat Sabbah, have participated in previous National Academies.

These National Academy seminars consist of theoretical and philosophical lectures and discussions on subjects such as Locke, Hobbes, Aristotle, the Federalist Papers and constitutionalism. Local Palestinian professors participated in the lectures, and efforts were made to make the seminar relevant to the proposed draft Palestinian Constitution. Participants, almost all from West Bank schools due to the excessive turmoil in Gaza, felt highly challenged by the intellectual content of the seminars, though many expressed doubt about how they could apply the knowledge in their own classrooms. Each teacher was asked to meet with 20 teachers in their schools to “discuss topics covered in the seminar” during the school year after the seminars, and to implement their knowledge in their own classrooms containing some 12,200 students. For the June follow-up meetings each teacher was asked to write a paper about a fundamental idea expressed in the January seminars, and also to propose a lesson plan or student project that would demonstrate or teach about this idea (an evaluation of these latter activities falls outside the time frame of this evaluation).

Given the doubt expressed by some participants about the classroom application of the knowledge gained in the seminars, future evaluation will be important. No specific teaching curriculum materials were provided, nor were any materials developed by the CCE used in the seminars. Accordingly, a lot of responsibility has been placed upon individual participant teachers, who are, undoubtedly, busy during the school year. They were expected to develop their own curriculum material about complex concepts, most of which were new and somewhat unfamiliar. As highly-rated as the seminars were by the teachers, the TCC should carefully evaluate the usefulness of these seminars, or work to incorporate them into PC and FD curriculum materials already developed by CCE and translated by Arab Civitas. A follow-up meeting was held for seminar participants in June, the results of which were too late to be included in this report.

Under the original grant proposal, as a third activity, each of the 61 participating Palestinian teachers was expected to teach five classes of about 40 students; thus, these teachers have a potential of reaching 12,200 (the original proposal only projected 2400) students. It was further proposed, as the fourth activity, that each of these teachers conduct workshops and recruit 20-25 additional teachers; these 1200-1500 teachers were projected to reach 48,000-60,000 Palestinian students about some aspect of their 5-day workshop. Follow-up of this recruitment process will be an important component of future evaluations.

A fifth activity of the TCC involved a one-day seminar conducted for 25 Ministry of Education officials. Ministry officials traveled to Amman and were briefed on all aspects of the Arab Civitas network by Muna Darwish. They were also provided a description of PC as developed by CCE. It seems evident that future implementation of civic education activities will be facilitated by Ministry officials who understand the goals and methods used by Arab Civitas and the TCC. Both participants and workshop leaders reported that this was a valuable network building activity. As was the case in Jordan, Palestinian civic education leaders were clear in noting the importance of getting top Ministry officials behind their efforts.

Finally, the TCC prepared 3000 large posters celebrating diversity by showing a group of Palestinian people (women, with and without *hijab*, men and children) walking in a peaceful march emphasizing their collective, yet diverse, citizenship identity. These posters titled "We the Citizens" were distributed to teachers for use in their classrooms and are expected to be found in 3000 Palestinian classrooms.

The activities evaluated herein represent the very early stages of an ambitious civic education network in the West Bank and Gaza. Next year's evaluations will help us answer several open questions: 1) Is it better to use limited resources to train teachers in PC and FD, or to conduct seminars on general political philosophy that do not yield tangible curriculum materials? (2) Were workshop participants able to recruit other teachers to teach civic education? (3) Did seminar workshop participants develop and use their seminar learning in creating their own lesson plans? (4) What effect did these civic education lessons have upon the students?

(5) What is the best way for TCC to follow-up and monitor the implementation of civic education in Palestinian classrooms?

Egypt

Civitas Egypt is the partner organization for Arab Civitas in Egypt. Kamal Mougheeth has led efforts, through the Taha Hussein Association for Civic Education, to implement a series of brand new civic education programs in Egypt, based on the Jordanian version of Project Citizen. For this first year of operation, Kamal proposed three different activities designed to introduce PC and FD in Egypt. Due to the bureaucratic difficulty of introducing civic education directly into Egyptian classrooms, the process was begun by setting up "civic education clubs" that would be able to offer PC on an informal, after school, basis. In activity one, Kamal proposed training two teachers and one coordinator from twenty civic education clubs to be established in four different regions of Egypt. Trainers were Muna Darwish, Dr. Ilham Abdel Hameed, Dr. Kamal Mougheeth and Ms. Nadia Khalifeh. Each of the twenty clubs was projected to have about 50 student members, totaling about 1000 students.

This first activity actually exceeded the initial proposal; 120 teachers, parents and administrators were recruited and trained in PC over a four-day period in January 2004. After the training, they were given an anonymous evaluation questionnaire. A summary of this data is presented here and the full statistical analysis can be found in the accompanying Technical Research Appendix. For the most part, teacher and club leaders registered positive responses about their students' ability to use PC, although a sizeable number expressed doubt about whether students would be able to pinpoint and select community problems to study.

Club leaders also evaluated their own training in PC. About ninety percent of participants gave very positive ratings on the organization and delivery of the PC training. However, almost half of the respondents said they did not have the materials to start teaching Project Citizen. As was the case in Jordan, trainers reported that teacher manuals and full student sets were adapted and printed by Taha Hussein Organization for Civic Education and provided to all participants. This further suggests that the survey question was awkwardly phrased and should be either eliminated or revised. Leaders from Civitas Egypt (per Taha Hussein) reported that approximately 800 Egyptian students have taken PC from their club leaders. A sample of 120 students was administered a pre-test regarding political efficacy and political skills. A post-test was administered at the end of the academic year, June 2004, and thus fell outside of the timeframe of this evaluation. The results will be an important component of next year's evaluation as both pre- and post-test data are essential for any evaluation of the effectiveness of PC teaching. Regardless, Egyptian civic education leaders have accomplished what they proposed with respect to their first activity.

The second activity proposed by Civitas Egypt was the training of 10 NGO's in the use of PC with the eventual goal of bringing PC to 1000 students. A one-day

training was held in Cairo in December 2003; it was attended by leaders of 10 NGOs and a delegation from the CCE. While no quantitative evaluation instruments were used, Taha Hussein leaders reported that the event was successful in establishing the groundwork for a much larger implementation of civic education the following year. All participants agreed to stay in touch and coordinate joint efforts in the future.

The third, and final activity proposed and implemented by Civitas Egypt was the training of 25 primary school teachers in FD. Twenty-seven teachers were trained to teach *Justice* and *Authority* two of the four concepts included in FD. Pre- and post- questionnaires were given to all participants. Egyptian teachers were strongly in favor of using curriculum materials that encouraged co-operative group work, dialogue as opposed to lectures, and student centered learning. They felt the stories and handbooks provided by CCE on *Justice* and *Authority* are suitable for young Egyptian students and that they taught universal, as opposed to strictly Western, knowledge. Almost all reported they were ready to take their training into their classrooms and indicated they expected to train other teachers in FD.

With the exception of the training of NGO leaders in PC, about which there is no data at this time, Civitas Egypt accomplished and exceeded all the activities and goals proposed for this first year and have laid an impressive groundwork for teaching civic education to primary and middle schools.

Conclusion and Recommendations

Efforts to teach civic education in Jordan, West Bank/Gaza, and Egypt are well underway at the end of this grant year. The meetings, conferences and trainings conducted by Arab Civitas are beginning to result in small but important changes in the classrooms of many Arab students. The ultimate goal of creating democratic civil societies with active and responsible citizens is a long-term goal not yet fully realized, but an important foundation has been established.

Future evaluations of teacher training and student learning will be important to assess programs and identify problems. Having given Arab Civitas a very positive overall evaluation, we can offer a few suggestions until more evaluation data are available.

1. Better timing needs to be employed in future evaluations. Data analysis should be done after the school year. Data should be collected on teacher trainings and on student learning during the school year, and reported in a timely manner to the outside evaluator sometime in the spring. The independent evaluator should prepare his/her report for Arab Civitas and granting agencies during the summer and have a draft evaluation of all the programs ready sometime in September or October for an annual reassessment workshop conducted by Arab Civitas. Local evaluators should be employed to visit local sites and administer questionnaires. Local evaluators will be important as more countries join Arab Civitas, and they

should be especially valuable in providing stories and qualitative data about implementation of civic education programs. An outside, independent evaluator should provide for the coordination of all evaluative efforts and preparation of a final report.

2. Future evaluations and follow-up on the efficacy of the network, or “cascading” model, are important. They will ultimately assess whether each site adequately conducted the training of trainers, as was done in Jordan, and whether the new trainers will be effective in conducting workshops for other teachers.
3. The “cascading” model demands some kind of electronic communication network, where each country leader can maintain contact with teachers and others who have received training and taken it to their schools. Telephone communication will become increasingly impractical as each country’s network rapidly expands. Each participant should have an email address. This would enable communication between (1) country leaders and people they have trained and visa versa, (2) country leaders and Arab Civitas center in Amman [already available], and (3) Arab Civitas leaders and granting agencies, as well as future evaluators.

Efforts should be made to clarify the division of labor between the Arab Civitas center in Amman and centers in other participating Arab countries. It is economical to have a system by which all curriculum materials are translated in Amman and distributed to other Arab country leaders that articulate an interest, although various countries will likely need to make small changes to suit local circumstances. At the present time, it is not clear who is responsible for printing of the revised materials. For example, Palestinian staff reported spending considerable effort translating and printing student and teacher manuals.

4. Country leaders need to institute a better plan on PC portfolio presentations in various schools and communities, and address a means by which the best portfolios are presented to an annual regional Arab Civitas meeting.
5. Attention needs to be directed as to whether the seminars on democracy in Palestine should be continued as a unique program. Presently, teachers leave the seminar with no curriculum material for students—a fact that makes the dissemination of concepts directly to students more difficult. The TCC also needs to address whether these seminars could eventually incorporate ready-made curriculum materials from CCE.
6. PC training needs to include a broader range of examples of specific community problems PC students in other communities and nations have studied. Arab Civitas students should, of course, continue to select their own problems to address during the PC instruction. However, given the degree of doubt expressed by teachers in all three countries with regard to their students’ ability to adequately single out a local issue to address, we

believe that they would be better served if more examples were discussed in the teacher training.

7. Arab Civitas in Amman has indicated that they exercise a rigorous process of follow-up in all Arab countries using PC and FD, including follow-up workshops for teachers who have been previously trained in PC and FD. These follow up workshops are absolutely essential for participants from countries that are just beginning their civic education programs and should be closely evaluated in the future to insure that they adequately reinforce previous learning, discuss classroom implementation problems, modify curriculum material, and offer a platform for the respective country leaders to share evaluations from the previous year(s).

**An Independent Evaluation of Civic Education Programs in Jordan, Egypt,
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Technical Research Appendix**

By Glaser Consulting Group

This document is intended to provide empirical data in support of the non-statistical evaluation summary above. A number of questionnaires were used to measure the effectiveness of civic education programs in Jordan, the West Bank and Egypt.

Jordan

Students in Jordan who took Project Citizen (PC) were given a pre- and post-survey to examine changes that might have occurred that would likely be attributed to having done PC projects in their classes. The Center for Civic Education has conducted similar studies in other nations such as Bosnia and Herzegovina, Indonesia and the U.S. The results indicate that PC increases a sense of political efficacy (a psychological disposition that reflects a personal belief that they, as individuals, can influence government and politics). The correlation between political efficacy, political participation, and effective democracies is well accepted in political science (CITATION).

Table 1 examines Jordanian students before and after they took PC in their classes. Results were mixed: in the case of three items students showed positive gains, and on one item students actually went down in political efficacy. The sample consisted of about a hundred middle school students. These are very young people who have, thus far, been precluded from participation in politics, so we likely cannot expect dramatic short-term changes. The real gain might not be observed until these students become adults. Furthermore, it must be noted that Jordan does not have a political system that promotes individual political efficacy.

Table 2 shows gains Jordanian students made with respect to a number of skills that we expect to find among democratic citizens. On fifteen of the seventeen types of skills, Jordanian students posted gains, some of them very impressive. It is clear from **Table 2** that PC has an effect on increasing a variety of political skills among a majority of Jordanian students.

Arab Civitas also conducted a number of trainings for: (1) trainees, (2) administrators, and (3) teachers. Questionnaires were administered to 18 coordinators from the six countries in Arab Civitas after receiving their training. Results showed that they all felt confident or very confident in providing instruction on Project Citizen to other teachers (these results are not shown in the tabular form). Arab Civitas set up a means for these coordinators to send back activity reports regarding what they did with respect to training other trainers and teachers

in their respective countries. When asked what might be improved in their training, the following suggestions were noted:

- Choose more specific community problems to study.
- Collate a PC training manual.
- Find a better way to document and report activities.

The data in **Table 3** examined how teachers and administrators (curriculum specialists and Ministry of Education officials) responded to two PC workshops. Thirty-two ministers and curriculum specialists and 15 teachers attended, although not all participants responded to the evaluation questionnaire. For the most part, those who responded believed the techniques used in PC would work in their classrooms and that the training was effective (**Table 3**). Areas where they expressed some concern were whether they had the materials necessary to start teaching PC, whether or not their students would be able to communicate with local government officials, and some wanted to hear more specific hypothetical topics that could be used in the classroom when using PC.

When teachers left their PC workshops they were asked to express their degree of confidence in being able to use techniques taught in the workshop. **Table 4** is based on a five-point scale ranging from very confident to not confident. About three quarters of the teachers felt confident in being able to begin the PC curriculum. The areas where they expressed the most doubt were relating to their ability to handle student disagreements during classroom discussions (**Table 4**).

A separate activity in Jordan involved the training of trainers. Participants were coordinators from various Arab partners in the region including Lebanon, Morocco, Egypt, the West Bank, Bahrain and Yemen. The goal of this training was to prepare each coordinator to implement Project Citizen in his/her respective country. Although not shown in tabular form, all 18 participants gave very positive evaluations to the training and were confident in their ability to train teachers on the PC curriculum. Follow up investigation is necessary to determine the efficacy of this approach, the cascading model, with regard to whether these trainees were able to offer an adequate training for teachers new to the program.

Finally, thirty-two teachers from eleven schools (public and private) received training in teaching primary school children about *Justice* and *Authority*, two of the four major concepts that are part of the Center for Civic Education's Foundations of Democracy (FD). **Table 5** is based upon pre- and post- workshop questionnaires. Obviously, each teacher brings his or her own pedagogical philosophy and method to the classroom. While one's philosophy is unlikely to be changed by a four-day workshop, several conclusions can be drawn from data in **Table 5**. Generally, most teachers moved in the direction of using more democratic or student centered methods in their classrooms. In their qualitative evaluations of FD, teachers stressed how new this was to them. Traditional teacher training for primary teachers in Jordan does not adequately prepare teachers for the student-centered

methodology of the FD curriculum; accordingly, workshops like those conducted by Arab Civitas are essential to the establishment of such programs.

West Bank

The first activity engaged in by the Teaching Creativity Center (TCC), the organization that initiated the introduction of PC and FD in the West Bank and Gaza, was to introduce twenty-five Ministry of Education officials to the role and objectives of Arab Civitas. These officials attended a one-day workshop in Amman, Jordan that was organized by Refaat Sabbah (the TCC Director) and conducted by Muna Darwish. Refaat Sabbah emphasized how critical it was for Ministry officials to be supportive of civic education activities if future work in PC and FD was to succeed. He indicated that administrative support is the key to getting teachers to participate in civic education workshops, and that future follow-up with teachers inside the schools would be made easier by such cooperation. The eventual goal of the West Bank program is the inclusion of PC and FD curriculum in teacher training colleges as part of the national educational curriculum.

A second activity conducted by TCC involved two one-week seminars on Constitutionalism and Good Governance led by Professor Will Harris of the United States. Sixty-one teachers attended the two seminars. A number of lectures were given each morning on topics such as liberty, justice, authority, social contracts, and constitutions, while afternoons were spent in group discussions. No independent evaluations were undertaken. Each teacher was informed that they should distribute seminar material to twenty teachers with the ambitious goal of bringing the material to some 12,000 students. A follow-up workshop was scheduled in June wherein each teacher was expected to present a paper on one fundamental idea from the January seminar. They were also instructed to prepare a lesson plan teaching this idea to their students.

Seminar presenters administered their own evaluation after the seminars and results indicated that most respondents were positively impressed with the nature and presentation of the material (not shown in tabular form). A majority (58%) of the teachers expressed some reservations about whether they would apply the knowledge gained in their respective classrooms. It must be noted that no Arabic curriculum materials were distributed and teachers were expected on their own to develop lesson plans. Given the busy schedules of teachers, that may be too much to realistically expect, which may have adversely affected their initial conviction of whether they would apply the program in their classrooms. The seminars were conducted much like a university class in political theory. The material was highly theoretical and may prove to be too difficult to apply in the classroom. The follow-up conference expected in June may reveal that without civic education curriculum material, which is translated and available from Arab Civitas, teachers simply do not have time to develop their own classroom applications.

A third activity that the TCC did was to utilize trainers from CCE to train twenty-six teachers in Foundations of Democracy (FD) focusing on the concepts of authority and justice. It was projected that if these 26 primary school teachers taught 40 students FD, they would reach 1040 students each semester. The teachers were from different districts that included private, public, and UNRWA schools. (Due to a mix-up the questionnaires prepared by this evaluator were not used, instead FD workshop trainers did their own evaluation). Non-quantitative results seemed to indicate participants were very satisfied with both the presentation and the FD curriculum materials on *Justice* and *Authority*. Some teachers expressed a need for further training. Unlike the earlier seminars described above, teachers left this seminar with practical, tangible and translated materials, and were in a better position to implement FD in their respective classes.

The TCC conducted one final activity to promote civic education, and that was to create 3000 large posters, one for each school in Gaza and the West Bank. Each of the teachers who attended the seminars or workshop was given a poster that celebrated diversity by showing a variety of people marching together in a peaceful march emphasizing their collective, yet diverse, citizenship identity.

Egypt

The Taha Hussein Association for Civic Education led by Kamal Moughelth, started Egypt's first civic education program this grant year. Using curriculum material prepared by CCE and translated into Arabic by Arab Civitas in Jordan, Kamal initiated three activities during this grant year. The first proposal was to set up five after-school civic education clubs in each of the 4 regions of Egypt (totaling 20 clubs). Two teachers from each club and four regional coordinators were to be trained in PC, totaling some 44 educators. In January, a total of 120 teachers, parents, and administrators attended the Cairo PC training, thus considerably exceeding initial expectations. Independent questionnaires were administered to participants and results are reported in **Tables 6 and 7**.

The data indicates that participants were highly supportive of their PC training and appeared enthusiastic about taking PC back to their respective clubs and schools. Some expressed doubt about student abilities to identify and select a public policy issue, and a greater number said they did not have all the PC curriculum materials they needed to start teaching PC. Since all participants were grouped together, it is not possible to analyze teachers separately from parents and administrators; as such, those not expected to teach PC would not require PC curriculum materials, which may explain the seeming absence of materials for some participants. It is important to note, however, that trainers indicated that each participant was provided with a teacher manual and full student sets. As such, it is likely that the survey question was ambiguous and misleading—perhaps read by many participants to indicate the existence of course materials above and beyond those they were supplied with. Responses shown in **Table 7** indicate that a few of the Egyptian participants expressed doubt about their ability to take PC to their classrooms. Seventy-six percent were also concerned about their ability to handle

controversial public policy issues in classroom discussions, and over half questioned their ability to help students contact or influence local government issues. Almost half the participants were doubtful that their principals would support their teaching of PC. These latter findings reinforce the importance of gaining support of school administrators in order to insure that they are supportive rather than obstructive toward introduction of new civic education programs.

Two teachers from each club, with an average of about 50 members a piece, are slated to teach PC to some 1000 Egyptian students. In addition, each club is expected to produce two portfolios and hold a local showcase of its work. At the end of the grant year, 10 teachers and 50 students are expected to gather to demonstrate their portfolios to a national audience of leading Egyptian educators. All of this will need to be evaluated next year.

Second, Kamal organized a training for 27 primary school teachers in FD using Arabic curriculum material on *Justice* and *Authority* prepared in Amman by Arab Civitas. A pre- and post- questionnaire was administered to all participants (See **Table 8**). As was the case in Jordan, the FD workshop did not alter deeply held views on teaching philosophy. Egyptian teachers varied widely with respect to such pedagogical issues as the desirability of student obedience to the teacher, student centered learning, emphasis on the past as opposed to the future, and on the importance of stressing facts over hypothetical situations in learning. They showed the most consensus on the belief that all students should participate in class discussions, their preference for dialogue over lectures, and their desire to use role-plays in their classes. All but one teacher said they plan to train other teachers in FD. When asked about the best aspect of the training, they indicated that they enjoyed learning simple insights about justice, training young students to participate and make decisions, and the materials about respect for others' opinions. When asked about what could be improved, some reported that they need more training to make this program continuous in the upper grades, that they would like more visual materials for the very young, and they would like a means to develop more artistic ways of getting student to express themselves.

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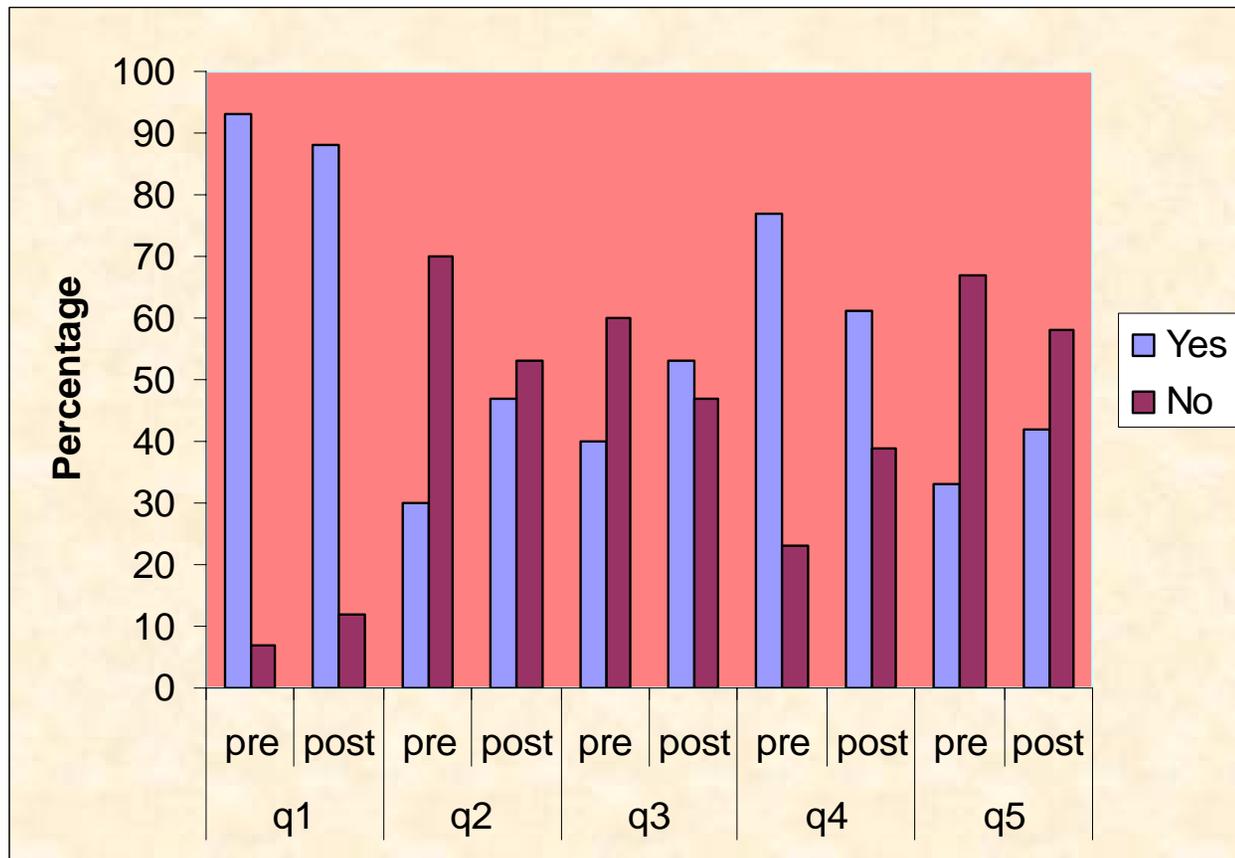
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TABLE 1

Political Efficacy Among Jordanian Students who Took Project Citizen, Pre- and Post-

<u>Questions</u>	<u>Attitudes before</u>		<u>Attitudes After</u>	
	<u>Taking PC</u>		<u>Taking PC</u>	
	<u>Yes / No (%)</u>	<u>n</u>	<u>Yes / No (%)</u>	<u>n</u>
1. In The future do you think it will make any difference if you vote?	93 / 7	91	88 / 12	71
2. Do you think government leaders care about your views?	30 / 70	89	47 / 53	83
3. Do you possess the skills to influence government officials?	40 / 60	90	53 / 47	82
4. Do you think you can be effective in resolving problems in your society?	77 / 23	91	61 / 39	74
5. Do you think people like yourself have any influence over government?	33 / 67	84	42 / 58	78

Figure 1. Bar Chart of Pretest and Posttest Percentage Agreement for Political Efficacy among Jordanian Students.

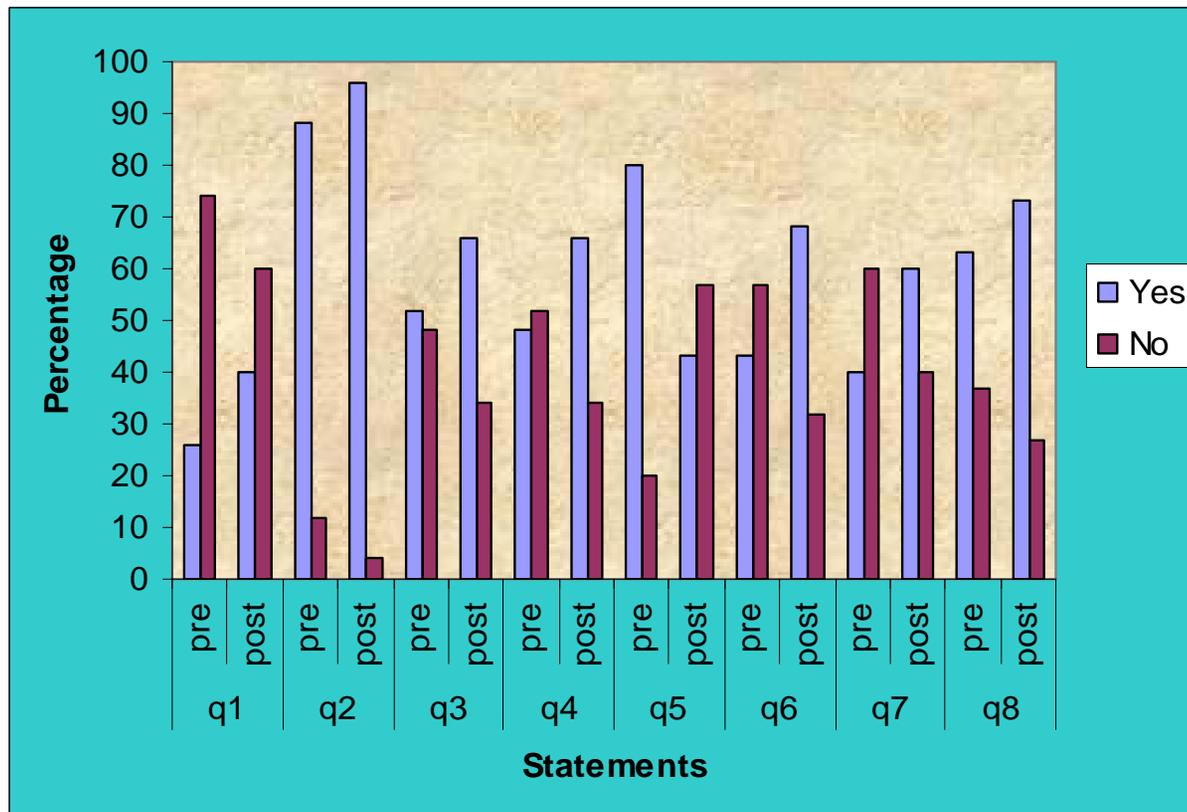


- Q1. In The future do you think it will make any difference if you vote?
- Q2. Do you think government leaders care about your views?
- Q3. Do you possess the skills to influence government officials?
- Q4. Do you think you can be effective in resolving problems in your society?
- Q5. Do you think people like yourself have any influence over government?

TABLE 2**Political Skills of Jordanian Students Who Took Project Citizen, Pre- and Post-**

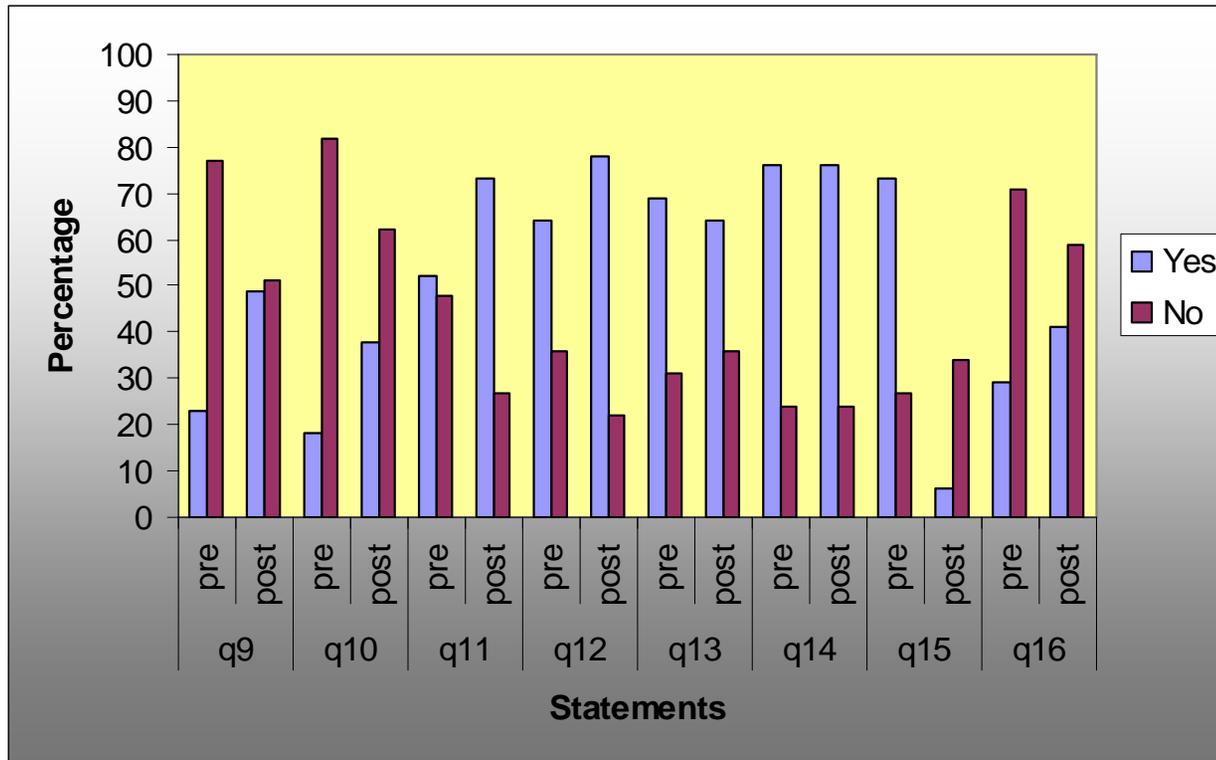
Skills Questions	Attitudes Before taking PC		Attitudes After taking PC	
	Yes / No %	n	Yes / No %	n
Have you ever communicated with any government official?	26 / 74	91	40 / 60	93
Are you aware of any serious problems in your community?	88 / 12	51	96 / 4	75
Have you ever discussed community problems with your family?	52 / 48	89	66 / 34	74
Have you ever tried to get other people to support your solution to a problem?	48 / 52	83	66 / 34	85
Have you ever done a group project that required teamwork?	80 / 20	91	81 / 19	75
Have you ever worked together with other students to solve a local problem?	43 / 57	91	68 / 32	85
Have you ever conducted library research on a community problem?	40 / 60	90	60 / 40	91
Have you ever used television or newspapers to study a local problem?	63 / 37	91	73 / 27	79
Have you ever interviewed an expert, for example, lawyer, scholar, judge, NGO about a problem?	23 / 77	91	49 / 51	85
Have you ever made a written request to get information?	18 / 82	96	38 / 62	94
Do you feel well informed to offer your opinion about a local problem?	52 / 48	93	73 / 27	88
Have you ever discussed alternative solutions to a local problem with your class?	64 / 36	88	78 / 22	77
Have you ever done a class project where groups competed for the best work?	69 / 31	89	64 / 36	64
Do you have skills to work and plan independently to study a problem you are interested in?	76 / 24	88	76 / 24	74
Do you feel able to apply scientific methods to study a problem?	73 / 27	91	66 / 34	65
Do you think public officials are responsive to citizens' demands to solve local problems?	29 / 71	89	41 / 59	82

Figure 2. Bar Chart of Pretest and Posttest Percentage of Political Skills of Jordanian Students Who Took Project Citizen (Q1 – Q8).



- Q1. Have you ever communicated with any government official?
- Q2. Are you aware of any serious problems in your community?
- Q3. Have you ever discussed community problems with your family?
- Q4. Have you ever tried to get other people to support your solution to a problem?
- Q5. Have you ever done a group project that required teamwork?
- Q6. Have you ever worked together with other students to solve a local problem?
- Q7. Have you ever conducted library research on a community problem?
- Q8. Have you ever used television or newspapers to study a local problem?

Figure 3. Bar Chart of Pretest and Posttest Percentage of Political Skills of Jordanian Students Who Took Project Citizen (Q9 – Q16).



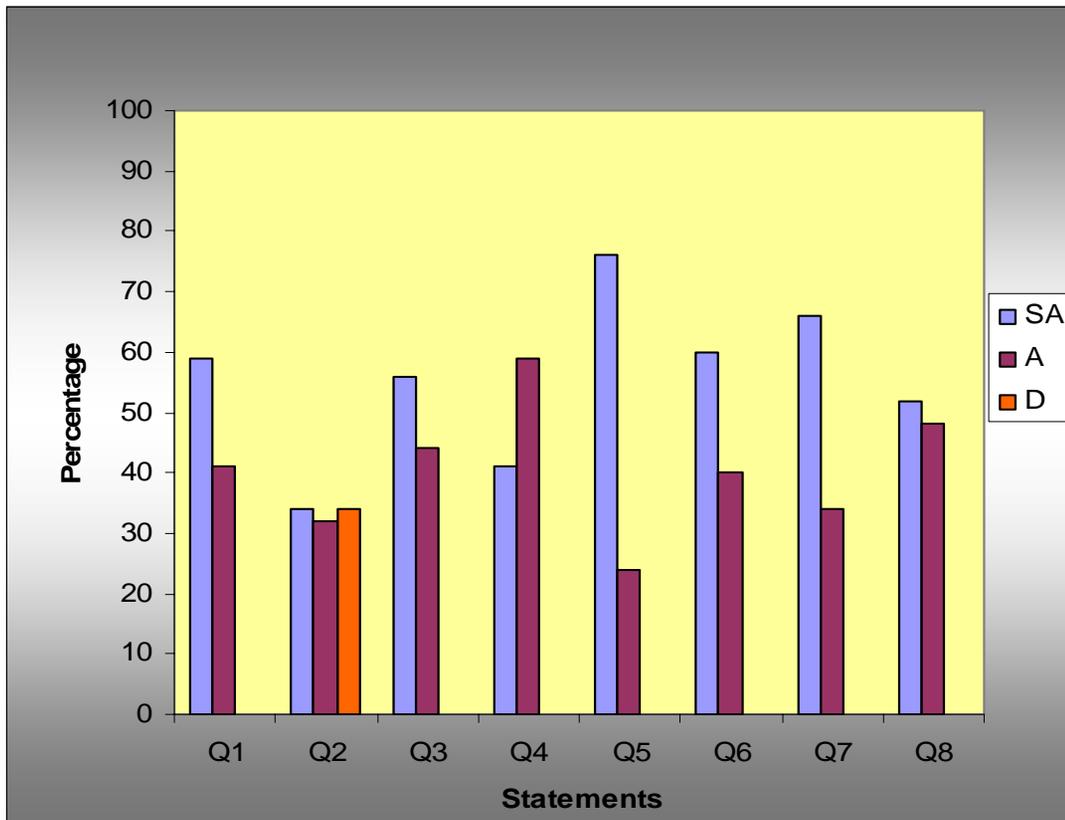
- Q9. Have you ever interviewed an expert, for example, lawyer, scholar, judge, NGO about a problem?
- Q10. Have you ever made a written request to get information?
- Q11. Do you feel well informed to offer your opinion about a local problem?
- Q12. Have you ever discussed alternative solutions to a local problem with your class?
- Q13. Have you ever done a class project where groups competed for the best work?
- Q14. Do you have skills to work and plan independently to study a problem you are interested in?
- Q15. Do you feel able to apply scientific methods to study a problem?
- Q16. Do think public officials are responsive to citizens' demands to solve local problems?

TABLE 3**Jordanian Teacher and Administrator Evaluations after Taking Project Citizen Workshop**

Statements	SA (%)	A (%)	D (%)	n
My students will be able to communicate with local government officials	59	41	0	29
My students are aware of serious problems in their community	34	32	34	29
My students want to discuss community problems with their families and friends	56	44	0	30
My students will be able to persuade other students to support their solutions to policy problems	41	59	0	25
My students will better understand how local government works	76	24	0	29
My students will have a clear understanding of what public policy is	60	40	0	25
My students will be able to apply scientific, objective methods to study issues of concern to them	66	34	0	29
My students will be able to present their proposals publicly to judges	52	48	0	23
My students will be able to select their own public policy to investigate	56	41	4	27
My Project Citizen training was well organized	40	60	0	43
I was able to express my opinion during the training	67	33	0	43
There need to be other topics discussed during the training	14	67	19	39
I have all the materials I need to start teaching <i>Project Citizen</i>	21	46	33	52
I increased my knowledge through the instruction	47	53	0	47
The training was very interesting to me	57	43	0	46
I would recommend to other teachers that they should use <i>Project Citizen</i>	62	38	0	47

SA = Strongly Agree; A = Agree; D = Disagree

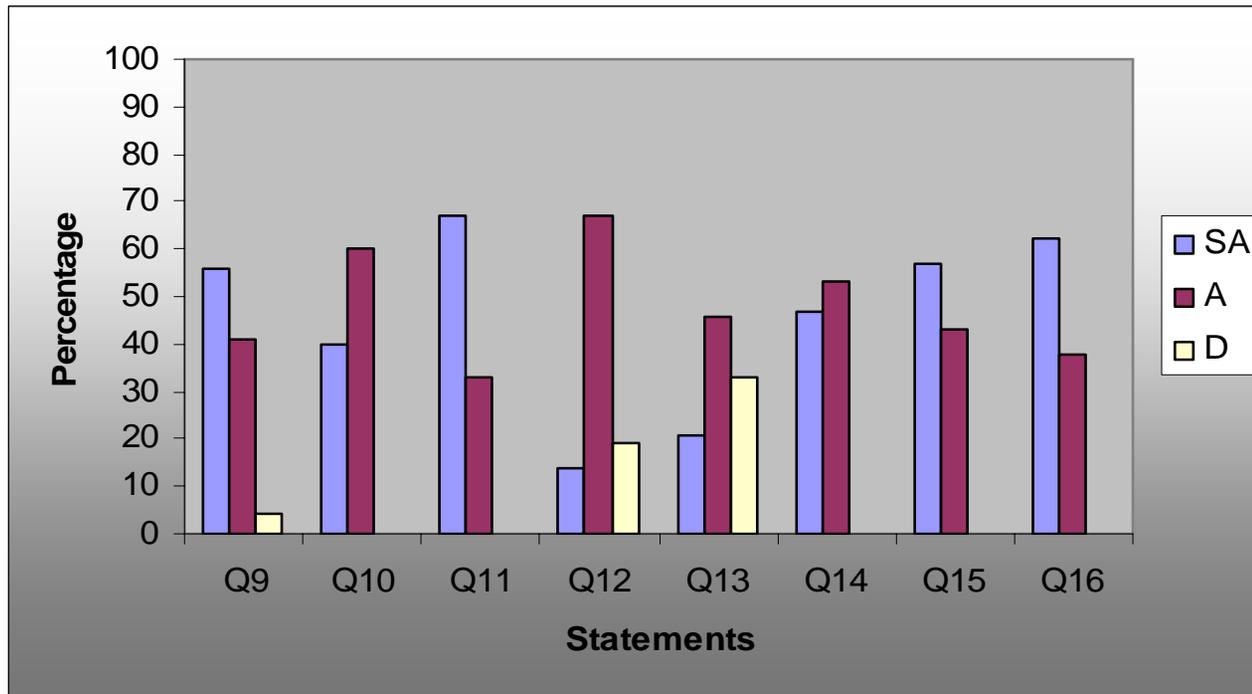
Figure 4. Bar Chart of Jordanian Teacher and Administrator Evaluations after Taking Project Citizen Workshop (Q1 to Q8).



SA = Strongly Agree; A = Agree; D = Disagree

- Q1. My students will be able to communicate with local government officials
- Q2. My students are aware of serious problems in their community
- Q3. My students want to discuss community problems with their families and friends
- Q4. My students will be able to persuade other students to support their solutions to policy problems
- Q5. My students will better understand how local government works
- Q6. My students will have a clear understanding of what public policy is
- Q7. My students will be able to apply scientific, objective methods to study issues of concern to them
- Q8. My students will be able to present their proposals publicly to judges

Figure 5. Bar Chart of Jordanian Teacher and Administrator Evaluations after Taking Project Citizen Workshop (Q9 to Q16).



SA = Strongly Agree; A = Agree; D = Disagree

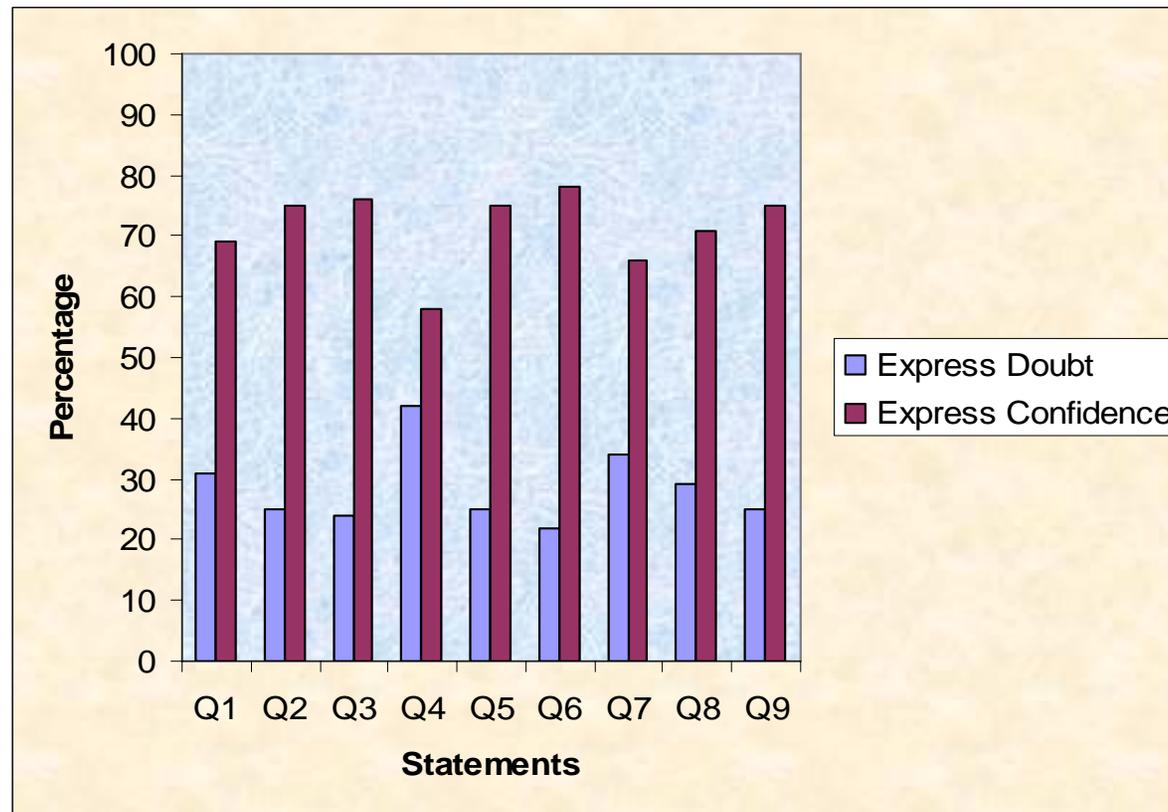
- Q9. My students will be able to select their own public policy to investigate
- Q10. My Project Citizen training was well organized
- Q11. I was able to express my opinion during the training
- Q12. There need to be other topics discussed during the training
- Q13. I have all the materials I need to start teaching Project Citizen
- Q14. I increased my knowledge through the instruction
- Q15. The training was very interesting to me
- Q16. I would recommend to other teachers that they should use Project Citizen

TABLE 4

Degree of Confidence Expressed by Jordanian Teachers After Taking Workshops in Project Citizen

<u>Statements</u>	Expressed Some Doubt	Expressed Confidence	
	%	%	n
I now have the skills necessary to facilitate teamwork in my classroom	31	69	51
I now understand what it means to facilitate student work	25	75	44
I will be able to encourage student dialogue	24	76	41
I am comfortable that I have the tools necessary to handle disagreements during student discussions	42	58	55
I will be able to deal with controversial public policy issues	25	75	43
I will be able to help my students contact or interview local government officials	22	78	41
I can teach my students skills necessary to influence government officials	34	66	44
My principal/administrator will support my teaching this course	29	71	45
I will begin teaching <i>Project Citizen</i> right away	25	75	42

Figure 6. Bar Chart of Degree of Confidence Expressed by Jordanian Teachers After Taking Workshops in Project Citizen



- Q1. I now have the skills necessary to facilitate teamwork in my classroom
- Q2. I now understand what it means to facilitate student work
- Q3. I will be able to encourage student dialogue
- Q4. I am comfortable that I have the tools necessary to handle disagreements during student discussions
- Q5. I will be able to deal with controversial public policy issues
- Q6. I will be able to help my students contact or interview local government officials
- Q7. I can teach my students skills necessary to influence government officials
- Q8. My principal/administrator will support my teaching this course
- Q9. I will begin teaching Project Citizen right away

TABLE 5

**Pre- and Post- Training Questions for Jordanian Primary Teachers
After Taking Foundations of Democracy Workshops (N=32)***

Check the space below, which is closest to your teaching philosophy and methods.

1. Students should work together	Pre Post	16 18	4 5	3 6	0 0	1 0	Students should work individually
2. The future deserves most attention	Pre Post	11 18	4 6	7 8	0 0	1 0	History deserves most attention
3. The best decisions are made by individuals	Pre Post	0 0	1 3	3 3	2 6	18 22	The best decisions are made by groups
4. It is healthy for students to disagree with the teacher	Pre Post	11 19	4 9	5 2	0 2	2 2	It is unhealthy for students to disagree with the teacher
5. Only qualified students should participate in discussions	Pre Post	1 0	1 1	1 0	0 1	20 25	All students should participate in discussions
6. Our cultural heroes should be discussed as humans who make mistakes	Pre Post	14 19	7 4	1 4	0 0	2 0	Our cultural heroes should be glorified
7. Written exams are the best way to measure student performance	Pre Post	0 7	0 2	9 4	2 5	11 17	Written exams are not the best way to measure student performance
8. Teacher-centered lectures are the basis of education	Pre Post	0 0	1 0	3 3	3 1	16 21	Student-centered activity is the basis of education
9. Dialogue and experience are critical education experiences	Pre Post	20 24	0 3	3 2	0 0	1 0	Dictation and lecture are critical education experiences
10. Learning to think critically will help students most	Pre Post	14 18	5 3	4 5	0 0	1 1	Learning facts and concepts will help students most
11. Teachers should be obeyed	Pre Post	1 0	4 2	6 9	2 3	9 13	Teachers should be questioned
12. Facts are relative	Pre- Post	13 14	2 6	3 5	1 2	5 2	Facts are absolute
13. Teachers facilitate learning with student help	Pre Post	18 25	2 1	1 2	0 0	1 0	Teacher is the center of student learning
14. Role-plays will not work in my class	Pre Post	0 0	1 1	1 1	4 5	16 22	Role-plays will be valuable in my class
15. Discussing hypothetical situations is valuable	Pre Post	8 13	3 2	7 7	1 4	4 3	Presenting facts is valuable
16. Group projects are most valuable	Pre Post	14 17	6 3	1 6	0 1	1 0	Individual projects are most valuable
17. It is best to ask questions and let students answer	Pre Post	18 25	0 2	2 3	0 0	0 0	It is best to lecture and provide answer to important questions

* Not all teachers answered each item.

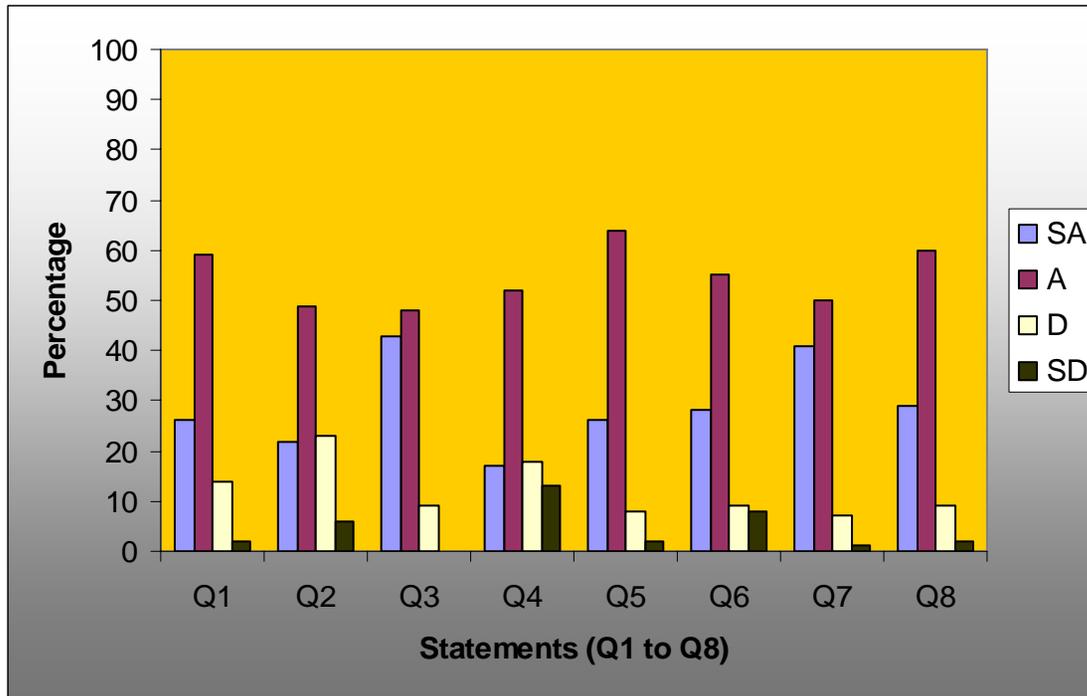
Table 6

Egyptian Civic Club Leaders Evaluations After Taking a Five-Day Workshop in Project Citizen
Responses N=120*

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
	%	%	%	%
	My students will be able to communicate with local government officials	26	59	14
My students are aware of serious problems in their community	22	49	23	6
My students want to discuss community problems with their families and friends	43	48	9	0
My students will be able to persuade other students to support their solutions to policy problems	17	52	18	13
My students will better understand how local government works	26	64	8	2
My students will have a clear understanding of what public policy is	28	55	9	8
My students will be able to apply scientific, objective methods to study issues of concern to them	41	50	7	1
My students will be able to present their proposals publicly to judges	29	60	9	2
My students will be able to select their own public policy to investigate	14	48	32	5
My Project Citizen training was well organized	45	45	9	1
I was able to express my opinion during the training	70	24	3	1
There need to be other topics discussed during the training	54	39	4	1
I have all the materials I need to start teaching <i>Project Citizen</i>	16	39	37	8
I increased my knowledge through the instruction	69	28	1	1
The training was very interesting to me	75	23	1	0
I would recommend to other teachers that they should use <i>Project Citizen</i>	67	31	1	0

- Percentages for all items may not add up to 100% due to rounding.

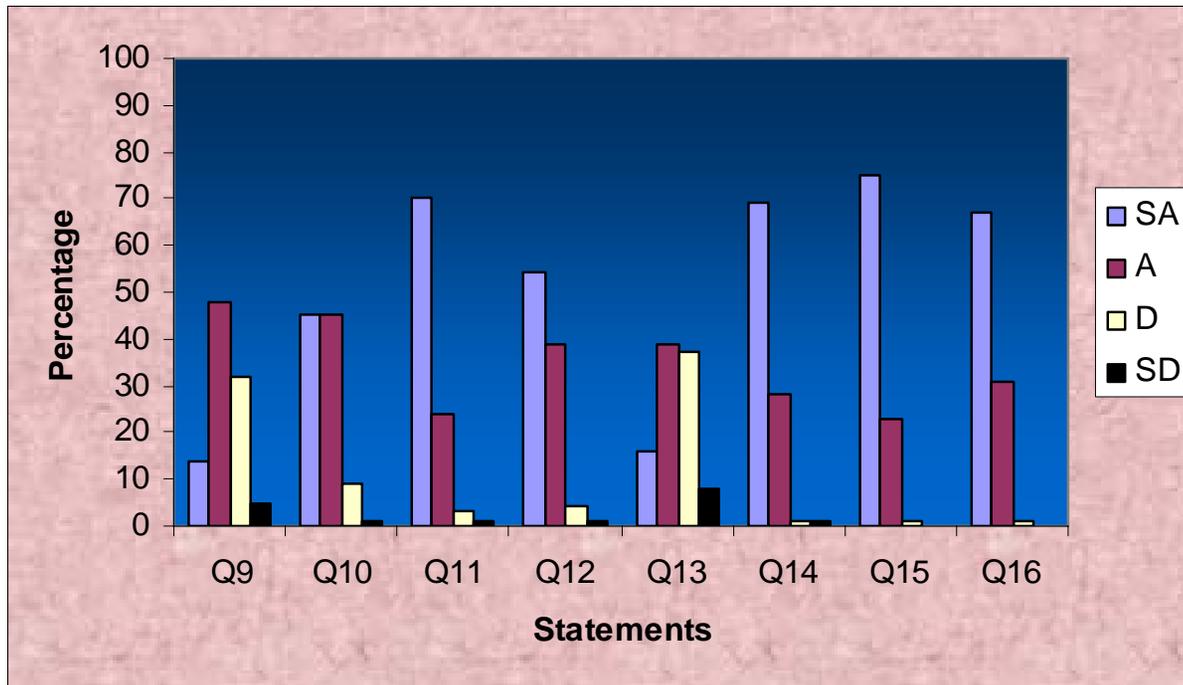
Figure 7. Bar Chart of Egyptian Civic Club Leaders Evaluations After Taking a Five-Day Workshop in Project Citizen (Q1 to Q8).



SA = Strongly Agree; A = Agree; D = Disagree; SD = Strongly Disagree

- Q1. My students will be able to communicate with local government officials
- Q2. My students are aware of serious problems in their community
- Q3. My students want to discuss community problems with their families and friends
- Q4. My students will be able to persuade other students to support their solutions to policy problems
- Q5. My students will better understand how local government works
- Q6. My students will have a clear understanding of what public policy is
- Q7. My students will be able to apply scientific, objective methods to study issues of concern to them
- Q8. My students will be able to present their proposals publicly to judges

Figure 8. Bar Chart of Egyptian Civic Club Leaders Evaluations After Taking a Five-Day Workshop in Project Citizen (Q9 to Q16).



SA = Strongly Agree; A = Agree; D = Disagree; SD = Strongly Disagree

- Q9. My students will be able to select their own public policy to investigate
- Q10. My Project Citizen training was well organized
- Q11. I was able to express my opinion during the training
- Q12. There need to be other topics discussed during the training
- Q13. I have all the materials I need to start teaching Project Citizen
- Q14. I increased my knowledge through the instruction
- Q15. The training was very interesting to me
- Q16. I would recommend to other teachers that they should use Project Citizen

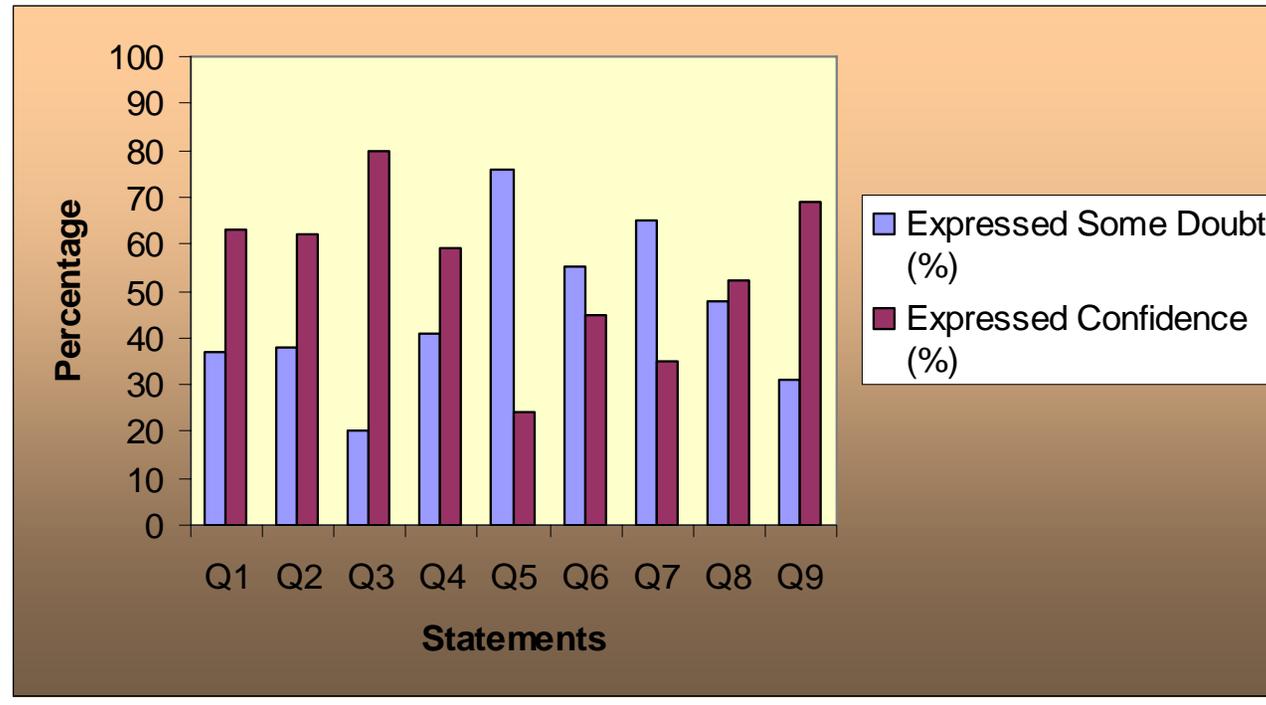
TABLE 7

**Degree of Confidence Expressed by Egyptian Civic Club Leaders
After Taking Workshops in Project Citizen**

Statements	Expressed Some Doubt (%)	Expressed Confidence (%)
I now have the skills necessary to facilitate teamwork in my classroom	37	63
I now understand what it means to facilitate student work	38	62
I will be able to encourage student dialogue	20	80
I am comfortable that I have the tools necessary to handle disagreements during student discussions	41	59
I will be able to deal with controversial public policy issues	76	24
I will be able to help my students contact or interview local government officials	55	45
I can teach my students skills necessary to influence government officials	65	35
My principal/administrator will support my teaching this course	48	52
I will begin teaching <i>Project Citizen</i> right away	31	69

n = 120

Figure 9. Bar Chart of Degree of Confidence Expressed by Egyptian Civic Club Leaders After Taking Workshops in Project Citizen (Q1 to Q8).



- Q1. I now have the skills necessary to facilitate teamwork in my classroom
- Q2. I now understand what it means to facilitate student work
- Q3. I will be able to encourage student dialogue
- Q4. I am comfortable that I have the tools necessary to handle disagreements during student discussions
- Q5. I will be able to deal with controversial public policy issues
- Q6. I will be able to help my students contact or interview local government officials
- Q7. I can teach my students skills necessary to influence government officials
- Q8. My principal/administrator will support my teaching this course
- Q9. I will begin teaching Project Citizen right away

TABLE 8

**Pre- and Post Training Questions for Egyptian Primary School Teachers
After Taking Foundations of Democracy Workshop (N=27)**

Check the space below, which is closest to your teaching philosophy and methods.

1. Students should work together	Pre Post	20 21	1 1	4 2	1 0	0 0	Students should work individually
2. The future deserves most attention	Pre Post	12 11	5 3	9 9	0 0	0 0	History deserves most attention
3. The best decisions are made by individuals	Pre Post	2 2	0 0	6 2	2 1	16 18	The best decisions are made by groups
4. It is healthy for students to disagree with the teacher	Pre Post	16 15	4 0	4 6	1 0	1 4	It is unhealthy for students to disagree with the teacher
5. Only qualified students should participate in discussions	Pre Post	0 2	1 1	2 1	2 0	21 21	All students should participate in discussions
6. Our cultural heroes should be discussed as humans who make mistakes	Pre Post	17 17	2 3	3 2	1 0	3 2	Our cultural heroes should be glorified
7. Written exams are the best way to measure student performance	Pre Post	6 6	2 0	3 4	3 0	1 15	Written exams are not the best way to measure student performance
8. Teacher-centered lectures are the basis of education	Pre Post	1 6	0 0	6 8	2 2	1 8	Student-centered activity is the basis of education
9. Dialogue and experience are critical education experiences	Pre Post	17 15	2 1	7 1	0 1	0 2	Dictation and lecture are critical education experiences
10. Learning to think critically will help students most	Pre Post	3 1	2 2	6 5	2 2	13 14	Learning facts and concepts will help students most
11. Teachers should be obeyed	Pre Post	5 3	2 4	10 8	2 1	9 9	Teachers should be questioned
12. Facts are relative	Pre Post	6 8	3 3	6 6	0 0	11 8	Facts are absolute
13. Teachers facilitate learning with student help	Pre Post	13 12	1 3	5 7	2 0	3 3	Teacher is the center of student learning
14. Role-plays will not work in my class	Pre Post	3 3	0 1	3 1	2 2	18 18	Role-plays will be valuable in my class
15. Discussing hypothetical situations is valuable	Pre Post	9 8	1 2	10 9	0 1	5 5	Presenting facts is valuable
16. Group projects are most valuable	Pre Post	21 16	2 2	3 6	0 0	0 1	Individual projects are most valuable
17. It is best to ask questions and let students answer	Pre Post	20 18	3 2	2 2	0 0	1 3	It is best to lecture and provide answer to important questions

*** Not all 27 teachers answered each item.**