**Support to the Lebanese Education Reform:
Citizenship Education**

EuropeAid/131916/M/ACT/LB

Inception Report

**Presented to
Ministry of Education and Higher Education
Members of the Executive Committee**

February 2013

Funded by the European Commision

Table of Contents

Executive Summary

1- The *Support to the Lebanese Education Reform: Citizenship education* project is one of ten priorities in the Education Sector Development Plan (2010-2015) approved by the Council of Ministers in 2010. It aims to contribute to social integration by providing learners with the knowledge, skills, and attitudes needed for living together in a diverse society.

2- The Presidency of the Council of Ministers awarded the *Support to the Lebanese Education Reform: Citizenship education* Project (EuropeAid/131916/M/ACT/LB) to a consortium led by Professor Hugh Starkey of the Institute of Education, University of London. Researchers based at Lebanese Association of Education Studies (LAES) and Centre for Lebanese Studies (CLS) are working closely with MEHE from September 2012 – March 2015 to review recent citizenship related initiatives in the public and private sectors and civil society and contribute to the development of a critical citizenship education programme that fosters active citizenship behaviours among Lebanese students. They will be supported by the UK-based Association for Citizenship Teaching.

3- Following initial desk research on recent citizenship related initiatives in the public and private sectors and civil society and published citizenship education studies in Lebanon, the report outlines a number of key findings relevant to this reform (See Section 2):

Citizenship curriculum, pedagogy, and assessment:
Strong emphasis on content with little or no guidance for practice
Classroom discussions are kept to a minimum and classroom instruction is focused on recitation to pass tests with evidence of learner dependency on teachers

Teacher professional development
The majority of teachers feel that they do not need to develop their practice

Councils and Community Service
Extra curricular activities in public schools are scarce and largely undocumented.

The reform is likely to be more successful if the school inspectorates are involved in the processes of implementation and the provision of self-assessment tools for schools.

4- The Project is funded to conduct a survey of current practices in citizenship education to inform curriculum and textbook development, professional development of teachers and administrators and the development of student and parent councils and community service programs. Researchers will be recruited and trained and visit 36 schools between March and May 2013.

5- The findings from this survey will also inform a National Action Plan for Citizenship Education that MEHE has agreed to launch in September 2013.

6- The second phase of the Project (from September 2013) will support the implementation of the National Action Plan for Citizenship Education with respect to:
- Curriculum and textbooks
- Learning, teaching and assessment
- Professional development
- Student councils, parent councils and community service programs

7- The Project aims to ensure that the developments are reviewed and informed by input from a range of stakeholders, including teachers, students, school principals, parents and academics.

List of Acronyms

ACT	Association for Citizenship Teaching
CCA	Common Country Assessment
CDR	Council for Development and Reconstruction
CEDAW	Convention on the Elimination of All Forms of Discrimination Against Women
CERD	Centre for Education Research and Development
CLS	Centre for Lebanese Studies
D-RASATI	Developing Rehabilitation Assistance to Schools and Teacher Improvement
DOPS	Direction de l'Orientation Pédagogique et Scolaire
EC	European Commission
EDC	Education for Democratic Citizenship
ESDP	Education Sector Development Plan
GDP	Gross Domestic Product
IoE	Institute of Education, University of London
LAES	Lebanese Association for Educational Studies
MDGR	Millennium Development Goals Report
MEHE	Ministry of Education and Higher Education
MENA	Middle East and North Africa
NES	National Education Strategy
NGO	Non-Governmental Organization
TOT	Training of Trainers
UNCRC	United Nations Convention on the Rights of the Child
UNCT	United Nations Country Team
UNDAF	United Nations Development Assistance Framework

Introduction

The Project *Support to the Lebanese Education Reform: Citizenship education* is a national development project funded by the European Union (EuropeAid/131916/M/ACT/LB) whose main objectives, as specified in the MEHE Education Sector Development Program, are to develop a critical citizenship education program and establish an enabling environment that fosters active citizenship behaviours among Lebanese students (See Appendices A, B, F and G).

This inception report reviews the existing educational landscape, mapping recent initiatives and key educational instruments that can be built on, and presenting a timeline and rationale for the proposed activities. These address needs identified by MEHE and are informed by international experiences of citizenship education that are relevant to Lebanon.

This inception report was prepared by a team of education researchers and experts in the fields of citizenship education, human rights education; learning and teaching; curriculum design and development; assessment and evaluation; culture and pedagogy; and education reform for national progress and development (See Appendix C for team composition). The methodology deployed in conducting this review and mapping exercise consisted of the following:

1- A desk review of previous local and international research studies, relevant literature and official policy documents including those recommended by MEHE.
2- Meetings with MEHE civil servants in CERD and DOPS in order to identify and to reflect on the various initiatives currently taking place at MEHE and explore the main recommendations and suggestions for the citizenship education reform project. Some of these civil servants are currently involved in the development of cycle one curriculum while others are trainers. Interviews with members of the citizenship committee at MEHE were also conducted.
3- Interviews with members of fourteen NGOs with experience of projects in the field of citizenship education.

The inception report is presented in three sections.

Section 1: Citizenship education: A priority in the Lebanese educational reform

This section reviews why citizenship education is important to Lebanon and identified as a priority by MEHE and how citizenship education is envisioned. It examines the 1997 curriculum reform, the 2006 national education strategy, and developments related to curriculum and textbooks, national examinations, community service and other initiatives.

Section 2: Summary of findings

This section presents a synthesis of the preceding sections regarding existing structures, identified gaps and recommendations for next steps, particularly the further research that can usefully be undertaken. This section also proposes the project components and timeline that follow from the recommendations and findings above.

Section 3: Implementation of Support to the Lebanese Education Reform: Citizenship Education Project

This section presents the next steps of the project and a timeframe. The research on which the preliminary findings are based is included in Appendices D and E.

Appendix A: Guidelines for Grant Application
Appendix B: MEHE vision for Citizenship Education
Appendix C: Project Partners and Personnel

Appendix D: Recent citizenship initiatives in Lebanon

This section includes a mapping of recent and existing initiatives (governmental and non-governmental) that relate to citizenship education, with a discussion of the lessons learnt from these initiatives.

Appendix E: New approaches to citizenship education

This section presents new educational approaches to active citizenship and discusses how these approaches and frameworks may be relevant to Lebanon.

Appendix F: Three activities for citizenship education reform

This section presents the work packages submitted for the EU grant for *Support to the Lebanese Education Reform: Citizenship education* project. The MEHE has approved the descriptions of work that have commenced on the 7th of September 2012.

Appendix G: Citizenship education proposed implementation plan

This section shows Annex M from the grant proposal outlining the three activities of the reform project showing objectives, stakeholders and timeframe.

Section 1
Education for active citizenship: A priority in Lebanese schools

1.1 Why is citizenship education so important for Lebanon?

The *Support to the Lebanese Education Reform: Citizenship education* project is one of ten priorities in the Education Sector Development Plan (2010-2015) approved by the Council of Ministers in 2010. The government's endorsement of citizenship education as a key priority demonstrates the importance of citizenship education for development and progress. This is underpinned by the Lebanese Constitution (Republic of Lebanon, 1997 [1926]), the 1997 National Curriculum (MEHE, 1997), and the National Education Strategy (LAES, 2006).

The Preamble of the Lebanese Constitution was introduced in 1990, immediately following the 1975-1989 civil war. It proclaims a dual Arab and Lebanese identity. As a founding member of the Arab League and United Nations Organisation, it declares a commitment "without exception" to their pacts and covenants and to the Universal Declaration of Human Rights. Expanded further in Chapter 2 of the Constitution, it calls for the respect for public liberties, namely freedoms of opinion, belief, expression (orally, in writing), of the press, of assembly, and of association. The Preamble also states the nation-wide aim of abolishing political confessionalism and applying, instead, principles of merit, namely expertise and competence (see Article 95). The Ta'if Accord, which put an end to the civil war, initiated a major educational reform. It called for the development of a new curriculum that promotes national unity. Section 3.F.5 of the Ta'if agreement states that 'the curricula shall be reviewed and developed in a manner that strengthens national belonging, fusion, spiritual and cultural openness'[1].

Building on the principles for reform and reconstruction stipulated in the Constitution and Ta'if Peace Accord, the MEHE produced a national curriculum (1997) that further confirmed the role of education for citizenship in Lebanon. The aims of education stated in the introduction to the national curriculum focus on:

1) One's personality and abilities to achieve goals and "treat others with a sense of responsible citizenship"
2) The citizen who is committed to the laws, health, arts, lifelong learning, use of technology and environmental sustainability to build a cohesive Lebanese society and participate in the global and Arab communities

---

[1] Retrieved from http://www.al-bab.com/arab/docs/lebanon/taif.htm

1.2 Education reform for active citizenship

Since Lebanon's establishment as a Republic, a vision of a democratic citizenship has been the main drive behind the three major education reforms thus far (1946 for independence; 1968-71 for regional unity; 1997 for reconstruction). Following the end of the 1975-1989 civil war, CERD initiated the Plan for Educational Reform in 1994, framing its activities under principles for civil peace, social unity and citizenship (Frayha, 2004). In embracing principles of democracy, cosmopolitanism, human rights and children's rights, CERD grounded its reform activities within a framework of cultural, national and social dimensions (see Table 1).

Table 1 Cultural, national and social dimensions of 1994-97 education reform in Lebanon

Cultural	"Respect for the values of freedom, democracy, tolerance, human rights, anti-violence and the disdain for religious fundamentalism and discrimination", "role of Lebanon in the Arab world" and the "openness to world cultures"
National	"Lebanon as an independent sovereign Arab country", has strong relations with other countries, "democratic nature of Lebanon, the rule of law and respect for political and individual freedoms"
Social	"Rights and responsibilities of the individual to others and to society", "access to quality education and the right…to free education, the importance of continuous curricular reform" and "the responsibility of citizens to participate in and contribute to all aspects of the educational process"

Taken from BouJaoude & Ghaith (2006, p. 197).

The reform resulted in a new national curriculum (1997) and a revised civic education program of study.

1.3 National and Civic Education: A program of study for active citizenship

The 1997 national curriculum explicitly states that the education programs aim at "building the personality of the individual" and "creating the citizen", one who "builds a unified and cohesive Lebanese society" and engages in the Arab and global communities (MEHE, 1997, p. 4). Moreover, the Lebanese national curriculum aims to provide young active citizens with learning opportunities that allow them to develop their personalities as responsible and respectful individuals and, as listed in the main aims of the civics program of study, to:

- Promote humanistic values
- Build appreciation for work
- Contribute to world development
- Act critically, debate, accept others, and solve conflicts peacefully
- Participate freely in civil life
- Express Lebanese and Arab identities
- Establish relationships regardless of differences

These aims illustrate a vision of a citizen for Lebanon and the world – one who would be engaged as an active and informed member of communities with multiple identities and principles of democratic activities and human rights.

The civics program of study is timetabled for one hour per week and compulsory across all grade levels.

1.4 The National Education Strategy 2006

A decade after the publication of the most recent national curriculum, the LAES with support from the World Bank, published an empirically-informed, 5-point National Education Strategy (LAES, 2006), which led directly to the ten priorities of the ESDP. Based on the

findings in Part III of the NES, *Education that Contributes to Social Integration*, the *Citizenship Education* reform component in the ESDP confirmed the importance of citizenship education as:

1. An experience that has a degree of influence on over 1,000,000 enrolled students in schools in Lebanon;
2. A provision that some young people will not get in any other way;
3. A means to strengthen national identity and promote civic responsibilities

So, based on an analysis of the Constitution and of documents related to the ESDP, the perspective of the Government of Lebanon and the MEHE on education for active citizenship in Lebanon can be summarised as relating to:

Table 2 Citizenship Education in Lebanon: key dimensions based on official publications

Identities	Exploring and developing self-identities, namely national and Arab
Democratic practices	Practicing freedoms within the law; ensuring equal opportunities; and promoting meritocracy and transparency
Human rights	Grounding practices and engagement with all communities within human rights frameworks (i.e. children's, women's, etc.)
Diverse communities	Engaging actively and democratically across social, environmental, economic, technological, political and cultural levels
Living with others	Building relationships regardless of differences, managing conflicts through dialogue and non-violence
Lifelong learning	Developing approaches to continuously and independently gather information, reflect on experiences and collaborate with others

1.5 Developments since 2010
The Council of Ministers in 2010 endorsed the five-year ESDP, an outline of ten priority areas for education development (see Appendix A). Since 2010, the MEHE has based its curricular reform activities on the priorities established in the ESDP.

Program no. 7, *Citizenship Education* comprises three main reform activities determined by the MEHE, namely to:

1. Evaluate and develop citizenship education curriculum and learning and teaching materials
2. Develop capacities of teachers and administrators to implement an active citizenship program
3. Develop democratic and participatory environments through parent and student councils and community service programs

The MEHE reform program also aims to build the capacity of the different MEHE departments and units through the collaborative implementation of all activities. The Guidelines for Grant Applicants provided for the Citizenship Education Reform recognised that the program will include capacity building and mentoring to enhance the technical and managerial expertise of key MEHE players (See Appendix A).

1.6 The Citizenship Committee
In the light of on-going sectarian tensions in Lebanon, MEHE has supported 'programs that cement social integration, promote citizenship, and support extra curricular activities and

educational practices based on analysing problems, conflict resolution, and community service' (MEHE, 2011).

Civil society organizations, including local and international non-governmental and UN agencies (UNICEF, UNDP) have also been very active in the development and implementation of initiatives that address the above and work to positively affect the civic knowledge, attitudes, and behaviours of young people in Lebanon. As part of the ESDP, the Citizenship Committee was formed (Resolution No. 1814 dated 15/12/2009) to review and monitor such initiatives.

The Citizenship Committee is made up of representatives from MEHE, DOPS, CERD, and the Inspectorate. In addition, it included school principals and representatives of civil society organizations. The mandate of the committee is to monitor the progress of citizenship related project, to oversee learning and teaching materials and capacity building of teachers and administrators. Since its formation, the citizenship committee has served as the ministerial focal point for many citizenship-related civil society initiatives.

The Project *Support to the Lebanese Education Reform: citizenship education* envisages a Citizenship Education Steering Group (CESG) based on the Citizenship Committee membership but also drawing on a wider range of stakeholders. Arrangements for convening this group are currently the subject of coordination with the MEHE.

1.7 Current curriculum development: Cycle 1
When the new curricula were being developed in 1997, a decree for periodical reform was instituted (Decree number 1997/ 10237/ 27) that called for curriculum reform to take place every four years. The first attempt at reform began in 2004 in cooperation with BIEF, a Belgian institute of experts in curriculum and assessment, in order to develop competency based integrated modules for teaching and learning. According to informants in CERD approximately 1000 such modules were produced (across subjects and levels) and piloted. The pilot modules informed the curricular reform of Cycle 1 resulting in an interdisciplinary curriculum that integrates eight non-core subjects (among them: civics, geography, ICT, drama and science). In 2012 this was piloted in 40 elementary schools across the governorates.

Action point:
We intend to evaluate these initiatives in the research phase of the Support to the Lebanese Education Reform: citizenship education in order to gather evidence for the review of Cycle 1 curriculum and the development of subsequent cycles.

1.8 National examinations and Civics
In 2010, the Centre for Educational Research and Development (CERD)—in collaboration with the National Inspectorate and the Directorate General of the MEHE— organized 23 national workshops to evaluate the official examinations of all academic subjects, including civics. The evaluation reflected on the official exams in terms of content, alignment with national curriculum, mechanisms and results. The findings from these workshops were published in three reports; the academic evaluation of Grade 9 exams, the academic evaluation of Grade 12 exams, and the overall technical and logistical issues related to exams in general (CERD, 2010).

General evaluation and alignment with aims and objectives of the curriculum
The head of the civics national examination committee questioned the degree to which the civics exams match the curricular objectives that emphasize "personality building of the student citizen". In fact, forming citizens as described in the curriculum involves developing a wide repertoire of knowledge, skills, values, attitudes, and participation from students, which cannot be assessed in a written exam. In particular, it was noted that the nature of the exam

questions further constrains the *type* and *quality* of teaching taking place in the classrooms. When exam questions do not invite any critical thought, the teaching of such topics becomes shallow as a result. In addition, topics that are not emphasized in the exam are also not emphasized in the classroom, even though some contain essential and important concepts. Examples of chapters that are excluded from the exams include the citizen's role in environmental protection and electoral laws.

Importance allocated to citizenship in the timetable
The report suggests that the low weighting given to civics in official exams and the limited time allocated to teaching it do not match its importance and contribute to its current "under respected" status. Also, the limited time makes it difficult for teachers to do activities beyond the textbook. This contributes to students' lack of interest in the topic, which is already suffering as result of being deeply separate from the reality of daily life.

In addition, the high number of teaching hours given to civics teachers limits their role to a technical one of "test correction machines". For a civics teacher, a full time load of 20 hours a week translates to 20 different classes (as civics is a one hour per week subject). This means that if the teacher has an average of 25 students in class, every test given is effectively 500 test papers to mark. This does not leave the teacher much chance to invest time in preparing engaging lessons "outside the book".

Recommendations
The evaluation report makes a number of recommendations including increasing the time allocated for the teaching of civics from one period weekly to two in order to allow for more active teaching methods to be adopted. Another recommendation suggests increasing the weight given to the civics examination from 20 points to 30 so that students give it more importance. The focus of the exams on assessing recited information is heavily critiqued. Such types of exams cannot effectively assess a student's civic practices and capacity to engage with important and pertinent civic issues. Moreover, the head of the civics exam unit suggests that the exam should be altogether re-imagined and designed according to different criteria from other subject exams.

Action point: Examine through the research component and activities for curricula and textbook development methods of assessing citizenship learning. This will also include approaches to coordinate classroom assessment and official exams with curricular aims and learning activities.

1.9 The National Community Service Initiative
In 2006, a national campaign was initiated to promote community service and work towards introducing it as a mandatory component of formal schooling across Lebanon. The campaign was organized and funded by the "National Authority to Support Public Schools" in collaboration with MEHE, CERD, the teachers' syndicate, Hariri Foundation, and the Association of Private Schools in Lebanon. In the first two years of its pilot phase (2006-08), the project reached 137 schools (53 public; 84 private) and 170 teachers (65 public; 105 private) providing training in active learning methodologies (including cooperative learning and project based learning) particularly for teachers of civics, seen as the natural entry point into activities of community service. Students designed and implemented projects around four main themes: Media, laws, environment and social and civic values (Annahar, 2006).

This initiative began with a five-year plan, which was frozen after two years of implementation. Members of the executive committee who were interviewed for this inception report had received extremely positive feedback about the project's objectives, mechanisms, and outputs. However, the only written source of information that we were able to access was

the project website (www.myschoolmycommunity.com) and the press releases it features about its early activities.

Action point:
We intend to undertake further investigations to explore the successes, challenges and recommendations from this project in order to inform the current reform.

1.10 Findings from previous citizenship education research in Lebanon
As an outcome of the Plan for Education Reform in 1994, this curriculum was recognized as a success for its promotion of constructive approaches to learning and formative assessment and attention given to learning objectives (see BouJaoude & Ghaith, 2006; LAES, 2006). However, studies including content analyses and empirical research in classrooms consistently report on shortcomings in design and content.

Studies suggest that the civics curriculum promotes teacher-centred learning activities based on abstract and general lessons with insufficient activities for active learning. These weaknesses were also noted in a vision document for the National Education Strategy (LAES, 2006). Thus, students do not participate in activities related to upholding the law such as identifying corruption, fanaticism, discrimination or partiality. Nor are there preparatory activities necessary for future political participation such as the election of class representatives.

Curriculum and textbooks
Processes of education development and curriculum design
BouJaoude and Ghaith (2006) observed the processes of curricular development for the 1997 national curriculum They suggest that the reform processes would be improved a more democratic system for designating committee members, the inclusion of parents' and teachers' associations and input from students. Although the participation of the educational community was much wider than previous times, this partnership could be further extended (LAES, 2006).

Curricula content analyses
In 2003, the LAES published a series of analyses of the 1997 national curriculum. Table 3 below outlines the identified strengths and weaknesses the civics' curricula rationale, educational objectives and approaches, scope, sequences, content and terminology (LAES, 2003).

Table 3 Analysis of Curriculum

	Strengths	Weaknesses
Rationale	• Philosophy based on democracy and human rights • Focus on individuals and communities • Social cohesion via principles of unity and belonging • Responsibility to participate in public life	• Based on more on Ta'if agreement than the Constitution • Repetition of some topics across grade levels, limiting breadth and depth of learning • Absence of major concepts such as peace, Lebanon's relation to world, sovereignty, etc.

	Strengths	Weaknesses
Educational approaches	•Associations to daily reality •Emphasis on openness, dialogue and solidarity •Focus on personal explorations in learning and practical aspects •Values reason to approach issues	•Difficulties in implementing some activities •More emphasis on responsibilities than rights •Some issues were presented from one side only •Creativity is neither highlighted nor promoted
Compatibility	•Aims reflect moral and spiritual values •Aims avoid materialism •Less apparent to indoctrinate •Emphasis on identity, belonging, openness, civil peace, rejection of racism	•Some objectives and activities do not match with each other •Some specific objectives for elementary and secondary levels are unjustifiably merged
Scope / sequence	•Appropriate to cognitive levels •Adopts a wider scope of values with broad Arab identity	•Some concepts, principles and objectives are repeated across the cycles •NGOs and civil society is absent
Content	•Main issues, principles and concepts are covered to promote national ties •Issues connected to daily reality •Content looks at other cultures	•Some activities are beyond learners' capacity to implement •Curricula appeared quite dense with content
Termi-nology	•Language is clear and accurate •Concepts are well labeled, sorted and presented	•Some spelling and grammar mistakes

Analyses of civics textbooks

Textbooks are intended to translate the curricular aims into learning objectives and learning activities. In a UNICEF-commissioned content analysis of human rights education in the civics textbooks, researchers from CLS explored the books' coverage of children's rights, gender, conflict and dialogue (Shuayb & Makari, forthcoming). The study concluded that:

1. Children's rights appear in all three cycles, mainly though when making reference to right to education. Though the books across the cycles address themes of identity, family, security, health and education, they are not presented as rights of the child per se. Across all four cycles there is only one unit on human rights and two on citizens' rights.

2. Gender issues are completely absent from all textbooks. In addition to the male-gendered language, the issues and themes reinforce gender stereotypes and roles where the woman's productivity lies mainly in the household and complex professional and political positions are carried out by men.

3. Conflict management appears in only one lesson and in grade 10 presenting a rather narrow definition of conflict and lists emotions, greed and differences of opinions as causes of violence.

4. Dialogue appears in one chapter in grade 10 in the unit on the family. The books associate dialogue with wealthy and Western individuals while violent conflict is associated with low-income people.

The team also examined the extent to which the textbooks support learning activities that require construction, reflection and critical thinking, which are pedagogical objectives of the national curriculum. The analysis found the following:

1. There is no description of competencies that the lessons intend to develop.
2. Presentation of information remained descriptive with nearly no opportunities for analysis, reflection, critical thinking or any behavioural activities such as engagement with surrounding communities.
3. None of the concepts were problematised with real-life examples.
4. Lessons included photos, but students were not encouraged to interpret them.
5. Assessments in the books rarely ask for students' opinions or encourage their own inquiries into issues presented.
6. The presentation of material, learning objectives and activity questions are designed to promote rote learning of unquestioned content information.

The findings above are confirmed by qualitative research (Akar, 2012a). Students and teachers alike expressed concerns about the inconsistencies between the values practiced at home and society and those being taught in school. Students expressed a degree of low motivation to learn civics since they felt that the books only portrayed the ideal civic life and were not written by people who had experience of their realities (Akar, 2007). Similarly, teachers described the textbook as, somewhat factual and disconnected with the students' lives (Akar, 2006). Consequently there was little independent learning with more emphasis on memorization and passive learning. Some teachers provide additional activities such as classroom discussions and field trips in order to bring alive the theories presented in the textbook.

Learning, teaching and assessment
Classroom dialogues: debates and discussions
There is evidence that some schools ban political discussions between teachers and students. They wish to protect students from indoctrination and prevent conflicts among students inside and outside the classroom and to avoid arguments, tensions and conflicts among students and with parents (Akar, 2012b; Zakharia, 2011).

Assessment issues and practices
Pedagogies in the civics classroom are predominantly geared towards students reciting what is presented in the textbook for assessment purposes (Shuayb, 2007; Akar, 2007; UNDP, MEHE, & CDR, 2008; Akar, 2012b). In addition, to learning and teaching for the test, students and teachers have also expressed the following anxieties and attitudes towards the civics official exam:

- Students, teachers and schools do not give value to civics since its coefficient in the official exams is "not very high";
- Memorizing some material is necessary to pass the official exams
- A culture of sectarianism posed as a barrier to critical thinking during official exams. There is a fear that examiners will not accept answers that do not correspond to their perspective.

Teachers guide students by underlining in the book what is important to learn for passing exams. Students failing exams due to teachers not underlining material indicates a degree of learner dependency on the teacher (Akar, 2009).

Although the new curricula emphasized a learner-centred approach to the learning-teaching process and the adoption of active learning methodology, actual school practices point to 1) the dominance of teacher-centred teaching, and 2) problems with the school climate

represented by the weak relations among students, teachers, administration, and parents (LAES, 2003).

There is no system for monitoring teaching to provide feedback both for purposes of curriculum revision and enrichment and assessment and follow up support of teacher training. What the Office of Educational Counselling Services (DOPS) does centres around routine school visits (average of one visit per year, and usually to schools that have performed poorly on official examinations) that do not allow in depth follow up and feedback. Likewise, the General Educational Inspectorate focuses on monitoring the administrative and financial matters.

Teacher professional development
A United Nations study reported that only 14% of all teachers in primary education are trained teachers (UNCT, 2007, p. 40). There are initiatives taken by outside parties and nongovernmental organizations (NGOs) that take the form of special programs for training teachers in specific areas (peace education and conflict resolution, education for democracy, and the culture of law). Many of these trainings are done in close collaboration with CERD but are sporadic (LAES, 2006).

After the new curricula were issued, MEHE conducted extensive teacher training workshops for all public and some private school teachers. But this training was held only once and was specifically for the purpose of familiarizing teachers with the new curricula. The evaluation study of the training showed that there were many problems related to planning, organization, instructional materials, trainers' qualifications, training styles, evaluation, and the choice and distribution of the trainees (LAES, 2003). In 2000, a project for the continuous training of teachers and principals was prepared with the following objectives:

a) Preparing a group of trainers to undertake the continuous training of teachers.
b) Supporting the six main teacher colleges in districts and gradually all local teacher colleges to become centres for continuous training as well as learning resource centres
c) Developing mechanisms for need assessment and for impact of training on classroom practices

The actual implementation of the project started in 2004 in the six main teacher colleges in the different governorates through regional plans prepared and supervised by the Preparation and Training Office at CERD. This unit currently has 195 trainers, 10 of which are trainers in the humanities and only 3 trainers for civic education across Lebanon. The CERD head of the Department for Continuous Teacher Professional Development suggested that there is a need for 5 more (Aoukar, 2012). The training sessions for civics in 2012-13 present issues such as how to write good civics tests, and how to cover the curriculum with only one period per week. There is one session on "citizenship" listed under current issues along with other sensitive topics such as environmental sustainability and human rights.

Extra-curricular activities
Extracurricular activities, especially in public schools, are scarce (LAES, 2006). Most often, activities are organized and supported by NGO projects and cease to take place once the project is over. Furthermore, students' conceptualizations of active citizenship in grades 10 and 11 have been consistently related to activities they have participated in organized by NGOs within civil society (Akar, 2009).

School and community
According to the LAES (2006) report, one notable weakness found in the role of the school for civic education is the lack of communication between the school and the local society. The *Support to the Lebanese Education Reform: citizenship education* is intended to improve communication between the school and the local community and situate citizenship education in a real context.

Concepts and discourse
The vast range of limitations and challenges of learning and teaching citizenship have been related to the minimalist notions of citizenship that have framed the subjects as a *civic education* program (Akar, 2012a). Narrowed conceptions of civics are typically associated with content-based civics curricula in countries around the world (Kerr, 1999). The *Support to the Lebanese Education Reform: citizenship education* shifts the focus from *civics* to Citizenship Education. Civic education is a minimal interpretation that provides pre-determined knowledge history, politics and political institutions. Citizenship education encourages participation in civic and civil society.

The findings of these studies are summarized in the subsequent section. They outline the grounds for research to inform the activities; collaboration among government, schools and civil society groups; and development of curricular, professional development and community outreach programs

Section 2: Summary of Findings from the Research Review

The main findings from the research review and mapping of public, private and civil society initiatives are presented thematically below.

2.1 Citizenship curriculum, pedagogy, and assessment
- Materials have been produced including content on conflict management, gender issues, human rights and teaching aids (films, human rights posters, etc.) but their use remains minimal
- Participating in activities organized by civil society significantly influence students' notions of active citizenship, however teachers who have attempted to incorporate activities and resources in their teaching have struggled to meet the objectives of "finishing the textbook".
- Most current pedagogies are limited to learning right-wrong answers (memorization of content) and assessment is limited to testing retention of information
- There is exclusive emphasis on legal aspects of learning about laws, without attention to how they apply or are related to students' lives
- Textbook design reinforces teachers' position as holder of knowledge.
- If debates are facilitated, teachers fear conflicts arising
- There is support amongst teachers for reform of the way civic education is taught and assessed and to update curricula and incorporate active methodology into it
- The inspection system emphasizes the need to finish curriculum as primary objective of teaching

2.2 Teacher professional development
- Many citizenship related projects have conducted TOTs of teachers, resulting in increased capacity of teachers and local experts and experience or exposure to "new approaches". They may also be motivated and committed
- Many teachers, though, still hold minimalist views of citizenship that is confined to learning about roles and responsibilities only
- There is a shortage of Teacher Trainers for Civics at CERD (currently only 3 trainers)
- Teacher training should aim to help teachers:
  - Refrain from oversimplifying issues and presenting them in a shallow manner that does not invite students to engage critically with the issue
  - Develop capacity to teach and lead discussions on different issues in an objective and impartial way that allows students the space and opportunity to express their honest views and opinions on related matters
- There is a lack of studies of teachers' experiences of PD workshops so far
- Content and approach of teacher training should be reconsidered. Several evaluations of existing projects highlight the need for mentoring and on going communication, feedback, and support after training.

2.3 Councils and Community Service
- There is definite support for developing student participation at many levels as evidenced by teachers' views and the number of students who volunteer to participate in school projects. However, short-term projects that are discontinued after only a year might have adverse impact.
- There are some successful experiences in learning and student representative-based activities (Baddi koun mas'oul) that have been piloted at the high school level

- There are recent examples of community outreach activities on civil rights, advocacy, media and good governance (Citizen Lebanon)
- The internal regulations of secondary schools do not include such activities within working hours. Thus, such activities rely on personal initiatives since teachers are not compensated for these hours.

2.4 Other Findings

- Teachers are not following through on implementation of "project-related" activities, and using materials produced for classroom learning. So, intervention is short-lived.
- Parents' involvement in school life is quite limited. Very few schools have parent participation that goes beyond a mechanistic parents committee that meets 2-3 times a year to authorize financial documents
- The reform is likely to be more successful if the school inspectorates are involved in the processes of implementation and the provision of self-assessment tools for schools.

Section 3 Implementation of *Support to the Lebanese Education Reform: Citizenship education* Project

The project provides a comprehensive multi-level intervention to support the three activities of the citizenship education reform project defined as the key areas of reform in the grant application:

Activity 1: Evaluation and development of citizenship education curriculum and learning and teaching materials
Activity 2: Teachers and administrators to implement active citizenship program
Activity 3: Developing democratic and participatory environments through parent and student councils and community service programs.
 Appendix F summarizes the Work Packages for these three activities that were developed in the grant proposal and derived from MEHE's template in Annex M (See Appendix G). The MEHE and the IOE signed the contract agreement on 6 September 2012 agreeing on the work descriptions submitted.

Following the MEHE template, this Inception Report reviews the documentary evidence on the state of citizenship education in schools and its development by governmental and non-governmental initiatives.

Meetings with the MEHE, the PCM and the EU Delegation have stressed that the Inception Report is an opportunity to review the description of work packages to ensure that they provide a feasible and agreed set of objectives and actions in the current circumstances. The following paragraphs clarify the proposed activities (See Appendix F).

Activity 1: Evaluation and development of citizenship education curriculum and learning and teaching materials

Research
The research component is designed to provide empirical evidence of current practice in schools and classrooms and to identify the key issues in promoting learning and teaching for active citizenship. The initial review of documentation summarized in the report has highlighted some of the variables that support and challenge effective citizenship education. There is as yet no evaluation of the community service programs and stakeholder councils that have been piloted. Meetings held with CERD (3 Dec) and the MEHE Executive Committee members (12 Oct, 13 Dec, 20 Dec) re-emphasised the importance of this research appraising current practices and experiences to inform curriculum development. Therefore, the research activities will have two main objectives: 1) Consult stakeholders (including students, teachers, administrators and parents) by investigating their experiences. 2) Draw on the results of the research to inform the development of curricula, materials for learning and teaching, professional development, community service programmes, and parent and student councils. 3) Examine the successes and challenges of extra-curricular activities for classroom learning, parent and student participation, and community service.

The empirical research component starts in February 2013 and data collection will be finalized in May 2013. Researchers will be recruited, trained and visit a sample of 36 public schools from all over the country. Advertising and selection will be undertaken by a panel including CERD and MEHE.

The findings of the research are intended to inform the National Action Plan for Citizenship Education which will be agreed by Sept 2013.

The researchers will:
- Consult on themes and activities teachers, students and principals have found beneficial
- Explore successes in community service programs, student councils and parent councils
- Examine teachers', principals' and students' feedback on the pilot of cycle 1 citizenship curriculum.
- Investigate the factors that might promote or hinder parents' involvement in school life, in order to enhance participation
- Ascertain why teachers who have participated in development activities and large-scale projects discontinue using methods and materials that they have been trained to use.

Curriculum development
The timetable for work on cycles 1, 2 and 3 to develop curricula and materials for learning and teaching has been adjusted to ensuring that the research outcomes include recommendations for establishing frameworks for the curricular and material development activities. This can now begin in May 2013 rather than September as originally planned. The available resource remains the same.
Since Cycle 1 has been drafted and is currently being piloted, the work prepared for Cycle 1 will now focus on evaluating the pilots and informing further development of its materials. The work plans of developing the curricula for cycles 2 and 3 and the teachers' guides and activity books will continue for all three.

Activity 2: Teachers and administrators to implement active citizenship program

Teacher training
We confirm our understanding that CERD will play a leading role in the development of the training program in collaboration with DOPS.

Activity 3: Developing democratic and participatory environments through parent and student councils and community service programs.

The work plan outlined in work packages 3.1 - 3.5 remains the basis for the collaboration between the Project Team and the MEHE agencies.

Roles and responsibilities
As per the request by the MEHE Executive Committee members, Table 4 outlines the roles and responsibilities of relevant stakeholders.

Table 4 Roles and Responsibilities

	Stakeholder	Support Required
Curriculum, pedagogy, assessment	MEHE-Executive Committee	Authorization and supervise overall project implementation
		Legalization of the new CESG
		Facilitation to access schools
	CERD	Nominating possible researchers
		Providing documentation and data
		Designing and coordinating the development of curricula, learning and teaching materials and assessment tools
	LPT	Recruiting researchers with CERD
		Developing tools and instruments for research with CERD
		Supporting data entry and analysis of research
		Collaborating with CERD in preparing curricula, textbooks, teachers' guides and assessment tools for all cycles
		Facilitating national action plan workshop with CERD and MEHE executive committee
	CESG	Commenting on tools and instruments
		Reviewing progress and discuss findings
		Approving national action plan
	IOE-ACT	Providing expert support on research and curriculum development
Teacher Professional Development	MEHE-Executive Committee	Authorizing and supervising overall project implementation
	CERD	Outlining selection criteria
		Attending workshops of the "new approaches" and participating in the development of TOT curriculum and modules
		Outlining work plan for completing TOT curriculum and modules and participating in their development
	DOPs	Attending workshops of the "new approaches" and participating in the development of TOT curriculum and modules
	LPT	Facilitating workshops/Observing and mentoring new teacher trainers
	IOE	Assessing and accrediting the developed modules and providing advice on content
	ACT	Observing and mentoring new teacher trainers
Councils and Community Service	MEHE-Executive Committee	Authorizing and supervising overall project implementation
	CERD	Developing and piloting the establishment of community service programme for schools and students and parents' councils guidelines and TOT manuals.
	LPT	Facilitating workshops for designing the guidelines for student and parent councils and TOT manuals.
	ACT	Supporting the designing the systems for student and parent councils/ TOT training and guidelines
	IOE	Coordination, evaluation and reviewing progress

References

Akar, B. (2006). Teachers' reflections on the challenges of teaching citizenship education in Lebanon: A qualitative pilot study. *Reflecting Education, 2*(2), 48-63.

Akar, B. (2007). Citizenship education in Lebanon: An introduction into students' concepts and learning experiences. *Educate~, 7*(2), 2-18. doi: http://www.educatejournal.org/index.php?journal=educate&page=article&op=viewFile&path[]=119&path[]=142

Akar, B. (2009). *Exploring the challenges and practices of citizenship education in National and Civic Education grades ten and eleven classrooms in Lebanon.* PhD in Education, Institute of Education, University of London, London.

Akar, B. (2012a). The space between civic education and active citizenship in Lebanon. In M. Shuayb (Ed.), *Rethinking education for social cohesion: International case studies*. London: Palgrave Macmillan.

Akar, B. (2012b). Teaching for citizenship in Lebanon: Teachers talk about the civics classroom. *Teaching and Teacher Education, 28*, 470-480. doi: 10.1016/j.tate.2011.12.002

Annahar. (2006, 13 November). The National Community Service Project: 120 schools join in the second year. In Arabic., *Annahar*.

Aoukar, H. (2012, 3 December). [Personal communication].

Banks, J. A. (Ed.). (2004). *Diversity and citizenship education: Global perspectives*. San Fransisco: Jossey-Bass.

BouJaoude, S., & Ghaith, G. (2006). Educational reform at a time of change: The case of Lebanon. In J. Ernest & D. Treagust (Eds.), *Education reform in societies in transition: International perspectives* (pp. 193-210). Netherlands: Sense Publishers.

Carravilla, C., & Yassin, N. (2010). Final evaluation of the joint programme: Conflict prevention and peace building in North Lebanon (MDG-F1976). Beirut: UNICEF.

CERD. (2010). Workshops on official exams (2009-2011): Issues and recommendations. In Arabic. Retrieved 18 January 2013 http://www.crdp.org/CRDP/Arabic/ar-projets/a_projets_ExamsWorkshops09_10.asp

Council of Europe. (2004). *Education for Democratic Citizenship Activities: All-European Study on EDC Policies*. Strasbourg: Council of Europe Publishing.

Delors, J., Al Mufti, I., Amagi, I., Carneiro, R., Chung, F., Geremek, B., . . . Nanzhao, Z. (Eds.). (1996). *Learning: The treasure within: Report to UNESCO of the International Commission on Education for the Twenty-first Century*. Paris: UNESCO Publishing.

El Helou, Z. (2010). Expanding a civic education model to promote active citizenship, and civic spaces among Lebanese students. Beirut: Lebanese Centre for Civic Education.

Frayha, N. (2004). Developing Curriculum as a Means to Bridging National Divisions in Lebanon. In S. Tawil & A. Harley (Eds.), *Education, Conflict and Social Cohesion* (pp. 159-205). Geneva: UNESCO International Bureau of Education.

Hoskins, B. (2006). Active citizenship for democracy: Report of the second research network meeting. Strasbourg: Council of Europe.

Hoskins, B., Villalba, E., Van Nijlen, D., & Barber, C. (2008). *Measuring civic competence in Europe: A composite indicator based on IEA Civic Education Study 1999 for 14 years old in School*. Luxembourg: European Communities.

Janoski, T., & Gran, B. (2002). Political citizenship: Foundations of rights. In E. Isin & B. Turner (Eds.), *Handbook of citizenship studies* (pp. 13-52). London: Sage.

Keating, A., Kerr, D., Benton, T., Mundy, E., & Lopes, J. (2010). Citizenship education in England 2001-2010: young people's practices and prospects for the future: the eighth

and final report from the Citizenship Education Longitudinal Study (CELS). London: Department for Education.

Kerr, D. (1999). Citizenship education in the curriculum: an international review. *The School Field 10*(3/4), 5-32.

Kiwan, D. (2008). Citizenship education in England at the cross-roads? Four models of citizenship and their implications for ethnic and religious diversity. *Oxford Review of Education, 34*(1), 39-58.

LAES. (2003). *Evaluation of the new curriculum in Lebanon* (Vol. 2). Beirut: LAES.

LAES. (2006). National Education Strategy in Lebanon: Vision document. Beirut: Lebanese Association for Education Studies.

Lawton, D. (2000). Overview: Citizenship education in context. In D. Lawton, J. Cairns & R. Gardner (Eds.), *Education for citizenship* (pp. 9-13). London: Continuum.

Makouk, N., & Shuayb, M. (2012). Assessment of the impact of peace building toolbox. Beirut: UNDP.

McLaughlin, T. (1992). Citizenship, diversity and education: a philosophical perspective. *The Journal of Moral Education, Special Issue: Citizenship and Diversity, 21*(3).

MEHE. (1997). *The programs of general education and their aims*. Beirut.

MEHE. (2011). Achievements: 2010. Beirut: Ministry of Education and Higher Education.

Mikdashi, G. (2011). Evaluation report for the project "Support to extra-curricular activities through enhancing social cohesion and communication among public schools in greater Beirut region". Beirut: GIZ (German Development Cooperation).

Osler, A., & Starkey, H. (2005). *Changing citizenship: Democracy and inclusion in education*. Maidenhead: Open University Press.

Osler, A., & Yahya, C. (2013). Challenges and complexity in human rights education: teachers' understandings of democratic participation and gender equity in post-conflict Kurdistan-Iraq. *Educational Inquiry, 4*(1).

Republic of Lebanon. (1997 [1926]). The Lebanese Constitution. *Arab Law Quarterly, 12*(2), 224-261.

Schulz, W., Ainley, J., Fraillon, J., Kerr, D., & Losito, B. (2010). *Initial Findings from the IEA International Civic and Citizenship Education Study*. Amsterdam: International Association for the Evaluation of Educational Achievement.

Shuayb, M., & Makari, K. (forthcoming). Children's rights, gender, conflict and violence management and dialogue in the national Lebanese civics textbooks: A content analysis. Beirut: Centre for Lebanese Studies.

Shuayb, M., Makouk, N., & Makari, K. (forthcoming). A whole school approach to social cohesion: Case studies of four schools in Lebanon. Beirut: Centre for Lebanese Studies.

UNCT. (2007). United Nations Common Country Assessment: Lebanon. Beirut: UNCT.

Watkins, C., Carnell, E., & Lodge, C. (2007). *Effective learning in classrooms*. London: Paul Chapman.

Zakharia, Z. (2011). The role of education in peacebuilding: Case study - Lebanon. New York: UNICEF.

Contracting Authority:
Presidency of the Council of Ministers of the Republic of Lebanon

Support to the Lebanese Education Reform:
Improving retention/achievement of students and citizenship education

Guidelines for grant applicants

Budget line number: ENPI-19.080101
Reference: EuropeAid/131-916/M/ACT/LB
Deadline for submission of proposals: 03/10/2011

PROGRAMME: 'Support to the Lebanese Education Reform: improving retention/achievement of students and Citizenship Education'

1.1 BACKGROUND

Recognizing the need for improvement in the public education system, the Cabinet of Ministers of the Lebanese Republic adopted in April 2010 the *National Education Strategy* and the related *Education Sector Development Plan 2010-2015* (ESDP).[2]

The ESDP outlines ten priority programmes for the five years to come (2010-2015):

Priority of the National Education Strategy	Programme		Objectives
1. Education Available on the Basis of Equal Opportunity	1	Early Childhood Education	Increase in the percentages of children enrolled in public kindergartens between the ages 3-5 years
	2	Improving Retention and Achievement	Decreasing the repetition rates through the development and implementation of the appropriate mechanisms
	3	Development of Infrastructure	Adequate and equitable distribution of school facilities in all regions
2. Quality Education that Contributes to Building a Knowledge Society	4	Professionalization of the Teaching Workforce	Promote the professional development of the teaching workforce and device mechanisms for the efficient distribution of teachers in public schools
	5	Modernization of School Management	Modernizing school systems and activating the School Based Management Model
	6	Achievement Assessment and Curriculum Development	Curriculum development in a manner consistent with national needs and global trends
3. Education that Contributes to Social Integration	7	Citizenship Education	To strengthen students' national identity and their civic responsibilities
4. Education that Contributes to Economic Development	8	ICT in Education	Supporting and promoting the use of ICT in the educational system
	9	National Qualification Framework	Determining the expected outputs of the educational programs and certificates, and specifying the necessary qualifications for education related professions
5. Governance of Education	10	Institutional Development	Enhance the work flow effectiveness between the various units of MEHE to provide better service for citizens Develop a Management Information System that supports the process of education policy formulation and administrative decision-making Development of procedures and practices that allow the practical possibility of moving from an "Items Based" budget to the preparation and management of a Medium Term Expenditure Framework in preparation for the "Program Based" budget Assessing the effectiveness of the ESDP programs

---

[2] The *National Education Strategy* and *ESDP* can be found on the Lebanese Ministry of Education and Higher Education website: http://www.mehe.gov.lb/Templates/Internal.aspx?PostingId=20

			through indicators and specific data

In order to advice, plan and follow-up on the implementation of the ESDP, the Ministry of Education and Higher Education (MEHE) set up Working Groups, one for each programme of the ESDP. These Working Groups – including the representatives of the Ministry, the Education Centre for Research and Development (ECRD), school principals, NGOs and academics – elaborated a plan of action for each ESDP programme. These plans have become the basis for the reform implementation.

The European Union decided to support this education reform and in December 2010, an agreement for *Support to Education and PFM Reforms (ENPI/2009/020-490*) was signed between the EU and the Government of Lebanon. In particular, this agreement sets out to support the Lebanese Ministry of Education and Higher Education (MEHE) in the planning, implementation and monitoring of two ESDP reforms: Improving Retention and Achievement (ESDP programme no. 2) and Citizenship Education (ESDP programme no. 7). ANNEX K

It is expected that, as result of this agreement, these two ESDP programmes will be in full execution by 2015. However, for the moment the technical and managerial capacities of the key MEHE players – both at the central and regional levels – remain weak. This is a major challenge and capacity building and coaching for the key institutional players is thus necessary. In particular, staff capacities must be strengthened in the following entities: the Education Sector Development Secretariat (ESDS) and the ESDP Working Groups, ECRD, Guidance and Counselling Directorate (DOPS), Finance Department of MEHE, and the regional Teacher Resource Centres and Education Offices.

The current grant scheme entitled '*Support to the Lebanese Education Reform: Improving retention/achievement of students and citizenship education'* is launched in order to provide the necessary capacity building and technical support to MEHE in order to be able to execute the ESDP plans and deliver the results expected under the EU Agreement of December 2010. More specifically, support MEHE in implementing educational reform including conducting educational studies where needed, building the capacities of the implementing agencies and the management of reform.

This grant scheme is foreseen to be accompanied by rehabilitation and equipping of the Teacher Resource Centres, which bear the responsibility for professional development of teachers.

1.2   OBJECTIVES OF THE PROGRAMME AND PRIORITY ISSUES

The **global objective** of this Call for Proposals is to improve the efficiency and effectiveness of the Lebanese education sector through enhancing Ministry of Education 's capacity in planning, implementing and monitoring of the education sector reforms.

Lot 2: **Support to MEHE in the execution of the ESDP programme no 7: 'Citizenship Education'**

Specific objectives:

1. Establish an enabling learning environment that fosters active citizenship behaviours among Lebanese students and increase governance

2. Introduce an effective citizenship education programme to the Lebanese public schools (cycle 1& 2)

Expected results:

- A positive and participatory school environment that fosters citizenship behaviour enhanced (developed)

- Curriculum and textbooks that promote active citizenship behaviours among students in the Lebanese public schools cycles 1 and 2 are made available

- Capacity of teachers and administrators to foster and implement the active citizenship practices and programmes in the schools strengthened

Target groups include: Trainers of trainers , Teachers, School counsellors, Teacher Resource Centres (TRCs), Education inspectors, Students

Appendix B MEHE vision for Citizenship Education

Citizenship Education

The programme for "Citizenship Education" translates the third priority of the National Education Strategy, which is an "Education that Contributes to Social Integration". Since the education sector has a key role to play in the promotion of social cohesion, studies revealed that the latest civic education curriculum (developed in 1997) had so far a very limited impact. The 2008 UNDP "Education and citizenship" study revealed that Lebanese students are below the international averages in terms of civic knowledge and more importantly in terms of civic skills (UNDP, 2008). Moreover, the analysis of the civic education textbooks points to their emphasis on rote learning of values and knowledge rather than on practicing skills and attitudes.

Hence, the citizenship education programme under this project aims to build the capacity of the different MEHE departments and units to enable the public sector to provide Lebanese students a learning environment that fosters active citizenship behaviour.

The main objectives of this programme are to (i) update the citizenship education curriculum and textbooks to promote active citizenship behaviours among students (ii) train teachers, school principals and administrative staff to foster the concepts and implement the practices of active citizenship, (iii) enhance the role and function of Parent Councils, establish Student Councils and develop students' capacity and empower them to participate in the school's life (vi) Pilot a community service program in 100 public secondary schools

As preliminary steps for the design and preparation of this component, a working group of education specialists and personnel from MEHE's concerned departments/units was formed to draft the "citizenship education" national action plan (Annex M) and follow up at a later stage on the implementation of its programs. Yet, as a first step, this action plan will need to be reviewed by the selected institution, in coordination with the concerned parties at MEHE, to ensure the feasibility of the proposed education policies and plans (in terms of budget, management, M&E, etc.)

In terms of implementation arrangements, the role of the selected institution will be to provide MEHE with guidance and sound expertise in implementing the educational reform through building the capacities of the below implementing agencies (develop TOT modules, conduct and follow up TOTs).

I- The Educational Centre for Research and Development (ECRD) and the Regional Teacher Resource Centres (TRCs) mandated for (i) revising and developing civic education textbooks, teacher guidebooks and activity kits in line with the newly identified pedagogical approach to civic education in a way that targets behaviour rather than knowledge (ii)Training teachers, school principals and other administrators on the new pedagogical approach to civic education (iii) Designing a community service programme and train trainers on its implementation

II- The Direction d'Orientation Pedagogique et Scolaire (DOPS) that will work on (i) enhancing the role and function of Parent Councils and promoting their active participation in the school life through the development of training modules for Parent Councils and the implementation of parent councils trainings and on (ii) Establishing student councils and developing student capacity to participate in the school's life in secondary schools.

Appendix C Project partners and personnel

The Project EUROPEAID/131-916/M/ACT/LB/
Support to the Lebanese Education Reform: citizenship education

The Partners
Coordinating Partner and Budget Holder (The Beneficiary)
Institute of Education University of London (IOE)

Lebanese Project Team
a. Lebanese Association for Educational Studies (LAES)
b. Centre for Lebanese Studies (CLS)
Professional Development Partner
Association for Citizenship Teaching (ACT)

Project Team

Principal Investigator IOE (London)
Professor Hugh Starkey

Research Officer IOE (London)
Mai Abu-Moghli

Principal Investigator, CLS (Beirut)
Dr. Maha Shuayb

Principal Investigator, LAES (Beirut)
Dr. Bassel Akar

Principal Investigator, ACT (London)
Mr. Chris Waller

Project Manager (Beirut)
Ms. Elissar Ashmar

Professional Officer (Beirut)
Ms. Nisrine Makkouk

Working Group Administrator (Beirut)
Ms. Maro Anashahodian

Appendix D
Recent initiatives in civil society, public and private sector

The research team undertook a mapping exercise of citizenship-related initiatives in Lebanon. We contacted NGOs working in this field and fourteen responded. These projects are also those identified by members of the Citizenship Committee as being the most significant for informing the coming reform. A brief description of each of the initiatives is presented, followed by a section identifying the aggregated findings and recommendations from the mapping. We intend to evaluate these initiatives in the research phase of the Support to the Lebanese Education Reform: citizenship education .

1- German Development Cooperation (GIZ)
Extra-Curricular Activities to Enhance Social Cohesion

During 2010, the project "Support to Extra-Curricular Activities through Enhancing Social Cohesion and Communication among Public Schools in Greater Beirut Region" was launched upon the request of the MEHE, with the support of the German Government/ GIZ, and with the participation of UNRWA. The project aimed to promote social integration through conflict transformation and conducted teacher training in public and UNRWA schools in order to enhance teachers' capacities to train students in transforming conflicts constructively. The project targeted civics teachers in secondary schools in the Greater Beirut region, training them on conflict transformation issues and supporting them to facilitate activities in their classrooms that develop the students' skills in this domain. Activities were implemented in 14 schools, with a total of 307 students participating in these exercises. In addition to these activities, film making workshops were run that brought groups of students from different schools together to produce one short film under the theme "Diversity Enriches Us". A total of 8 films were produced and these are intended to be teaching tools that can be used in the classroom to start a discussion about pertinent issues such as identity, conflict, and sectarianism in Lebanon.

2- United Nations Development Program (UNDP)
Peace Building Toolkit
The UNDP, in close cooperation with MEHE, developed a toolkit on peace building and conflict transformation, with practical activities aimed to introduce the concept of peace building into the curriculum. The project included training of over 100 public and private secondary school teachers in Lebanon, and was piloted and assessed in 14 secondary schools across Lebanon. The activities were designed for Grade 10 and 11 civics and/or sociology classrooms, but were implemented, with some modifications, in Grade 6 to Grade 12 classrooms in civics, sociology and language. Despite the initial vision that teachers who received the TOT would support other teachers in their school to use the toolkit and implement activities, this did not happen in any of the surveyed schools. Almost all of the teachers interviewed only implemented activities from the toolkit that they had tried during the training.

3- United Nations Children's Fund (UNICEF)
A joint venture between MEHE and UNICEF aimed at strengthening and developing conflict resolution strategies through dialogue in secondary schools in North Lebanon, particularly in the aftermath of the Nahr El Bared events. This programme was implemented/piloted in 10 public schools and 8 UNRWA schools in North Lebanon from 2010-2012, and was the basis of the Citizenship Curriculum review that was conducted with CERD and CLS It aimed to mainstream gender and conflict prevention concepts in civic education textbooks and train teachers on teaching these issues. Moreover, this is an example of up-streaming knowledge and experiences from the school level to the modification of the curricula at a national level.

4- Lebanese Centre for Civic Education (LCCE)
Project Citizen
The LCCE, in close cooperation with CERD, implemented "Project Citizen" (*Expanding a civic education model to promote active citizenship and civic spaces among Lebanese school students*) in Lebanese public schools between October 2008 and October 2010. The project trained 48 teacher trainers on the Project Citizen methodology, most of which were from the Continuous Training Unit at CERD. Five of these teachers formed the Project Citizen nucleus team, training 88 other teachers from across Lebanon, only 39 of which completed the training and presented projects with their students. The other teacher trainers gave some sessions on the Project Citizen methodology as part of their permanent training duties in the different resource centres across the country adding around 80 teachers to those within the LCCE project framework. The project was considered "very successful" according to one CERD representative since it was able to "mobilize a large number of teachers, principals, and students across Lebanon on public policy issues" and allowed them to experience real participation in public life. However, one informant suggested that none of the trained teachers continued to implement the project methodology on their own.

One World in Schools was another LCCE project that produced resources including films, video documentaries and short stories, aimed at enriching students' classroom learning experiences. The evaluation of the project found that most teachers who participated no longer used the films due to "sticking to the curriculum" while a small number continued practising some participatory approaches to learning.

5- Nahwa al Muwatiniyya (Towards Citizenship, Na-aM)
Na-aM is a youth-led, active NGO that works in public and private schools on several educational initiatives linking youth, their classrooms and their local municipalities. *Baddi Koun Mas'oul* (I want to be responsible) raises awareness to secondary school students on the importance of voting and of being critical and its ethical practices. They have facilitated workshops in secondary schools about the role and importance of student councils and the processes of school elections. Also, in partnership with Injaz Lebanon, Economic Citizenship is a project that raises awareness on economic rights and empowers youth with skills with it comes to lobbying, decision-making and civic participation.

6- National Democratic Institute (NDI)
Citizen Lebanon
This Washington-based NGO, in collaboration with seven local partners, carried out *Citizen Lebanon,* a nation-wide educational program that intended to empower youth and adults, including many high school students, to make changes in their own communities. The curriculum prepared includes seven modules and discussion guides on the following themes:

      1-Citizenship and citizens' rights in a democracy
      2-Constitution
      3-Rule of law and governance
      4-Political parties and pressure groups
      5-Elections
      6-Media
      7-Municipalities

These modules were implemented as part of extra-curricular clubs in community centres across Lebanon. The participating youth were sometimes from local high schools, but worked with a much wider group to implement activities.

7- Permanent Peace Movement and the Peace Building Academy
The Permanent Peace Movement (PPM), founded in 1986, has been active in the MENA region on conflict assessment and the promotion of peace building activities through training and education. PPM has partnered with MEHE, UNRWA, and UNICEF in producing a set of training modules (2010, In Arabic) for the Peace building and Conflict Transformation in North Lebanon. They also supported the 2010 *Summer school for emerging leaders in peace building and conflict transformation* at the Institute for Peace and Justice Education, Lebanese American University, which brought together 20 Palestinian and Lebanese youth for a ten-day residential on conflict management.

8- ALEF
The Association Libanaise pour L'Education et la Formation (ALEF/ Act for Human Rights) has extensive experience in working with youth in Lebanon on human rights issues. ALEF has launched and implemented several youth based initiatives such as YBR I and II (Youth Building Reconciliation), which focused on conflict transformation and reconciliation, and 3D clubs (Rights, Duties, Democracy) in schools and universities. Most recently, ALEF developed an active learning tool for learning about conflict and conflict management, with practical ideas to empower young people on how to deal with conflict at both the personal and inter communal level. The learning kit, which has many of the same objectives as the Grade 10 civics unit on conflict, also aims to promote a culture of dialogue, empathy, active listening, and critical thinking.

9- Centre for Lebanese Studies
The Education for Social Cohesion Project (2008-2011) studied the process and impact of implementing a whole-school approach to active and skills-based citizenship education that involved a series of interventions including providing teacher professional development, reshaping school culture and providing opportunities for more inclusive and active student engagement in school (Shuayb, Makouk, & Makari, forthcoming). The study was carried out in four secondary schools (one private in Mt. Lebanon, three public in Beirut, Mount Lebanon and the North). Initial findings highlighted the important role of mentoring in developing teachers' practices. It also emphasized the role of the school management in promoting an active and critical notion of citizenship education. The importance of reflection for review and development of new practices (e.g. setting up a student council, adopting new teaching approach) was very apparent though out the study.

10-Other relevant initiatives
There are a number of organizations currently involved in implementing citizenship education related projects that this reform can collaborate with. ADYAN includes an education department that focuses on issues of inclusive citizenship, religious pluralism and coexistence in schools. Their scope of work includes the development of pedagogical materials, training for youth educators, and public reform efforts targeting the reform of the Lebanese educational policies in relation with citizenship and coexistence education. The Developing Rehabilitation Assistance to Schools and Teacher Improvement Project (D-RASATI) aims to improve student achievement in all public schools. Several of the project components are directly related to the current reform, namely the professional development and training component and the community/school partnerships.

Main findings from recent civil society initiatives
Since 2008, MEHE has supported NGOs in developing their projects based on the ESDP to ensure efficiency of resource distribution and alignment of objectives. There remains, however, a significant amount of overlap in the types of projects implemented and uneven distribution across schools. The following recommendations are based on evaluations of a number of the above activities (Carravilla & Yassin, 2010; El Helou, 2010; Makouk & Shuayb, 2012; Mikdashi, 2011)

Curriculum, learning and teaching materials
   1. Using interactive teaching and learning methods incorporated in lesson plans and activities on conflict management, gender issues and human rights, including project work and producing documentaries have proved effective in increasing students' participation and ability to contribute to class discussions.
   2. However, teachers who have adopted activities and resources have struggled also to meet the objectives of the formal curriculum.
   3. This tension significantly reduces the impact of short-term citizenship projects.

Capacity building of teachers and administrators
   1. A wide range of materials for teacher education, continuous professional development of civics teachers and peer mentoring is now available and there exists a cadre of teachers who are motivated and committed to "new approaches" in learning and teaching for active citizenship.
   2. However, many public school teachers are resistant to learning, failing to perceive any advantage to themselves (El Helou, 2010). A major issue is overload in planning   and teaching.
   3. The low level of commitment of some principals and teachers has been a real obstacle to the implementation of many projects. Many school principals have limited their involvement to logistics coordination (Mikdashi, 2011).
   4. Several evaluations of existing projects recommend mentoring and on-going communication, feedback, and support after training (Makkouk & Shuayb, 2012).

Developing democratic and participatory environments
   1- Active learning pedagogies introduced by NGO projects receive positive evaluation by students and teachers. They encourage students to develop critical thinking skills and promote self-confidence.
   2- However, the limitations of short-term projects are significant. Discontinuing activities such as student clubs after only a year may have an adverse impact on students (Mikdashi, 2011).
   3- The internal regulations of secondary schools do not allow for activities such as community service, student-led projects, and a level of school-based teacher professional development activities within working hours. Thus, such activities rely on personal initiatives, motivation and commitment.
   4- Parents' involvement is quite limited and many parents feel reluctant when invited to support school activities and/or discuss issues of concern.
   5- All the student consultations have focused on particular projects and/or activities. Students' perceptions on the teaching and learning of civics in general are absent.

Appendix E New Approaches to Active Citizenship Education

International and regional instruments on human rights, citizenship and education
Among the most influential of international and regional instruments that have framed new approaches to citizenship education is the 1989 *UN Convention on the Rights of the Child (UNCRC)*. Lebanon is among the 192 countries that have ratified this legally binding instrument that sets basic standards for people under 18. The principles of the UNCRC articles can be understood as:

1. Equality and non-discrimination
2. Commitment to the best interests of the child
3. Right to life, survival and development
4. Seek the views of the child when making decisions that affect them

This international framework for the provision of citizenship and participation rights to children has significantly influenced new approaches to citizenship education around the world during the past 20 years by:

1. Further engaging people under 18 when developing the curriculum and in enhancing individual learning experiences
2. Fostering responsibility and engagement when critically responding to children's provisions for development, protection from harm and opportunities to participate.

The 2010 United Nations *Declaration on Human Rights Education and Training* (UNDHRET) focuses on the role of government and learning about democracy, which is very relevant to citizenship education. It reaffirms that:

> States are duty-bound, as stipulated in the Universal Declaration of Human Rights, the International Covenant on Economic, Social and Cultural Rights and in other human rights instruments, to ensure that education is aimed at strengthening respect for human rights and fundamental freedoms.

The UNDHRET aims at

> Developing a universal culture of human rights, in which everyone is aware of their own rights and responsibilities in respect of the rights of others, and promoting the development of the individual as a responsible member of a free, peaceful, pluralist and inclusive society;

For the Arab region, the *Arab Plan for Human Rights Education (2009-2014)* sets a more context specific instrument that outlines additional principles and provisions for citizenship education. Developed through a participatory approach that included Arab experts and country representatives, one of its main objectives is to outline mechanisms and approaches that seek to translate human rights values into lived practices. The plan is guided by the values of monotheistic religions, Arab culture and heritage, the Universal Declaration of Human Rights (liberty, justice, equality and non-discrimination) and the principles of democracy and participation.

Research studies and evaluations of citizenship education
In Europe, the Council of Europe (CoE) refers to citizenship education as *Education for Democratic Citizenship* (EDC). The All-European study of EDC Policies (Council of Europe, 2004), showed that there was broad consensus throughout Europe on the importance of citizenship education. However, the study found a significant compliance gap "between intentions and concrete measures taken to translate [citizenship education] goals into specific outcomes" (Council of Europe, 2004, p. 29).

Perhaps the most significant finding for Lebanon, concerns the nature of participation in the implementation of EDC policy. The study showed that implementing citizenship education occurs both through vertical activity (directed in a top-down approach by government through its specific education policies) and horizontal activity (inclusive of the range of stakeholders within schools and civil society organizations that can support such policies), and requires a bottom up approach in order to be successful.

Rather than arguing that governments are unable to successfully implement citizenship education in schools, the study argues that government can and should play a crucial role in mobilizing civil society and promoting local, regional and national networks to increase horizontal support of citizenship education approaches within formal education. The report recommends a key step to ensure reform which is the sharing by government of "authority, resources and responsibilities with partners coming from civil society," referring to this approach as "collaborative policy" (Council of Europe, 2004, p. 30).

These findings were confirmed in the International Civic and Citizenship Education Study (ICCS), completed in 2010, which evaluated the citizenship education provision in 38 countries. The study found a gap in most countries between how governments conceptualized citizenship education and how it was actually taught.

Most critically, the majority of teachers sampled believed that the key aim of citizenship education is to develop specific knowledge and skills rather than active participation (Schulz, Ainley, Fraillon, Kerr, & Losito, 2010, p. 11). The report noted that student participation in civic-related activities frequently occurred, but usually in the context of cultural activities or sporting events rather than in civics lessons.

The Citizenship Education Longitudinal Study (CELS) a ten-year study of citizenship education provision in England that followed the introduction of a citizenship education program of study in its national curriculum presented evidence of the program's effectiveness for developing citizenship outcomes in young people (Keating, Kerr, Benton, Mundy, & Lopes, 2010).

The study offered several recommendations for improving citizenship education provision. These include ensuring ample time for discrete citizenship lessons in schools, providing citizenship education throughout all years of study, and emphasizing support for the 'political literacy' strand of citizenship education by giving students opportunities to experience political engagement as part of their learning.

A key recommendation of the study was for schools to adopt a holistic approach to citizenship education that "includes not just educational measures, but also some initiatives to tackle the broader social, political, and cultural challenges to citizenship" (Schulz, et al., 2010, p. ix).

Evidence-informed theoretical and conceptual frameworks for citizenship education

In designing educational approaches to encourage social cohesion requires us to address the question of *what kind of individuals and communities are we envisioning in Lebanon for the 21 century?* The new educational approaches for active citizenship in Lebanon are drawn from democratic education frameworks that ensure equality, access and inclusion in providing young people with the opportunities to practice living as citizens of Lebanon and the world.

New approaches to learning and teaching citizenship are determined by what is first conceptualized as a "citizen in Lebanon". Lebanon, a constitutional democracy and a plural society of 18 religious sects, has historically swung between armed conflict and reconstruction. Our understandings of how best to implement the ESDP reform are based on conceptual and empirical research.

We define active citizenship drawing on Osler and Starkey's (2005) holistic model of citizenship comprising three basic elements:

1. Status – Typically defined in legal terms (i.e. a Lebanese ID or passport holder, member of a country in the Arab League), one's status can also be cultural (i.e. member of a political party or social movement), or religious (member of a certain confessional group/ religion/sect)
2. Feelings – One's sense of belonging and identity, which can pertain to different levels (i.e. feeling a strong national identity, feeling that one belongs to a particular village)
3. Practice – The behaviours one engages with (i.e. voting, stopping at a red light, starting an environmental awareness campaign)

These three inter-related elements help to define the relationships between the individual and surrounding communities, which can be at many levels: national, individual, global, etc. (Banks, 2004).

The inter-relation among the three in Lebanon is very complex since the population of non-Lebanese is growing, religious sects have legal status, emigration has resulted in increased hyphenated statuses and practices that are exclusive and non-transparent continue to prevail. It can be helpful to think in terms of maximal and minimal notions of citizenship (McLaughlin, 1992)

Table 4 Citizenship Continuum of Maximal and Minimal Notions

Minimal notions	Maximal notions
Focus only on private sphere	Considers public and private needs
Passive participation (i.e. law abiding)	Active participation (i.e. agent of change)
Closed feelings of identity to one community	Open sense of belonging
Identity based only on legal status	Recognized multiple identities

In the direction towards maximal notions of citizenship, the term "active citizenship" is constructed and defined as a form of citizenship whereby:

1. Participation is "characterized by mutual respect and non-violence and in accordance with human rights and democracy" (Hoskins, 2006);
2. Practices and change benefit others (Janoski & Gran, 2002) and promote inclusion in religiously and ethnically diverse societies (Kiwan, 2008);

Education for active citizenship can inform and empower young people, encourage open senses of belonging and commitments to values of justice, equality and the common good.

Frameworks to design and develop education for active citizenship
The UNESCO report on education for development, peace and justice, *Learning: The treasure within* (Delors et al., 1996), generated four pillars of knowledge for learning to live together.

Learning to Know – Learning how to learn is a lifelong skill. Knowing about how we learn allows us to improve methods of learning and apply what we know to our work.

Learning to Do – By dealing with many types of situations, we are able to work in teams in different contexts.

Learning to Be – Through self-awareness, we learn how to develop our personality, autonomy and sense of personal responsibility.

Learning to Live together – In diversity, we learn about other people and work with others on projects that enhance co-existence and conflict management.

The European Commission Centre for Research on Lifelong Learning has produced a framework of indicators that can inform curricula for learning and teaching active citizenship (Hoskins, Villalba, Van Nijlen, & Barber, 2008).

Knowledge: human rights and responsibilities, political literacy, historical knowledge, current affairs, diversity, cultural heritage, legal matters and how to influence policy and society;
Skills: conflict resolution, intercultural competence, informed decision-making, creativity, ability to influence society and policy, research capability, advocacy, autonomy/agency, critical reflection, communication, debating skills, active listening, problem solving, coping with ambiguity, working with others, assessing risk;
Attitudes: political interest, political efficacy, autonomy and independence, resilience, cultural appreciation, respect for other cultures, openness to change/difference of opinion, responsibility and openness to involvement as active citizens, influencing society and policy;
Values: human rights, democracy, gender equality, sustainability, peace/non-violence, fairness and equity, valuing involvement as active citizens.
Identity: sense of personal identity, sense of community identity, sense of national identity, sense of global identity.

Effective approaches to learning, teaching and community engagement

Classroom learning and assessment
Learning in the classroom can promote active citizenship since a community of learners can enjoy collaboration, reflection, dialogue and critical engagement. Research has found that effective learning occurs through:
1. Reflecting and acting critically in a safe and stimulating environment
2. Independently producing knowledge from experiences in and out of the classroom
3. Searching for and using information
4. Debating and making ethical decisions
5. Becoming lifelong learners (responsible and intrinsically motivated) (Watkins, Carnell, & Lodge, 2007):

Students across different age levels demonstrate significantly high levels of participation, motivation and achievement when they:

1. Produce work based on feedback (*Active learning*)

Learners first produce work, are provided feedback on how they can improve and then given the opportunity to try again. The learning of the material is generated by the process rather than being pre-determined. This has also been referred to as a Do-Review-Learn-Apply cycle.

2. Collaborate with others (*Collaborative learning*)
Learners produce individual or group work that can only be done with the continuous input of peers. This is more than just cooperation, which is typically done when members of a group each do a part of a project individually and then collate them. Well known examples include Pyramids, Jigsaws and Fishbowls.

3. Make choices about their learning (*Learner-driven*)
When learners have a say in what they learn, how they learn it and how they think would best assess their learning, motivation to learn transforms from extrinsic (i.e. grades) to intrinsic (i.e. curiosity, will to improve and discover).

4. Monitor and review how they learn (*Meta-learning*)
Learners first reflect on what helped them learn best and the barriers that made learning difficult. Second, they think of things they can do to address the barriers and, then, take action.

Controversial issues
Classroom discussions almost inevitably touch on sensitive or controversial issues, which bring out emotions. The annual Summer School for Emerging Leaders in Conflict Prevention and Transformation at the Institute for Peace and Justice Education, Lebanese American University in Lebanon (2008-2010) developed active listening activities. They distinguish between dialogues and debates. Dialogue intends to gain an understanding of the other person's views and experiences. Debate aims to convince the other person of your argument through reason and evidence.

These two dynamics of talk are invariably part of classroom conversations. They both require active listening skills and the use of evidence based on observations and experience. Facilitating such dialogic activities also requires careful attention to supporting students and teachers in managing emotions that inevitably result from these activities. Whether the aim is to understand or convince, one key element of intercultural communication is being an active listener. Sensitive topics are an ideal situation to practice dialogue and active listening skills. In addition, students also learn about being an active listener when the teacher models it.

The assessment of learning is necessary for evaluation. Assessment is also a crucial component **of** learning. Through assessment of learning, students reflect on and express how much they have understood and are then either given feedback or the lesson can be modified. Dialogues and feedback promote the fundamental skills and attitudes for communication and enhancing learning, namely active listening, self-confidence, learning responsibility and motivation.

Teacher education
Any educational reform requires attention to the availability and the quality of teacher education (initial and continuous). Amongst approaches that have proved effective is peer mentoring which encourages teachers to become "critical friends" to other teachers. They may be invited to observe another's classroom, ask questions and provide constructive feedback.

Student engagement and participation
At the maximal end of a spectrum of citizenship, participation considers several levels of identity whereby individuals become agents for change. Participation can also be viewed along

the spectrum between active, practices informed by democratic principles and participation, and passive, limited to knowledge about government and duties (Lawton, 2000).

Participation of young people means that:

1. They are realizing their rights as children according to the UNCRC
2. They are not "citizens in waiting" (i.e. waiting to become adults to participate in civic life)
3. They have opportunities to practice democratic values at a young age
4. They can make choices and be part of activities that improve their lives and living conditions.

Adults can facilitate many opportunities for young people to participate. Young people, too, can facilitate opportunities for other young people to participate. There are degrees of participation, and active citizenship seeks to invite genuine participation involving young people who are informed and engaged in the processes.

In summary, the widely agreed frameworks that have grounded new approaches to citizenship education identify a number of common priorities including:

- Using a democratic and rights-based approach to teaching and learning;
- Promoting active participation by involving a wide range of stakeholders, including nongovernmental and youth organizations, in partnership and collaboration and democratic governance in schools
- Promoting social cohesion through appreciation and understanding of the diversity, and respect for human dignity and shared values
- Providing continuing professional development and training for education professionals.

An exploration of many recent citizenship education reform examples provides context for new approaches relevant to citizenship education reform in Lebanon.

Two other relevant citizenship education reform experiences

Citizenship Education Reform in England

Since 2002, Citizenship Education has a statutory place in the national curriculum. It aims to build students' sense of political agency, the belief that they can effect change in their school, community and the wider world, and a willingness to put this conviction into action.

Citizenship education in England has had an impact on the school culture, and an emphasis on linking situating learning to the community. Enabling student voice and authentic citizenship activities in their own school has allowed citizenship to impact on school culture. This is not a threat to the school order but a partnership that enables students and teachers to improve the quality of education and community in their school.

Students have also taken their learning beyond the school gates into the community, involving partners including the police, courts service or agencies that support victims of crime.

The use of new technologies can help *all* students to engage in meaningful citizenship action. Considering that the ICT strategy is currently one of the main priorities that MEHE is actively working (Priority #8 in the five year plan), and aims to develop a plan to integrate information technology in the teaching and learning process (MEHE 2011, p.16) it would be useful to explore how these two priorities converge for better citizenship education.

Iraq and Kurdistan:

The experience of HRE in Kurdistan-Iraq has relevance to Lebanon in terms of potential tensions. Osler & Yahya (2013) point to the importance of the role of teachers, administrators and students as actors that can support or undermine the goals of policy-makers, whether unintentionally or deliberately. The study draws attention to an interesting tension that exists in contexts where human rights and democratic participation are taught in a context in which children are not able to claim these rights, in society and in the school, for instance because of gender discrimination in certain cultural communities (p.14).

In December 2010, the UNESCO Iraq Office based in Amman, Jordan, launched the project, "Promoting civic values and life skills among adolescents and youth". Conceived by Iraqi experts in civil society and government institutions, the project aimed to develop a series of six core modules that would be introduced into the formal education system and non-formal settings like national NGOs and local community education centres. The processes of curriculum design and development through consultations and activities designed by process-based aims were among the main successes of the project.

When designing the six modules, the first step was to identify a set of life skills and civic values found in previous education-related materials for societies in and out of armed-conflict. Once a set of life skills and civic values were identified, they were presented under a framework of the four pillars of knowledge developed by UNESCO in 1996: Learning to know; Learning to be; Learning to do; Learning to live together

The second framework aimed at promoting effective learning through curriculum design by ensuring that the aims and objectives focused on processes that could be measured and observed. For instance, objectives to "know" and "understand" were avoided and, in place, "discuss" and "report" were used. Thus, each the six modules comprised aims and activities that would provide the learner with opportunities to explore and develop the skills and values found across the four pillars.

The next step was to develop these generic skills and values under theme-based modules most appropriate to the Iraqi and Kurdish context. Thus, a research activity consulted 50 young people in Baghdad and 50 in Erbil inquiring – through open-ended questions – what they considered to be: 1) issues they face in their daily lives; 2) possible solutions to these problems; and 3) necessary approaches needed to solve these problems. The majority of their responses reinforced the skills and values identified earlier, highlighting what they found most urgent. However, their concern with finding jobs and a lack of concern to sustainable development further informed the module themes. Their responses coupled with the emerged frameworks established the themes of the modules:

> Peace building; Active citizenship; Employment and employability; Sustainable development; Political literacy and engagement

The young peoples' responses were also able to support the development of each module's competencies and learning activities. For instance, a number of young people wrote about concerns for widows from the Iraqi war. So, one drafted activity required students to investigate the articles of human rights and existing support networks (governmental and non-governmental) to further develop existing and additional spaces for war-based widows.

Another crucial component of the consultative process was the frequent reporting to a technical committee. Members of the committee represented a number of ministries in Iraq and Kurdistan, such as the ministries of education and human rights. Following every deliverable, the UNESCO team would present a report to these members. Among their input was the importance of including a sample of young people from Erbil when the team first presented

findings from consultations in Baghdad. Thus, their attention to representation allowed for an even more inclusive process and contextualized curriculum.

The processes of designing and developing the module curricula also resulted in a small number of shortcomings. First, the implementing team was based in Beirut and, although they collaborated with an NGO based in Baghdad, consulting local organizations and other stakeholders like teachers and parents did not take place. Second, a number of frameworks for skills and values were produced by other UN agencies as a result of minimal inter-agency coordination.

The regional and international experiences shed light on the importance of a holistic, consultative and collaborative process of reform that engages a wide range of stakeholders including policy makers, teachers, civil society groups and young people and discusses potential challenges that might be faced within the Lebanese experience, considering a number of approaches for successful reform.

Appendix F Three activities for citizenship education reform
Summary of the agreed Work packages

Activity 1
Evaluation and development of CE curriculum and learning and teaching materials
This Activity starts from an assessment of the current state of play in Lebanon and builds on existing practice and developments. The program will be launched by bringing together all four partners and selected experts for a workshop / conference The program will undertake analyses of existing curricula and textbooks and consultations with students and teachers with respect to the curricula and student and parent councils and community service learning. It will provide training in consultation processes, including interviews and surveys.

From month 3 the focus is on data collection to ensure a sound and up to date empirical baseline for the program. The results are analyzed and reports submitted and made available in Arabic, English (and French if required). They will be considered at a major national meeting and consultation following which a formal draft National Action Plan for Citizenship Education (NAPCE) will be published. It will form the basis of the development work in Year 2 when the project moves to the production and review of Cycles 1-3 curricula, learning and teaching materials and assessment tools.

Work package 1.1 – Project launch
Month 1
Description of work   1. Launch meeting of project partners and relevant key actors;   2. Meetings with MEHE and CESG;   3. Prepare initial 3 month report for MEHE
Work packages 1.2 –1.5
Months 2 -10
Objectives   1. Design tools for: a) analyzing curricula, assessment and textbooks through content analyses; b) consultations with students and teachers via surveys, interviews and field investigations; c) evaluation of existing practices and attitudes towards student and parent councils and community service programs.   2. Provide training on content analyses and collecting data through school/classroom observations and interviews with students and teachers   3. Conduct student, teacher and principal surveys and interviews, parent focus groups and school observations in a sample of 6 schools per governorate (36 schools).   4.Conduct content analyses of curriculum, assessment (official and school exams) and textbooks   *Description of work*   • Recruit team of research assistants for field visits (interviews and observations)   • Train researchers on data collection through interviews and observations   • For each school of the sample set, graduate researchers to interview civics teachers and principals, administer surveys to students and conduct focus groups with students   • Enter, code and analyze data collected   • Present findings of content analyses, observations and consultations of students and teachers   • Identify entry points and key areas for "new approaches" when designing curricula, textbooks, teachers' guidebooks, activity kits and assessment material and drafting the National Action Plan   *Deliverables* Research-based report preparing for National Action Plan

Work package 1.6 The National Action Plan for Citizenship Education
Months 11-12
Objectives   National seminar to present findings and consult on a Draft National Action Plan for Citizenship

Education (NAPCE)
Deliverables A NAPCE acceptable to a wide range of constituencies and to MEHE

Work package 1.7 – 1.10
Production and review of Cycle 1 curricula, learning and teaching materials and assessment tools
Months 13 - 24
*Objective*s
Inform the design and coordination of the development of curricula, learning and teaching materials and assessment tools for Cycles 1 – 3 *Deliverables* Draft curricula, learning and teaching material and assessment tools for Cycles 1-3

Activity 2

Teachers and administrators to implement active citizenship program
This Activity takes place during year 2. It aims to strengthen the institutional capacity of teachers and administrators to foster and implement active citizenship practices and programs.

Work package 2.1– 2.7 Training on teacher training
Months 13 - 30
*Objective*s
1. Criteria for selection of TOTs to be trained agreed 2. 12 teachers are qualified as trainers of teachers of citizenship 3. Support development of curriculum and modules for teacher training on "new approaches" 4. Modules to be assessed and accredited 5. Provide mentoring to teacher trainers 6. Train 18 trainers on raising awareness of "new approaches" to administrators, principals and coordinators. 7. Provide mentoring to trainers raising awareness of "new approaches"

Activity 3

Developing democratic and participatory environments through parent and student councils and community service programs
This Activity also starts in Year 2. It aims to increase the capacity of public schools to develop a democratic and participatory environment.

Work package 3.1 – 3.5 Evaluating and training on student and parent councils and community service programs
Months 13 - 30
*Objective*s
1. Reviewing and disseminating findings of research carried out in WP1 relating to student and parent councils and community service programs 2. Establish frameworks for developing student and parent councils and community service programs 3. Create selection criteria and working groups for community service programs in schools and student council training 4. Draft guidance on student and parent councils and community service program 5. Publish guidelines as user-friendly documents for students, teachers, principals and parents 6. TOT for student and parent councils and community service program 7. School-based training for student and parent councils and community service program 8. Functioning Parent councils in 175 schools and Student councils in 120 schools