



 THE AMERICAN UNIVERSITY IN CAIRO

JOHN D. GERHART CENTER
FOR PHILANTHROPY
AND CIVIC ENGAGEMENT



About the Report

The Gerhart Center hosted a consultation with 29 organizations that are active in civic education, as well as donors and media outlets. The discussions focused on issues of outreach, curriculum and measuring impact, while addressing the challenges and opportunities in each area.

To expand on the knowledge gained during this consultation, the Gerhart Center undertook a series of standardized, open-ended interviews with senior and mid-level representatives of organizations that are involved in civic education. The interviews were conducted in Cairo and Giza in June and July of 2012, focusing on the areas of outreach, content and impact evaluation.

Citizens in the Making: Civil Society and Civic Education in Egypt 2012

About The John D. Gerhart Center for Philanthropy and Civic Engagement

The John D. Gerhart Center for Philanthropy and Civic Engagement is a University-based institution offering resources for the promotion of philanthropy and civic engagement in the Arab region. Established in 2006, the center aims to further The American University in Cairo's mission to advance social responsibility and active citizenship.

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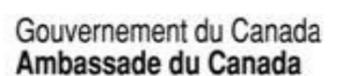
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About the John D. Gerhart Center for Philanthropy and Civic Engagement, the American University in Cairo

Established in 2006 at the American University in Cairo (AUC), the Gerhart Center serves as a provider of knowledge and resources for strengthening philanthropic and civic practice in the Arab region. In addition to disseminating research and policy papers, the Center strives to build capacity for leadership among Arab youth and to enhance the ability of AUC and Arab universities to become more civically engaged. These goals are pursued with an array of partners in the academic, civil society, and corporate sectors, both within the region and internationally.

About the Authors

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Forward

The events of January/February 2011 in Egypt unleashed a wellspring of citizen action, ranging from community clean-up campaigns to national political movements. In contrast, for the prior 60 years successive governments had discouraged independent civic participation. Expressions of dissent or collective organizing were penalized; even blogging could land young reformers in prison.

Throughout that long period, however, dedicated community and non-profit organizations were valiantly sustaining a civil society presence. The generation of Aziza Hussein, Samuel Habib and Marie Assaad kept the flame of civic engagement alive. They passed on to successive generations a tradition of selfless public service and informed advocacy. Beginning around 2000, a new generation of youth emerged who placed their own unique stamp on the civil society scene. At the time, state services were failing to keep pace with population growth, rising expectations and the widening gap between rich and poor. Impatient with the exclusion they felt from adult institutions, youth began forming their own youth-focused organizations that reinvigorated public space.

The increase in youth participation corresponded with a new focus in the development community on ‘civic education’ as a necessary corollary to standard programs for health, employment, and formal education. Scores of NGOs both local and international began offering programs to convey civic values and skills to their often-young Egyptian constituencies.

Thus on the eve of January 25, an almost perfect storm of conditions were in place for a youthful citizen uprising which demanded “Bread, Freedom and Social Justice.” In the months that followed the fall of the Mubarak regime, citizen action and public politics were reborn throughout the nation, through unfolding events both chaotic and unpredictable. People were eager to participate in building a new Egypt. But events of those early months, including violent confrontations between demonstrators and authorities, made clear that the practice of democracy required both habits and dispositions that were not yet institutionalized or even widely agreed upon.

It was in that climate of promise laced with caution during summer of 2011 that Gerhart Center staff deliberated how they might effectively contribute to the rising demand in Egypt for civic knowledge and skills. We decided on a three-pronged program: documenting emerging examples of creative civic and philanthropic initiatives; moving beyond the urban centers to provide university-based youth with dialogue and debate skills; and providing a platform for organizations currently offering civic education programs to meet and expand their outreach. It is that third and vital focus on civic education which is reported on in the pages that follow.

We have been inspired by the dedication and professionalism evident in the civic education community in Egypt. Over 28 non-governmental organizations participated in discussions and interviews and generously shared their experience. Their leaders have expressed a desire to be part of an ongoing network to expand outreach and social impact at this critical time for Egypt. We feel privileged to present this initial overview of the state of the field. Our hope is that the observations and recommendations will prove useful for practitioners as well as for those seeking to understand the civil society scene in Egypt. Over the coming months we intend to expand the study beyond Cairo and to respond to calls to develop more effective evaluation tools. We are grateful to the Ford Foundation and the Canadian Embassy in Cairo for making possible this program of work.

Barbara Ibrahim, Director

Cairo, August 2012

Executive Summary

Egypt's transition to more democratic and responsive governance will require a citizenry that is well-educated about its rights and responsibilities, one that is committed to engaging in the public life of the country in an informed way. Civil society actors in Egypt have a central role to play in achieving this goal.

To better understand the current state of civic education in Egypt, the Gerhart Center held a one day consultation with organizations active in civic education in January 2012. Gerhart Center staff members then followed up recommendations from that meeting by conducting 28 interviews with a wider array of organizations implementing civic education programs. Most are based in Cairo, but many run programs in other governorates. Findings from this research were discussed at a second consultation held in July 2012. The research focused on three areas:

1. Outreach – Who are these programs reaching and where?
2. Content – What topics are covered, and how are they taught?
3. Impact Evaluation – How do organizations know if they are having the intended impact on participants and on society?

1) Outreach – Most programs reach their potential audience through multiple channels including other NGOs, online announcements, and direct outreach methods. They use a range of venues, including the offices of partner NGOs, allowing them to reach more people. Most organizations expand their programs beyond Cairo to one or more additional governorates. Few of the programs charge fees, thus reducing barriers for poorer participants.

However, there are limitations to the size and scope of the audiences reached. Most programs have fairly small class sizes of 20-30 people. Frontier governorates have limited access to these programs. Furthermore, reliance on the internet for outreach limits the audience to the 27 percent of Egyptians with internet access. Most programs focus on youth, meaning that there are few opportunities for children or older adults to access civic education. Despite interest in doing so, we found few successful examples of working with public schools to incorporate quality civic education into the curricula.

2) Content – Programs focus on a wide range of topics, including civic values, knowledge, and skills. There is significant sharing of curricula between organizations either directly or online. Most organizations use professional teachers, and a large majority of teachers are compensated rather than volunteer. This indicates professional education programs delivered by qualified teachers. Most organizations use participatory methodologies, which are especially effective in educating the younger age group targeted by most programs.

We found that most programs place less emphasis on knowledge and skills than on underlying values. School teachers are only utilized as trainers by a relatively small number of programs. The use of interactive methods requires more resources and smaller class sizes, limiting the scope of projects. Despite reports of curriculum sharing between organizations, most interviewees reported doing significant curriculum development for their own program, either in-house or with consultants. This raises the question of whether people are duplicating efforts.

3) Evaluation – All organizations reported doing some kind of evaluation of their outcomes, if not impact, usually through several channels. Many conduct a short survey of participants at the end of a program; this is helpful for gathering feedback and suggestions, but not necessarily for measuring impact. Some use pre and post surveys or observation to gauge change in values, knowledge, and skills over the course of the training. This is useful for measuring short-term outcomes specific to participants, but is often done in an informal way. Finally, about half of organizations report keeping in touch with alumni to gauge their civic engagement after completing the program. This can be a useful tool, but it is usually done informally. All of the reported evidence of impact was anecdotal rather than quantitative.

Potential opportunities to address gaps

- To reach young citizens earlier and at larger scale, NGO leadership could work with the new government and local education leaders to reform civic education in the national school curriculum. Organizations active in civic education could unite with other curriculum reform advocates to seek this change.
- The sharing of curricula and materials should be made more organized and accessible. For example, an online portal where civic education groups can share their resources and connect with one another would give more organizations access to high quality resources.

- Universities, funders, and NGO capacity-building groups should help organizations measure their program impact more effectively. This could include providing capacity-building and training on evaluation, support to utilize consultants, or brokering partnerships with organizations that have strong evaluation systems.
- Civic education organizations should form a network to continue the efforts of this first year of research and consultations and extend the outreach to groups working in more remote governorates.

Introduction

Defining Civic Education

Civic education has been defined in many ways, both by scholars in the field and by the various governments and organizations that implement civic education. Some of these definitions are broad and simple. The Stanford Encyclopedia of Philosophy states that civic education “Prepares people of a country, especially the young, to carry out their roles as citizens.”¹ This definition was used as the basis for the Gerhart Center’s first civic education consultation in January 2012.

Amy Gutmann defines civic education as “the cultivation of the virtues, knowledge, and skills necessary for political participation.”² This definition is useful because it categorizes three interlocking aspects of civic education: developing civic values, developing knowledge, and developing practical skills. These categories will aid our discussion of civic education curricula.

Other definitions focus on specific content. The UNDP defines the essential content of civic education to include:³

1. “Human rights, which include empowering citizens to be able to engage in social development
2. Law, social justice and democracy, meaning political and civic participation
3. Development, meaning human development as the basis of human rights
4. Peace, meaning peaceful resolution of conflict through negotiation and dialogue”

In its study of civic education in 28 countries,⁴ the International Association for the Evaluation of Educational Achievement focused on three categories of content:⁵

1. “Democracy, Democratic Institutions and Citizenship

¹ “Civic Education.” *Stanford Encyclopedia of Philosophy*, 2007, <http://plato.stanford.edu/entries/civic-education/>

² Amy Gutmann, *Democratic Education* (Princeton: Princeton University Press, 1987), 287.

³ Pakinaz E. Baraka, “Citizenship Education in Egyptian Public Schools: What Values to Teach and in which Administrative and Political Contexts?” *Journal of Education for International Development* 3.3 (2008), 3.

⁴ “CIVED, Civic Education Study,” International Association for the Evaluation of Educational Achievement, 2011, <http://www.iea.nl/cived.html>

⁵ Judith Torney-Purta, “The School’s Role in Developing Civic Engagement: A Study of Adolescents in Twenty-Eight Countries,” *Applied Developmental Science* 6.4 (2002), 205.

2. National Identity and International Relations
3. Social Cohesion and Diversity”

For this study, the Gerhart Center examined a broad range of programs that seek to develop civic values, knowledge, and skills relating to citizenship, democracy, governance structures, political participation, community mobilization, and respect for diversity.

Civic Education in Egypt before the Revolution

Under both Gamal Abdel Nasser and Anwar El Sadat, the values that the school curriculum attempted to instill included patriotism, strong Egyptian and Arab national identity, and a sense of duty and obedience to the state. There was no focus on democracy, human rights, or other values that might challenge the government.

After Hosni Mubarak came to power, western donors were prominent actors in the efforts toward education reform. The social studies syllabus was adjusted to include “citizenship and civic rights, human rights, globalization, children and women rights, political awareness, roles of non-government organizations, and meaning of democracy.”⁶ According to a 2003 Ministry of Education report, citizenship education should focus on eight areas:

1. Civic Education
2. Life Skills
3. Government System
4. Preserving Heritage
5. Egypt’s Relations with Other Countries
6. Non-Government Organizations
7. Arab Organizations and Institutions
8. International Organizations and Institutions

However, these claims of reform did not result in substantive change to the curriculum. A 2007 review of Egyptian social studies textbooks showed that they continued to emphasize Egyptian national identity and respect for authority, while neglecting political participation, rule of law, government accountability, and social justice.⁷ In a focus group conducted by Baraka with

⁶ Baraka, “Citizenship Education in Egyptian Public Schools,” 7.

⁷ Baraka, “Citizenship Education in Egyptian Public Schools,” 10-12.

teachers and Ministry of Education officials, most participants defined civic education as teaching moral values, while few emphasized democracy, citizenship, or political participation.⁸

Within this context, non-governmental actors began implementing alternative educational programs focused on citizenship, democracy, human rights, tolerance, and political participation. Many of these programs began in the years leading up to the January 25 Revolution, and thus program leaders were prepared to adapt and expand their work during the post-revolution period.

Egypt's transition to a more democratic and responsive government will require a citizenry that is well-educated about its rights and responsibilities, and that is committed to engaging in the public life of the country in an informed way. Civil society organizations in Egypt have a central role to play in achieving this goal. However, this sector faces many challenges, including recent attacks on civil society by the government and media, bureaucratic obstacles to program implementation, lack of resources and capacity, and limited coordination among organizations.

The following report draws on a January 2012 civic education consultation, personal interviews, and a July 2012 consultation where preliminary results were discussed. The report documents civic education in Egypt, analyzes strengths and weaknesses, and makes recommendations.

Research Methodology

In January 2012, the Gerhart Center hosted a consultation with 13 organizations active in civic education, as well as donors and media outlets. The discussions focused on issues of outreach, curriculum, and measuring impact, while addressing challenges and opportunities in each area.

To expand on the knowledge gained during this consultation, the Gerhart Center undertook a series of standardized, open-ended interviews with senior and mid-level representatives of organizations active in civic education. The interviews were conducted in Cairo and Giza in June and July 2012, and they focused on three major areas: outreach, content, and impact evaluation.⁹

The individuals and organizations interviewed were identified through a variety of means. Some were organizations with which the Gerhart Center had previous contact, including participants in the January 2012 consultation. Others were identified through web-based research. Still others were contacted as a result of recommendations from previous interviewees.

⁸ Baraka, "Citizenship Education in Egyptian Public Schools," 10-12.

⁹ See Appendix A for the full list of interview questions

Sample Profile

- 28 interviews with 33 people from organizations based in Cairo and Giza governorates
- 21 Egyptian organizations and 7 international organizations
- 20 interviews conducted in English, 8 conducted in Arabic with translation
- 23 began civic education before the Revolution, 5 began after the Revolution
- Gender balance of interviewees: 18 men and 15 women

There were several limitations to the representativeness of the sample. All organizations interviewed had offices in Cairo or Giza governorates, meaning that organizations based in other governorates, especially small, local NGOs, were not represented. In addition, the method of identifying organizations limited the sample to organizations that had previously worked with the Gerhart Center, had a web presence, or had worked with other organizations that were interviewed. This biased the sample toward larger, better resourced organizations and away from smaller NGOs. Future Gerhart Center research will broaden the geographic scope and the types of organizations that are studied.

The findings of this initial round of data collection were presented and discussed at a second consultation held in July 2012 with 14 civic education organizations. The participating organizations contributed to the recommendations outlined in this report.

Chapter 1: Outreach

One key measure of the current state of civic education in Egypt is outreach. How many people have access to civic education programs? Who is being reached, where, and how?

The reach and scope of civic education programs are particularly important in this time of transition. With the failure of Egyptian public education to address issues of citizenship, democracy, human rights, and civic participation, Egypt's population has been given little preparation for a transition to democracy. Yet half of Egypt's population is under the age of 25,¹⁰ and many of these young people have a passion for greater participation in the social and political development of their country. Thus, there is an opportunity to educate a critical new generation to be active Egyptian citizens.

Egypt's Population at a Glance

Population	82 million
Population below poverty line ¹¹	25.2%
Population living in informal settlements ¹²	16 million
Adult literacy rate	70.4%
Enrollment rate among school-aged children	77.6%
Population with internet access ¹³	26.7%
Gini Coefficient ¹⁴	0.31

Outreach presents major challenges to the civic education sector. Egypt is a large country, geographically and demographically. It continues to face serious poverty and unemployment challenges. People living in governorates in Upper Egypt, the western desert, and Sinai are often

¹⁰ Farzaneh Roudi-Fahimi, Shereen El Feki, and Tyjen Tsai, "Youth Revolt in Egypt, a Country at the Turning Point," Population Reference Bureau, February 2011, <http://www.prb.org/Articles/2011/youth-egypt-revolt.aspx>

¹¹ "Govt: Poverty rate increased to 25.2 percent of population," *Egypt Independent*, 31 January 2012, <http://www.egyptindependent.com/news/govt-poverty-rate-increased-252-percent-population>

¹² "Chapter 9: Environmental Development of Informal Settlements," *Egypt State of the Environment Report 2007*, Ministry of State for Environmental Affairs, 2008, http://www.eeaa.gov.eg/english/info/report_soer2008.asp

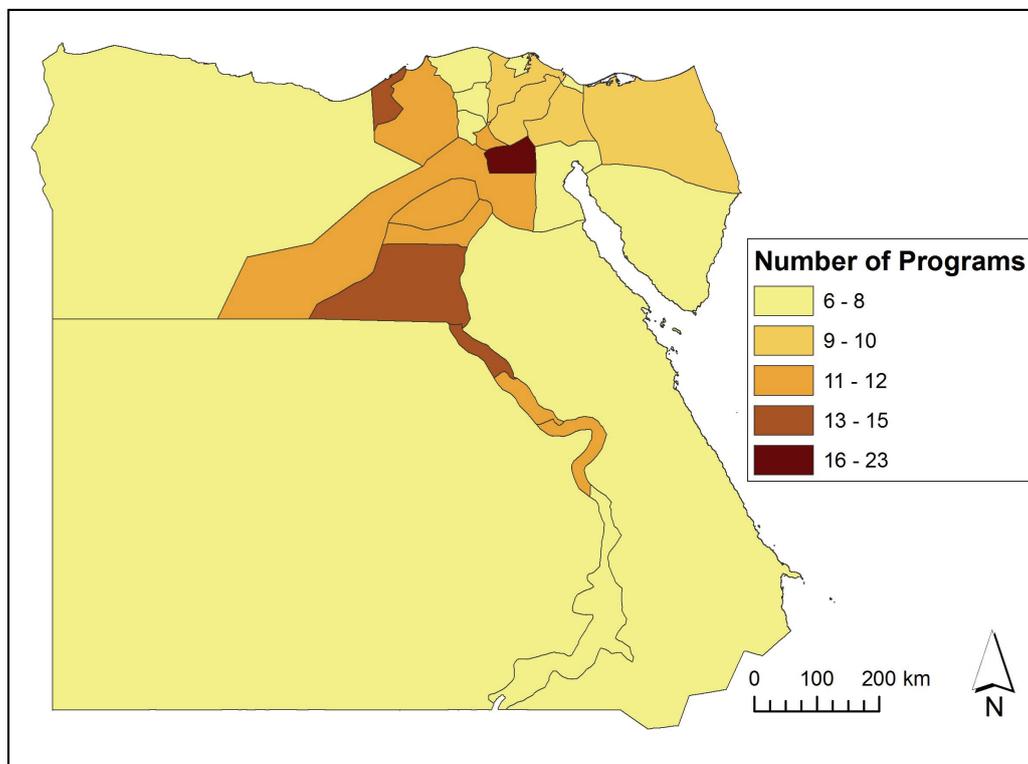
¹³ "Internet Users (per 100 people)," The World Bank, 2011, <http://data.worldbank.org/indicator/IT.NET.USER.P2>

¹⁴ "Egypt Human Development Report 2010," UNDP and the Institute of National Planning, Egypt, 2010, http://www.undp.org.eg/Portals/0/EHDR_percent202010/NHDR%202010%20english.pdf

isolated from developments in the major population centers. And in the urban centers, many live in informal settlements with limited access to public services, utilities, and economic opportunities. These marginalized groups are in particular need of knowledge and skills related to political participation and how to claim their rights, but they are also difficult to reach.

The study findings indicate that while a significant number of NGOs offer quality training in this area, their efforts are overwhelmed by the sheer size of populations to be reached, as well as imbalances in the groups they serve. This presents significant challenges for the sector.

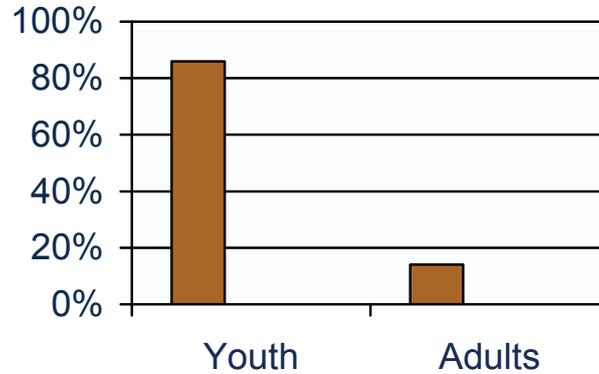
Number of Programs Operating in Each Governorate¹⁵



Since the interviewees were all based in Cairo and Giza, it is not surprising that Cairo and nearby heavily-populated governorates have the most access to programs operated by the sample organizations. In fact, the spread of programs to governorates beyond Cairo is impressive. However, due to their geographic isolation and low population, these governorates likely have less access overall to civic education opportunities.

¹⁵ Administrative boundary data from GADM database of Global Administrative Areas, 2012, <http://www.gadm.org/>

Target Audience



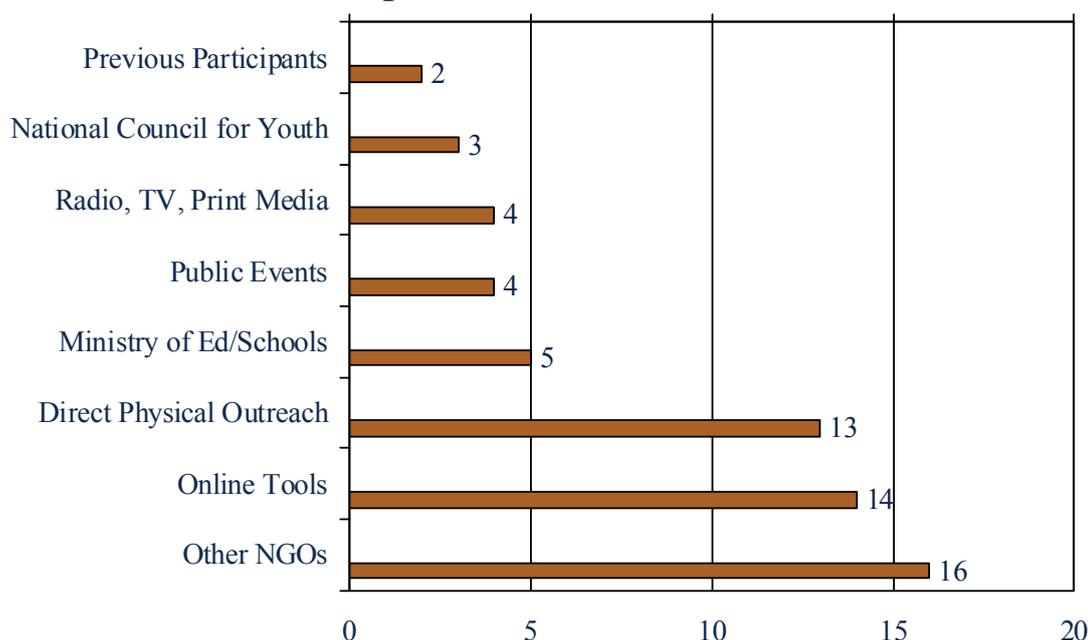
The general emphasis on youth programming in recent years is reflected in the disproportionate number of programs targeting youth; only 14% target groups other than youth. However, within the category of youth there was a wide variety of age ranges. Some targeted high school or university-aged students. Several targeted young people up to 35 years old. Six of the programs included some children under the age of 14. The fact that different organizations have different definitions of “youth” complicates the classification. About 14 percent of programs primarily targeted women and girls, while several others attempt to achieve a gender balance.

The focus on young people is understandable given the demographic balance in Egypt, where half the population is under 25. It also makes sense given the role that young people had in the Revolution and their high level of interest and passion. The civic education of a new generation of Egyptians is critical to sustain a democratic transition.

“We target those aged 14-28. We believe this age group is very responsive to this new definition of citizenship and hence they will be the most willing to take action.”
- Interviewee

However, the lack of programs targeting adults is a gap in outreach. Adults are mature citizens who may be able to influence local and national policy, and they will be voting and participating in public life for many years to come. They are also the parents of the next generation, and will benefit from understanding civic values, knowledge, and skills just as much as young people.

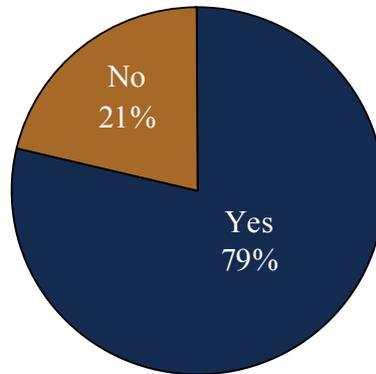
Participant Recruitment Methods



Most interviewees reach out to their target audience through multiple channels. The most common way is by spreading the word through other NGOs. This demonstrates the high level of communication within the civic education sector, although it is often informal and personal rather than formal and institutional. Half of interviewees also use online tools such as Facebook and their websites. This can be a cost-effective way of reaching a large number of people, but it limits the audience being reached. According to the World Bank, in 2010 just 26.7 percent of Egyptians had internet access. In particular, the poor and those in rural areas are much less likely to be reached online. Nearly half of interviewees use direct outreach methods such as going into the street, going door-to-door, or distributing flyers and other materials to their target audience. These methods are more resource-intensive, but they can be effective for reaching people who cannot be reached online. Other outreach channels include schools, public events, media, the National Council for Youth (NCY), and program alumni.

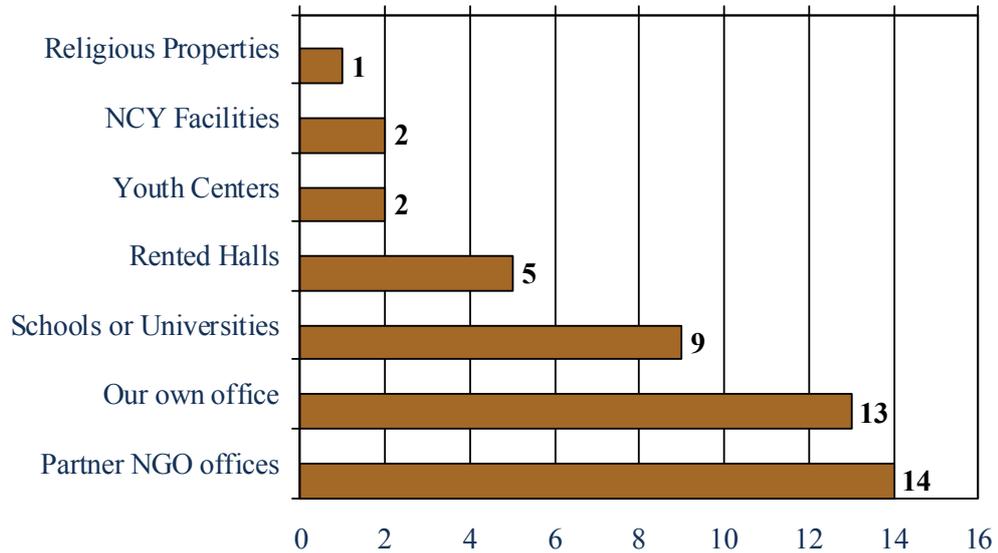
“For outreach we depend on local NGO partners, who can bring in a lot of participants because people trust them.”

Collaboration with Other Organizations in Delivering Civic Education Courses



One of the positive and unexpected findings of the study is the large majority of interviewees who reported collaborating with other organizations to deliver their educational programs. This is further evidence of significant cooperation within the sector. It is also an effective way of reaching a wider audience. By drawing on the contacts and resources of partner organizations, NGOs are able to bring their programs to people who they otherwise would not be able to reach.

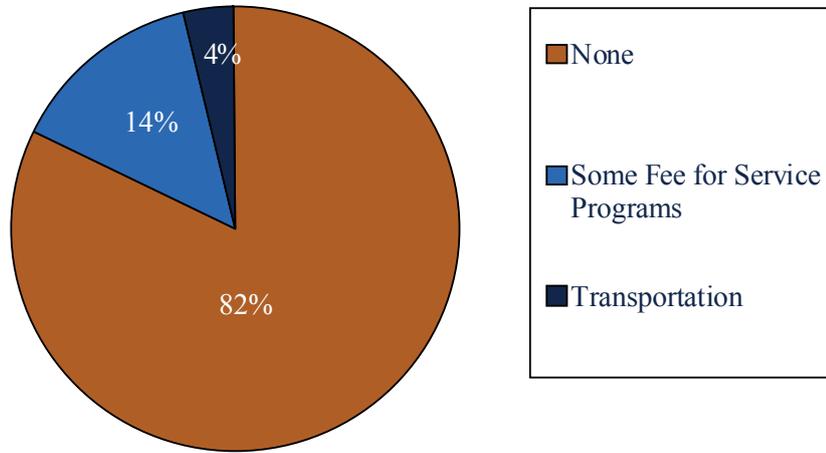
Venues for Course Delivery



Most organizations reported using multiple types of venues for their programs. About half use the offices of partner NGOs, further demonstrating the degree of cooperation within the sector. By holding trainings in the offices of NGOs in the target communities, organizations are able to reach a wider audience. About half use their own office space. About 32 percent use school or university facilities, 18 percent rent meeting spaces from hotels or other venues, and only a handful use youth centers, NCY facilities, or religious properties.

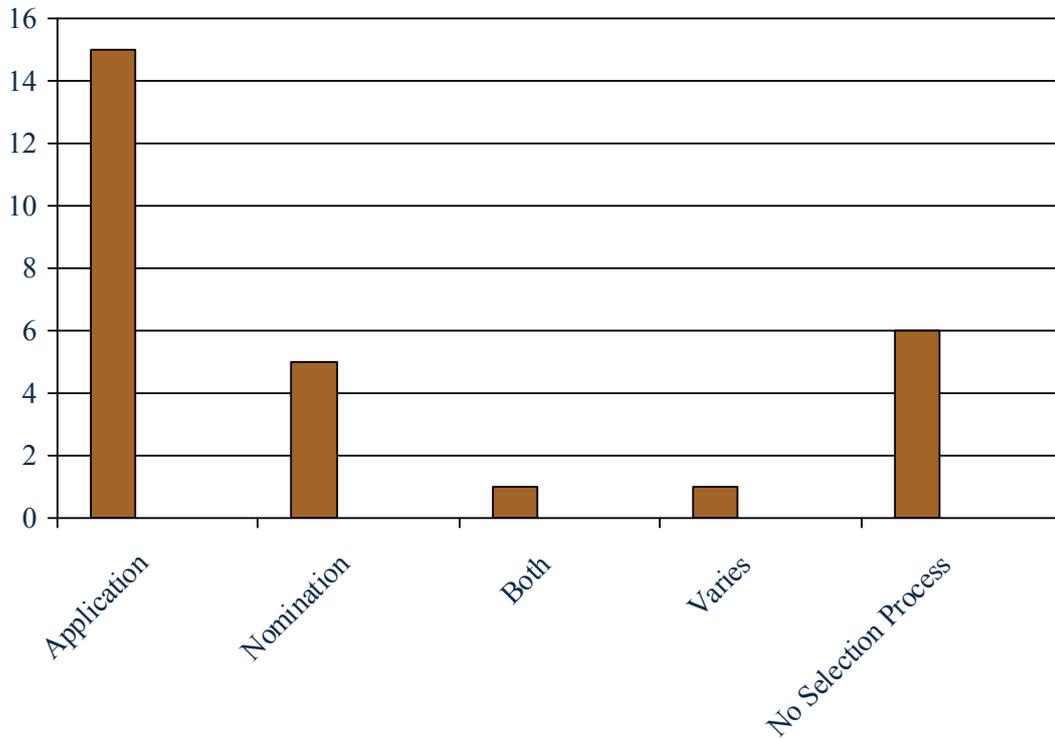
The low use of mosques, churches, or other religious institutions as venues for civic education may have both strengths and weaknesses. Two interviewees explicitly said they avoid religious venues so that their education does not have religious undertones. Others emphasized that they promote the idea of a civil rather than a religious state in their educational programs. However, failing to reach out through religious institutions and use religious spaces may be missing out on an opportunity to reach a wider audience, including the poor who may not be as naturally inclined toward NGOs or political venues.

Costs for Participation



Over 80 percent of the programs are offered completely cost free, many covering transportation and other expenses for participants. Only 14 percent offer some fee-for-service programs. This is a major strength for outreach as it allows poor and marginalized individuals to take part. However, it also keeps the programs reliant on donors or other funding streams to expand or sustain operations. This is an area worthy of further discussion within the sector.

Selection Process for Participants

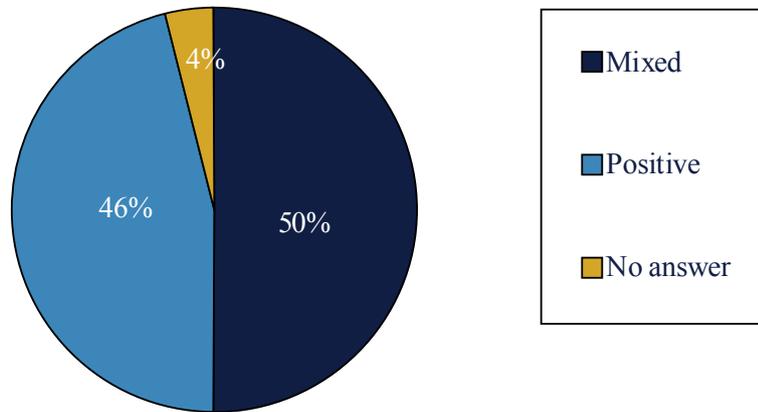


Nearly 80 percent of interviewees use a selection process for their programs, including applications, nominations, or some combination. Only 21 percent have no formal selection process. Selection criteria varies, with some programs targeting people who already have some knowledge and civic involvement, while others seek to include those with no prior civic knowledge or experience. A selection process allows programs to maintain higher levels of quality and target their resources more efficiently. However, it also limits the pool of participants and demonstrates the sector’s inability to serve all those who may wish to access civic education.

Number of Participants per Session

Over 60 percent of programs seek to have 20-30 participants per class. Other programs target slightly smaller groups, and some have groups of more than 100. The emphasis on small to medium-size groups is conducive to the interactive teaching methods that most programs use (see below), but it also limits the number of people being reached by emphasizing quality over quantity. This may be an appropriate tradeoff, but it has implications for outreach.

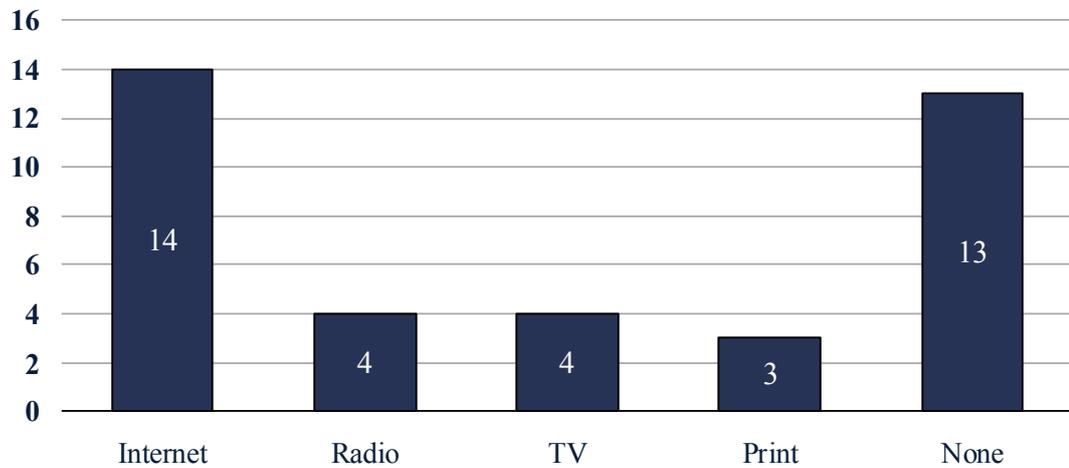
Perceived Community Attitudes toward Civic Education



While almost half of interviewees reported that community reactions to their civic education work are mostly positive, half reported mixed reactions. While some people are very receptive, others are hesitant, confused, or even suspicious about the goals of the programs. Many interviewees reported being asked questions about their funding sources, particularly in the wake of the government's anti-NGO campaign, which targeted civic education groups, particularly those preparing citizens for upcoming elections. Most interviewees respond to these suspicions with transparency, openness, and a willingness to answer questions about funding. But public suspicion and opposition from state institutions remain barriers to outreach.

“The first day of each workshop people are suspicious. They ask, ‘Where do you get your money, who’s funding you?’ To be transparent, I do the first session in each workshop to explain how NGOs work, how we get our funding, and what is the relationship between us and the donors.”

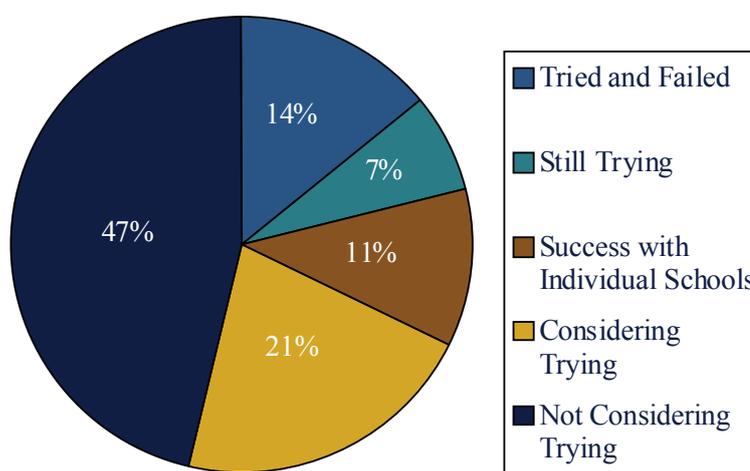
Media Used to Deliver Training or Educational Messages



Half of interviewees distribute educational messages online, such as posting materials on their website, Facebook, or Youtube. Several of these organizations also use other media outlets such as public service announcements on radio, TV, or print media. However, 46 percent use no mass media to deliver educational content. While it is encouraging that many organizations use media outlets to deliver educational messages, the large number that do not may be missing an opportunity to reach a much wider audience than the 20-30 people who may participate in individual sessions. Furthermore, among those who use media to educate the public, the heavy reliance on the internet versus outlets that are more widely available – such as radio – limits the audience being reached, particularly among the poor and those in rural areas.

“The activities of civil society usually come at the last pages of newspapers, not on the front page. The media role here is crucial in formulating public opinion on civil society work.”

Attempts to Reform Public School Civic Education Curriculum



The most efficient way of reaching young people is by working through schools, which have venues and teaching resources that could be invaluable for delivering civic education. However, nearly half of interviewees reported neither attempting nor considering efforts to get their curriculum integrated into the public schools. Others tried and failed or are still trying. About 21 percent are considering working with the Ministry of Education, while only 11 percent have had any success in getting their materials into the curriculum of a small number of schools.

The Ministry of Education is among the largest Egyptian ministries and many interviewees reported how difficult it is to work with the MoE. The inability of organizations active in civic education to work with schools and influence the national curriculum is a major barrier to reaching a much wider audience and bringing the resources of the state to bear on the challenge of educating a new generation of Egyptian citizens.

“The government is convinced they have a good strategy for education and they don’t respond to suggestions. We don’t have the capacity or resources to press the government to incorporate our issues into the schools.”

Outreach SWOT Analysis¹⁶

Strengths	Weaknesses
Use of many channels to reach the audience	Over-reliance on internet to reach participants and distribute educational messages limits reach
Targetting many governorates, not just Cairo	Limited reach in remote governorates
Focus on quality through selection processes for participants, longer-term programs rather than short workshops, and small class sizes	Program models tend to limit quantity of people that can be reached
Focus on youth, who are responsive and most likely to become active	Gap in focus on adults
Mix of venues, allowing organizations to implement programs in local communities	Almost no work through religious institutions, limiting the audience for these programs
Collaboration with partners in implementation	Few attempts and little success in working through public schools and other government institutions
Most charge zero fees and cover transportation	
Opportunities	Threats
More use of mass media – TV, radio, print	Anti-NGO sentiments in media
Growth in social media as a tool for reaching and educating people	Continued lack of access to internet by majority of the population
Greater focus on schools, national curriculum	Opposition or bureaucratic barriers in Ministry of Education and Ministry of Social Solidarity
Political transition will encourage continued interest in civic education, especially from youth, who now have a sense of their own ability to cause social and political change	Struggle to meet daily needs for much of the population makes civic education and participation a low priority for some
Increased interest by major donors in funding civic education	Public suspicion of foreign funding due to anti-NGO campaign
Additional capacity-building, especially for local partners	

¹⁶ Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis

Recommendations for Improving Outreach

- Increase programming in more remote governorates by partnering with local NGOs.
- Increase access for older adults – this will require flexibility around work and domestic schedules, perhaps including shorter sessions.
- Continue to utilize many channels for reaching audiences. Given the low rate of internet access, consider ways of announcing via other mass media, including radio and print.
- Consider utilizing religious venues or at least reaching out through religious institutions to reach more people, including the poor. At the same time, diversity is essential, and civic education should not be associated with any one religion or ideology.
- Continue to address public suspicion about civic education work through openness and transparency, and perhaps a concerted public relations effort to educate the public about NGOs and their positive roles in society. This may begin to counter negative messages from the government and media.
- Increase use of mass media not only to reach out to audiences, but to deliver educational content as well. Expand beyond online platforms to radio, TV, and print media, which are accessible to a much broader audience.
- Consider working with schools and attempting to influence the Ministry of Education curriculum. Perhaps form a coalition or otherwise become involved with organizations that are lobbying the new government for curriculum reform.

Chapter 2: Content

Outreach is wasted unless the content of civic education is relevant, engaging, and comprehensive. Once an audience has been recruited, what content is delivered to them, and how? If quantity is a major concern of outreach, then quality is the main concern for content.

Content can be categorized into values, knowledge, and skills. Developing each of these areas is critical to prepare people to be engaged citizens. Without a belief in the importance of democracy, human rights, and political participation, gaining knowledge and skills will not lead to civic engagement. Without basic knowledge of how political systems work, even someone with a commitment to the values of democracy will not be able to participate in an informed way. And without skills like knowing how to evaluate candidates, how to vote, or how to effectively communicate one's political beliefs, even a committed and knowledgeable person will find it difficult to play a role in political and social change.

Content includes the methods by which values, knowledge, and skills are imparted. If the teachers or the teaching methods are ineffective, even a curriculum that covers the essential topics for civic education will have little impact on participants.

The study findings suggest that most organizations have strong curricula, use effective teaching methods, and rely on well-qualified trainers to deliver their programs. However, as explained below, there is room for greater emphasis on civic knowledge and skills, as well as potential for more efficient and open sharing of curricula and materials within the field.

Curriculum Topics

Category	Topic	Number of Organizations	
Values	Human rights	13	
	Citizenship, including rights and responsibilities	10	
	Diversity and tolerance	10	
	Political participation	8	
	Women's rights	8	
	Children's rights	4	
	Democracy	4	
	Freedom of expression	3	
	Community participation	2	
	Serving the community	2	
	Civil/Religious/Military states	2	
	Volunteerism	1	
	Freedom of organization	1	
	Knowledge	Government form and how government works	7
Constitution		6	
Elections		5	
Political parties and ideologies		4	
Development		4	
CSOs, NGOs, and unions		3	
Local government operations		3	
International law		2	
Civil rights movements		1	
Current events		1	
What is a state		1	
Skills		Project management	5
		Problem-solving, decision-making	4
	Communication	4	
	Leadership	4	
	Mobilization of parties	4	
	Dialogue	4	
	Campaigning	3	
	Self-knowledge, self-examination	2	
	Creativity	2	
	Conflict resolution	2	
	Journalism	1	
	Election monitoring	1	
	How to vote	1	

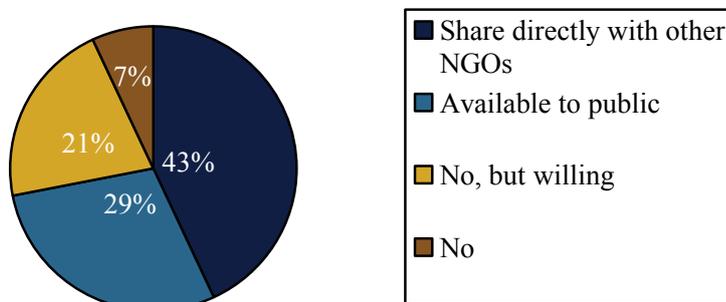
By dividing curriculum topics into the three categories of values, knowledge, and skills, we see that the interviewed organizations focus heavily on values and to a lesser degree on knowledge and skills. This may indicate the present status of civic culture in Egypt – there is a great need to develop civic values. Given the participatory nature of most of the curricula reported, it is possible that the knowledge and skills are being imparted without being explicit topics. However, it may also indicate a gap in the curricula. Even with a commitment to essential civic values, a lack of knowledge and skills will be a barrier to a fully engaged citizenry.

This is not the only way of categorizing curriculum topics. At the Gerhart Center’s first civic education consultation, curriculum areas were divided according to levels of interaction: with the self, the community, and the larger society or “imagined community.” These categories are useful for thinking through the best teaching methods for effecting change at each level. The following table draws on a discussion by the 13 organizations that participated in the January 2012 consultation. This discussion highlighted several topics that receive too little attention, including individual social responsibility and critical evaluation of information.

Consultation Curriculum Topics

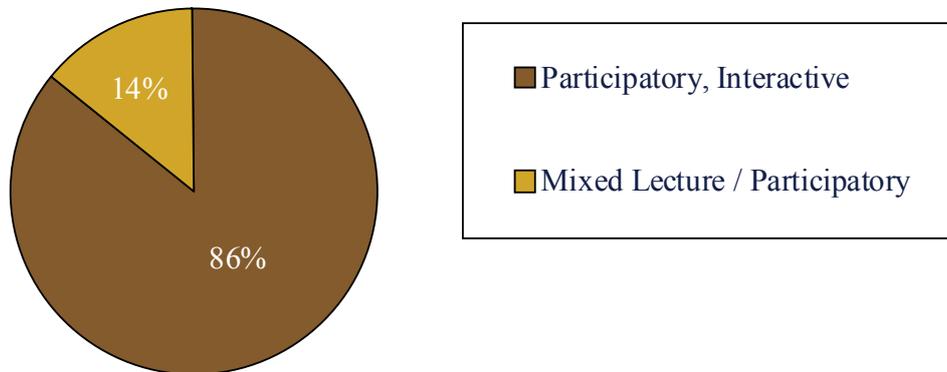
Level of Interaction	Topic	Number of Organizations
Individual	Critical thinking	3
	Evaluation of information	0
	Dialogue	3
	Leadership	3
	Social responsibility	0
	Limits on freedom	3
Community	Equal opportunities	1
	Community welfare	3
	Advocacy and lobbying	3
	Role of civil society	0
	Dialogue	3
	Community mapping	4
Society	National history	1
	Constitution	2
	Political systems and participation	2
	Human rights	2
	Evaluation of information	1
	Role of civil society	1
	Social responsibility	4
	Democratic practices	2
	Immigration/emigration	1
	Freedom of assembly and information	1
	Elections and voting	3
	Rule of law	1
	Minority rights	3
	Religion and the state	1

Sharing Curricula with Other Organizations



About 72 percent of interviewees reported sharing their curricula and educational materials either directly with other organizations, by posting the materials online, or by having printed copies of materials publicly available. Another 21 percent have not shared their materials but would be willing, and only 7 percent are not willing to share their materials for free. This is further evidence of the level of cooperation within the civic education sector. Sharing ideas and resources allows organizations to more efficiently develop effective curricula. But, most organizations also reported doing significant curriculum development, suggesting that there may be duplication of efforts that could be addressed by a more formal curriculum-sharing system.

Teaching Methods

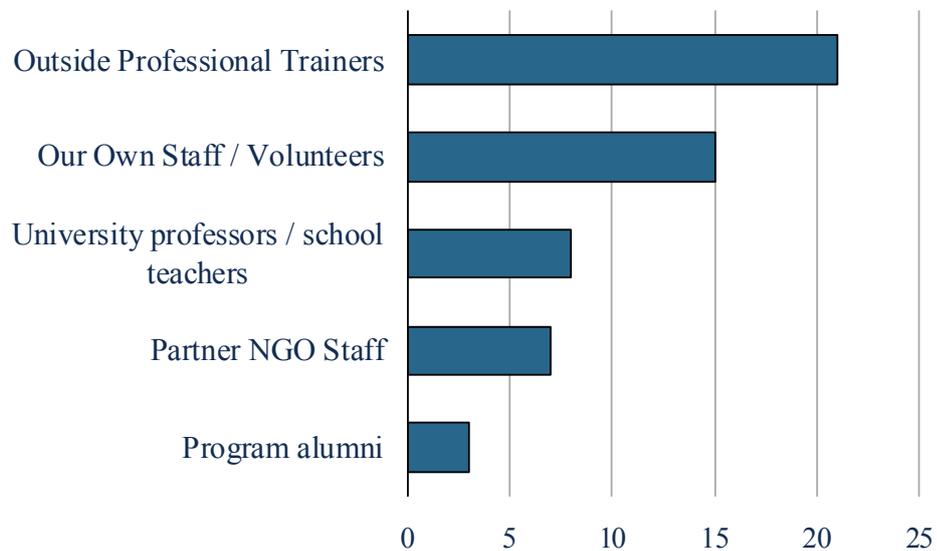


Most of the organizations interviewed reported using participatory and interactive teaching methods, including role-playing simulations, group exercises, games, storytelling, presentations, and debates. Only 14 percent reported using a mix of both lectures and participatory methods, and none reported using only traditional lectures. The emphasis on participatory learning methodologies is a major strength of the sector, as these methods are effective in teaching not only knowledge but values and skills. They are also more engaging and may improve participant retention.

“Lectures are very boring, and people will fall asleep. But when you give people a chance to express their views on human rights violations, they start speaking about their own situations, and even violations of their own rights. Then when you ask them to propose solutions, they come up with very good ideas.”

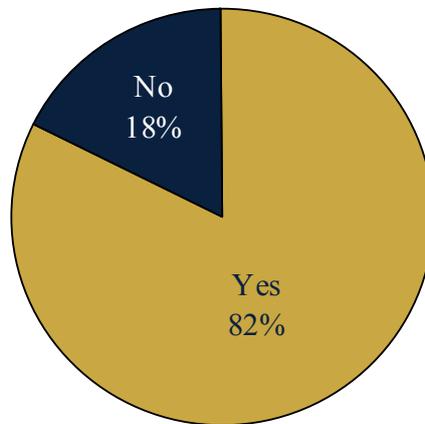
However, they are also resource-intensive and require smaller class sizes. Thus, there is tension between quality and quantity.

Who Teaches the Courses?



Many programs draw on multiple sources for teachers. About 75 percent of programs use professional trainers from outside the organization, either individual consultants or training firms, while 54 percent use their own staff or volunteers. The greater use of outside consultants rather than an organization's own staff may signify that it is more cost-effective to get outside trainers rather than hiring full-time staff. Another 29 percent use university professors or teachers, drawing on their knowledge and experience. Only 25 percent use staff from partner NGOs, which is surprising given the high reported level of cooperation between NGOs in issues like program delivery, venues, and sharing curriculum. But, the use of professional, qualified teachers and trainers suggests that these educational programs are likely to be of high quality.

Teacher Compensation



Over 80 percent of programs rely on paid teachers, while 18 percent rely mainly on volunteers or trainers receiving a modest stipend. This indicates a high level of professionalization in the field. However, it also increases the costs of these programs. In addition, only one organization reported that the pay received by its trainers is affected by performance evaluations. Thus, programs may be missing an opportunity to incentivize improved teacher performance.

Content SWOT Analysis

Strengths	Weaknesses
Inclusion of values, knowledge, and skills	Less emphasis on knowledge and skills than values
Use of a diverse pool of highly-qualified, professional trainers	Limited use of school teachers
Most teachers are paid, implying professionalization	Almost no pay is based on performance
Most report sharing their curricula, either directly or online	Most report doing significant curriculum development rather than adapting existing curricula, suggesting a duplication of efforts
Use of participatory, interactive methods	Interactive pedagogies limit audience size
Opportunities	Threats
More organized and open sharing of curricula	Organizations desire to implement their own unique programs, even if doing so is costly
Increased focus on equipping public school teachers with civic education skills and tools	Bureaucratic barriers make it difficult to work with teachers and public schools
Increasing civic values among Egyptians may allow programs to focus more on civic skills	Increased ideological tensions, for example between liberals and Islamists, may lead to increased controversy over curriculum content

Recommendations for Improving Content

- Place greater explicit emphasis on developing knowledge and skills in addition to values.
- Consider introducing some degree of performance-based pay for teachers, particularly if more rigorous evaluation systems can be put in place to assess teacher performance.
- Focus more on public school teachers to equip them with the tools needed to develop civic values, knowledge, and skills in their students. These may be informal or individual efforts until the Ministry of Education reforms the curriculum.
- Create a more efficient and open system for sharing curricula and other materials to ensure that all civic educators are well-equipped. This might include a web portal where all organizations can upload their materials, connect with one another, and share ideas. Participating organizations might assign a curriculum-focused member of their staff to make sure that the website is updated with their most effective materials.

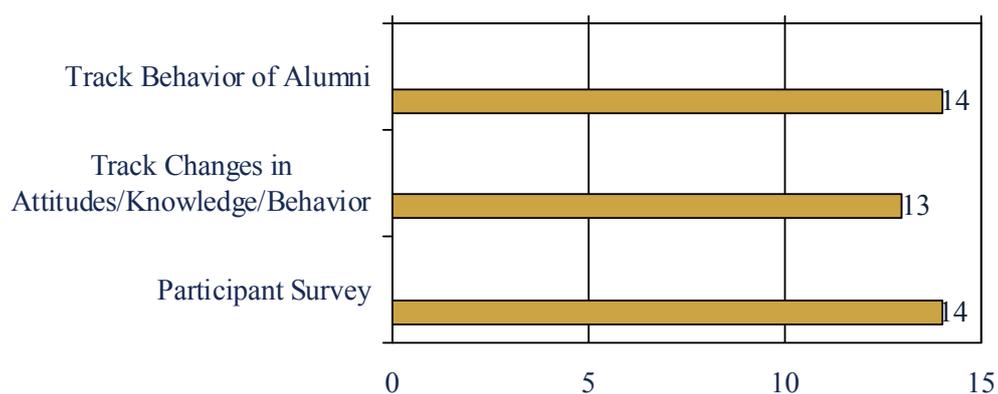
Chapter 3: Impact Evaluation

While effective outreach and content are essential for having the desired impact on society, this impact must be measured to understand what approaches to outreach and content are effective, and where there are gaps. Are civic education programs actually reaching the target audience? Are they changing the values, knowledge, and skills of the participants in a lasting way? If so, is this leading to more active and engaged citizens?

Impact evaluation is a major challenge for everyone working in social change, but particularly so for NGOs, which may be smaller organizations without the resources or specialized skills to implement effective monitoring and evaluation (M&E). But increasingly, donors and partner organizations are requiring that organizations must be able to systematically determine if their programs are having the intended impact.

The Gerhart Center has found that most civic education organizations in Egypt are trying to measure their impact, but many do so in informal ways. As elaborated below, opportunities are emerging for more organizations to implement simple but rigorous M&E systems to measure the success of their programs.

Methods for Measuring Impact



All of the interviewed organizations reported some attempt at measuring their impact, many

through multiple channels. The answers fell into three broad categories, each used by about half of the interviewees:

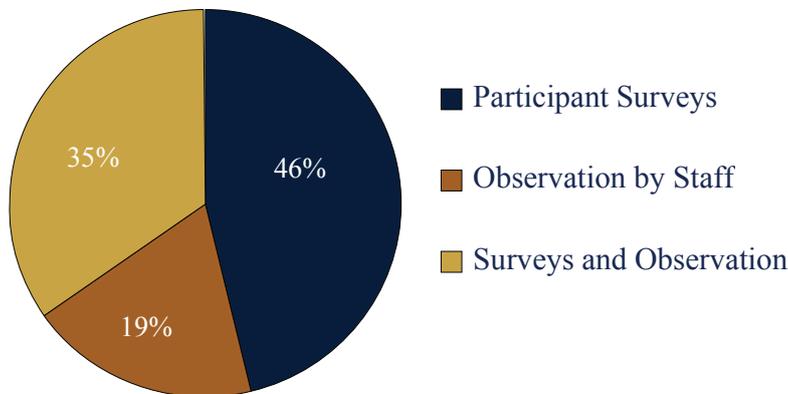
- Participant final surveys – Participants evaluate teacher performance, curriculum, and other aspects of the program and report whether they gained the knowledge or skills they were seeking. This can be useful to get feedback and suggestions, but may not measure whether a student has learned anything or changed behavior.
- Tracking changes in participants’ attitudes, knowledge, and behavior over the course of their training – This may include either pre and post surveys of knowledge, or direct observation of participant behavior. This is a more effective way of measuring whether their attitudes and knowledge are changed in the short run by the program.
- Tracking the behavior of program alumni – Measure whether they are involved in volunteering or have started community initiatives. This can show whether a program is having an impact on participants’ long-term behavior and therefore on society as a whole.

The fact that all three approaches are used extensively is a good sign that organizations understand that they must measure the effectiveness of their programs. However, in many organizations these approaches are not formalized. Many organizations that seek to track changes in participants over the course of a program rely on informal observation rather than pre and post surveys that can measure a change in values, knowledge, and skills. Most of the programs that track alumni behavior do so informally, by keeping in touch with old participants or setting up Facebook groups where alumni can report their current civic participation activities.

“We don't just evaluate based on participant feedback; usually students on the last day of the program are excited and want to show appreciation, so they write nice things. Instead, the impact really shows through their activities and achievements.”

While many interviewees had anecdotal evidence of individual success stories, none cited statistics on their success in affecting participant values, knowledge, skills, or behavior. This indicates that while organizations recognize the importance of measuring their impact, they may lack the knowledge, skills, or resources to implement more formal M&E systems.

Methods of Evaluating Teacher Performance



About 93 percent of interviewees reported evaluating teacher performance. Of those who do evaluations, there are two primary methods: asking participants to evaluate the teachers through surveys or debriefing discussions, and observation of the sessions by organization staff or consultants. Nearly half rely primarily on participant surveys, while just over half use observation or a mix of both methods.

The fact that nearly all organizations evaluate teacher performance is a major strength of the sector. However, only 35 percent of organizations combine participant feedback with their own monitoring of teachers' instruction. Relying only on participant feedback or only on staff observation may be insufficient to get a clear picture of whether the teachers are effectively delivering both what the participants are demanding and what the organization wishes to achieve.

Impact Evaluation SWOT Analysis

Strengths	Weaknesses
<p>Widespread recognition of the importance of evaluation and attempts at evaluating impact and teacher performance</p> <p>Several organizations take baseline and endline measurements of key indicators</p> <p>Many monitor alumni to track longer-term change</p>	<p>Most evaluation was not methodical</p> <p>Most interviewees reported anecdotal rather than quantitative evidence of their impact</p>
Opportunities	Threats
<p>Instituting more rigorous Monitoring and Evaluation (M&E)</p> <p>Greater focus on M&E by funders and technical partners</p>	<p>Limited capacity (resources and knowledge) to create M&E systems</p>

Recommendations for Improving Impact Evaluation

- Implement more rigorous M&E systems. These may involve baseline and endline evaluations of key indicators of participants’ values, knowledge, and skills to measure the program’s success at teaching these concepts. Organizations may also formally survey all past participants or a sample of them to determine levels of key behavior indicators, such as voting, volunteering with NGOs, or organizing community initiatives.
- When possible, combine both participant evaluations and observation by organization staff to evaluate the performance of trainers.
- Universities and technical support organizations should play a greater role in providing both standardized evaluation tools and customized work with NGOs in their communities. This could be a reciprocal learning experience of great value to both.
- Donors and those seeking grants should begin to insist on budget lines to design and implement more potent and longer-term tracking of civic education course graduates.

Conclusions and Recommendations

Considering the challenges facing Egyptian civil society, civic education organizations have made tremendous progress in equipping a new generation of Egyptians to be engaged, well-informed, and active citizens. However, the civic education sector continues to face major challenges in outreach, content, and impact evaluation.

The audience being reached by civic education programs remains small. Older adults, those living in remote governorates, and marginalized groups have limited access to civic education opportunities. Without government and school involvement in civic education, NGOs will face an uphill battle in improving access.

Regarding civic education content, there is room for greater emphasis on civic skills such as advocacy, organizing, and persuasive argument, so that participants are equipped to be effective actors in political and social development. Currently, sharing of curricula is often done informally and in a decentralized way, reducing efficiency.

While organizations are seeking to measure their impact, their methods are often lacking in rigor. This reduces the ability of civic education providers to design more effective programs and to attract financial resources from funders who may demand evidence of impact.

To respond to these challenges, we offer the following recommendations to various stakeholders in the field of civic education:

Organizations implementing civic education

- Create a self-managed network for civic education organizations, allowing greater coordination and creating a platform for working groups on particular topics.
- Create a centralized and open online system for sharing curricula and other materials. Such a portal could also facilitate online discussion and collaboration.
- Work with the Gerhart Center and other organizations to design and implement more rigorous M&E practices.
- Undertake efforts to educate the public about the work of NGOs in civic education to counter negative messages from the government and media.

- Consider efforts to influence schools, teachers, and the Ministry of Education to expand the role of public schools in educating the next generation of active citizens, perhaps by joining existing efforts to lobby for curricular reform.
- Find creative ways of expanding programming in more remote areas, including increased partnerships with local NGOs, religious institutions, or informal community groups.
- Expand civic education opportunities for older adults.
- Increase use of mass media, including TV, radio, and print, to bring educational messages to a wider audience.

Funders

- Form a consortium of funders to ensure that funding for civic education programs is well-coordinated.
- Put Egyptian NGOs in touch with creative civic education programs in other Arab countries and beyond.
- Emphasize impact evaluation and include funding for this purpose in all grants.

Government

- Form civil society partnerships to reform the civic education curriculum in public schools, utilizing best practices in curriculum and teaching that have been developed by organizations active in civic education.
- Reduce legal and bureaucratic barriers for NGOs, particularly for those implementing civic education projects with disadvantaged groups.

Media

- Provide more opportunities for public service announcements and awareness campaigns to reach a wide audience with civic education messages.
- Cover outstanding civic education programs and award prizes for best civic education articles, documentaries, or features.

Researchers

- Widen the research sample to include smaller NGOs and organizations based outside of Cairo, including remote governorates.
- Expand on this report to answer specific questions in a rigorous way. Questions may include:
 - What impact does the venue have on the learning experience? For example, how would utilizing religious venues impact the learning atmosphere?
 - What specific teaching methods are most effective in developing civic values, knowledge, and skills?
 - What types of civic messages in mass media are most effective at changing public values, knowledge, or behavior?
 - What are low-cost and effective ways of measuring program impact in Egyptian settings?

To support these efforts, the Gerhart Center is considering the following steps for the next phase of its civic education work:

- Hold additional consultations to address different aspects of civic education programming. Each consultation will examine specific sub-topics, identify ways to increase cooperation within the sector, and produce an action plan.
- Create a virtual platform to build a community of practice and maintain an ongoing discussion on civic education.
- Facilitate an initiative to support development of more rigorous M&E practices by civic education organizations, such as providing training and capacity-building and brokering partnerships with other organizations that have M&E expertise.
- Engage in an outreach effort to involve organizations that did not participate in the first phase of activities in 2012.
- Share creative methods and curricula, and continue to document civic education programs in Egypt.

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Appendix A: Interview Questions

1. When and why did you start the program?
2. Did any part of your program change as the result of the revolution?
3. Who is your target audience, and why do you target this group?
4. How do you reach this audience to inform them about your program?
5. In your outreach, how do you describe your program in order to attract your target audience to participate?
6. Is there any application or other process which potential participants must complete? If so, what criteria do you use to choose among applicants?
7. What costs are there for participation?
8. What do you think is the general attitude of people in the community – including your target audience – toward your work?
9. Where do you deliver your courses? [governorate, city, etc]
10. What venues do you use for delivering the education, and why did you choose these venues?
11. What days and times do you hold your programs, and why did you choose these times?
12. How many people participate in each session?
13. What is the length of each session, and how many sessions does a participant usually attend?
14. What is the total number of Egyptians who have participated in your civic education program in the past year?
15. Do you use mass media to deliver training or educational messages?
16. What are the topics of your curriculum?
17. When and how did you develop your curriculum?
18. Did you get any ideas from other organizations? Have you or would you share with others?
19. Have you ever tried to get your curriculum integrated into the national school curriculum?
20. How would you describe your teaching method?
21. Why did you choose this teaching approach?
22. Who teaches your civic education courses?
23. How do you recruit teachers, and what criteria do you use in selecting them?
24. What kind of training do you provide for the teachers?

25. Do you evaluate the performance of teachers? If so, what criteria do you use and how do you measure them?
26. Are teachers compensated? Is any compensation based on how well they teach?
27. Have you ever shared curricula with any other organizations? If not, would you ever be willing to do so?
28. Have you ever collaborated with other organizations in delivering your civic education courses? If so, please describe the experience.
29. What criteria do you have for choosing partners?
30. What do you want participants to learn or do differently after they finish a course with you?
31. How do you know you are having an impact?
32. Have you ever changed your outreach, venue, curriculum, or teaching method based on the results of evaluation?
33. Is there any part of your civic education program that you would like to do differently? Other than additional funding, what would you need to make these changes?

Appendix B: Interview Questions in Arabic

1. لماذا قمتم بعمل هذا البرنامج ومتي؟
2. هل تغير أي جزء من برنامجكم كنتيجة للثورة؟
3. ما هي الفئة المستهدفة ولماذا تستهدفون هذه الفئة تحديداً؟
4. كيف يعمل برنامجكم على محاولة الوصول إلى وجذب الفئة المستهدفة لتعريفهم ببرنامجكم؟
5. عند التواصل مع الفئة المستهدفة، كيف تقومون بتعريف برنامجكم بهدف جذبهم للمشاركة؟
6. هل هناك استمارة أو أي اجراءات أخرى يجب على المشاركين استكمالها؟ إذا كان كذلك، ماهي المعايير التي تتبعوها في اختيار المشاركين؟
7. ما هي تكلفة الاشتراك؟
8. كيف ترى موقف المجتمع عامةً بما في ذلك الفئة المستهدفة تجاه عملكم؟
9. أين تقومون بتقديم دوراتكم؟ (أي محافظات، مدن..... إلخ)
10. ما هي الأماكن التي تستخدموها في تقديم تلك الدورات؟ ما سبب اختيار هذه الأماكن تحديداً؟
11. ما هي الأيام والأوقات التي تعقدون بها برامجكم/ تدريباتكم؟ وما سبب اختياركم لهذه الأوقات؟
12. كم عدد المشاركين في كل جلسة؟
13. ما هي المدة الزمنية لكل جلسة؟ وكم عدد الجلسات التي عادة ما يحضر كل مشارك؟
14. ما هو إجمالي عدد المصريين الذين شاركوا في برنامج التثقيف المدني في العام الماضي؟
15. هل تقوموا باستخدام الإعلام (الانترنت، الراديو، إلخ...) لتوصيل التدريب والرسائل التعليمية؟
16. ما هي المواضيع التي تغطيها مناهجكم؟
17. كيف ومتى قمتم بتطوير مناهجكم؟
18. هل حصلتم على أفكار من منظمات أخرى؟ هل شاركتم أو ستشاركون أفكاركم مع منظمات أخرى؟
19. هل حاولتم من قبل دمج مناهجكم في المناهج الدراسية الحكومية؟
20. كيف يمكنك وصف طريقة التدريس التي تتبعونها؟

21. لماذا اختارتم هذا النهج/ الأسلوب؟
22. من يقوم بتدريس دورات التعليم المدني؟
23. كيف تقومون باستقطاب أو اختيار المعلمين وماهي المعايير المستخدمة
24. ما هو نوع التدريب الذي يتم تقديمه للمعلمين؟
25. هل يتم تقييم أداء المعلمين؟ إذا كان كذلك، ما هي المعايير التي تستخدمونها وكيف يتم قياسها؟
26. هل يتم تعويض المعلمين مادياً؟ هل أي من تلك التعويضات تتوقف على الكفاءة في التدريس؟
27. هل شاركت مع أي من المنظمات الأخرى مناهجكم أو أي معلومات أخرى؟ إذا لم يحدث، هل ترغب في القيام بذلك فيما بعد؟
28. هل تعاونتم من قبل مع أي من المنظمات الأخرى في تقديم دورات التنقيف المدني؟ إذا كانت الإجابة بنعم، يرجى وصف هذه التجربة.
29. ما هي المعايير المتبعة لاختيار الشركاء؟
30. ما الذي تتوقعون من المشاركين تعلمه أو فعله بشكل مختلف بعد انتهاء الدورة؟
31. كيف يمكنكم معرفة أو قياس إذا ما كانتم تحدثون تأثيراً؟
32. هل قمتم بتغيير مكان، أو مناهج، أو طرق التدريس من قبل بناء على نتائج التقييم؟
33. هل هناك أي جزء في برنامجكم للتنقيف المدني تودون تغييره فيما بعد؟ بخلاف التمويل، ما الذي تحتاجونه لإنجاز مثل هذه التغييرات؟