Citizenship Education

in the Asia-Pacific and Arab region

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Editorial

Dear readers,

in discussions prior to the International Conference on Adult Education (CONFINTEA VII) in Marrakech in June 2022, discussions about the role of citizenship education in adult learning and education gained new impetus. However, it is not even that easy to grasp what "citizenship education" actually means. Reflecting on it, we strongly believe that it has a huge role to play which is why DVV International collaborated with the Asia South Pacific Association for Basic and Adult Education (ASPBAE) and the Arab House for Education and Development (AHEAD) to prepare a policy paper showing the strengths of citizenship education both in the Asia-Pacific as well as in the Arab region.

The policy paper largely is the result of extensive research and cooperation within the networks of the two organisations. It is based on case studies of meaningful initiatives as well as on a survey of member organisations. These are all valuable resources and we did not want to lose them. This is why we now present a comprehensive publication comprising not only the policy paper, but also the survey results and the case studies.

May they be beneficial to all of you!

Johann Heilmann and Nazaret Nazaretyan, October 2022

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Citizenship education: A civil society perspective

ARAB HOUSE FOR ADULT
EDUCATION & DEVELOPMENT

ASPBAE
Asia South Pacific Association
for Basic and Adult Education

Civil Society Organisations (CSOs) must be part of the discussions at CONFINTEA VII and their positions should be taken into consideration when developing a new framework for action on adult learning and education. Thus, to supplement the findings of the 5th UNESCO Global Report on Adult Learning and Education, which focuses on citizenship education, the Arab House for Adult Education and Development (AHAED) and the Asia South Pacific Association for Basic and Adult Education (ASPBAE), with support from DVV International, have undertaken a year-long process, consulting with members and partners in the Arab and Asia-Pacific region. In this policy brief, we summarise the results of numerous meetings, discussions, case studies and an online survey of 81 organizations in 28 countries[1]. And in the end put forward consolidated recommendations for policy and programme development of governments on citizenship education.

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1   Bangladesh, Cambodia, Egypt, India, Indonesia, Iraq, Japan, Jordan, Republic of Korea, the Kyrgyz Republic, Lebanon, Malaysia, Mongolia, Morocco, Nepal, New Zealand, Pakistan, Palestine, Papua New Guinea, Philippines, Solomon Islands, Sri Lanka, Sudan, Tajikistan, Timor-Leste, Tonga, Vanuatu, Viet Nam, Yemen.

The need for a common understanding of citizenship education.

Citizenship education comes in many forms. Nevertheless, there is a shared understanding in the course of consultations for this policy paper that it aims to enable individuals to actively participate in governance and contribute to community development. It provides the opportunity to learn about the rights and responsibilities of being a citizen of a state. But when it comes to the details of how it is implemented, what topics are being covered in the curricula, and the values that are being instilled in learners, there is much less consensus. It relies heavily on one's definition of citizenship – a term that in itself holds a variety of meanings, particularly in Arabic.

In the survey conducted in 28 countries in the Arab and Asia-Pacific regions, it was affirmed that citizenship education contributes to bringing about peace and stability as well as sustainable development. Some see its purpose in the imparting of the principles and values of a certain state's laws and constitution, whereas others underline the development of critical thinking and creation of safe spaces for citizens that are autonomous and independent from the state.

Experts from both regions also agree that ALE has a central role in citizenship education. For many years, citizenship education has been limited to the education of children and young people in the policy sphere (see e.g. the 2015 Paris Declaration). But this is not where it ends. Globally, people are learning how to claim their rights, develop their local economy, empower their communities to rise up and demand a seat at the decision-making platforms. Citizenship education can help to foster common values and an overall more inclusive society. All this and more through innovative, localised initiatives of CSOs.

Lastly, the concept of Global Citizenship Education has gained more traction in the past years through the Sustainable Development Goals (SDGs) and in particular Goal 4.7. However, there are varying understandings of this concept in itself and it will thus not be covered in this policy brief.

Facing the challenges of implementing citizenship education

One of the most pressing questions to ask is: **Who gets to define citizenship?** And with that what citizenship education should look like? Currently it is either outlined by national governments or based on research and programmes coming from the Global North/western societies. They define who is a citizen and who is not. And by that silence the voices of marginalised members of society and create pressure to implement citizenship education in a certain way. But only when all stakeholders are heard can a new, participatory concept of citizenship (education) be developed.

Long-term financing is crucial to any programme aiming to make a long-term impact. But citizenship education, which frequently competes with other areas of education, often draws the short straw. This lack of funding is the most critical issue that 86.4% of organizations in both regions are facing. The majority (76.5%) are able to receive funding through partnership with networks or other organizations or from foreign donors (72%). Only 7.5% receive funding from their own government. This needs to change. There is a need to recognize the value of citizenship education and prioritise it and allocate substantive resources for it.

The lack of available data is limiting the success of advocacy processes. More than half of respondents (58.1%) agreed on the need to look closer into the transformational impacts that citizenship education hold – as implemented by CSOs or the government – which must be collected and amplified.

Spaces for civil society are shrinking. 50.6% of respondents have noted that growing restrictions e.g. freedom of association, assembly and expression, are negatively influencing their work. It does not only restrict the planning and implementation of programmes, but also hinders the involvement of people in civic engagement initiatives. This eventually results in less development of local communities and economies and overall deepening ranks of social injustice.

The research showed that the **lack of people's interest** or community participation in general remains a common challenge for CSOs to deal with. But this should not be misinterpreted as a lack of capacity of organizations, but rather it underlines the consistently low priority it has been given in the education system and beyond. Moreover, the case studies also established that individual, localised approaches are necessary to engage with the lived realities of the marginalized. So, what some may interpret as a lack of interest may sometimes simply be a lack of time or energy.

The outbreak of the COVID-19 pandemic has brought the **capacity of CSOs** to the foreground again. Throughout, CSOs have continued to build and strengthen their capacities, adapting their activities to the new normal. CSOs have learnt from each other through our local, national and regional networks and will continue to foster this solidarity and linkages for education.

Citizenship education policy is not just the concern of the Ministry of Education.

Around two-thirds (65.4%) of surveyed CSOs confirmed that there are policies that support citizenship education in their countries and close to all of them are currently implementing them as well. Here the percentage for countries in the Asia-Pacific (75%) is significantly higher than that of the Arab region (56.1%). But either way, at an average of 34.6%, there is still a **significant gap** that needs to be addressed. It is a gap that does not just need the attention of education professionals, but a streamlined approach throughout all levels and institutions of government in cooperation with civil society.

Most challenging in the implementation of citizenship education policies are the efficiency of delivery mechanisms (72.9%) and a lack of available financing (72.9%). Insufficient data availability affects advocacy efforts of 65.6% of surveyed CSOs. And in addition, a lack of resources for curricular and programme development results in gaps at 59.3% and 54.4% respectively.

The Ministry of Education or its equivalent plays the biggest role in establishing policy frameworks and implementing citizenship education in both regions. But because of the immensity of issues to be addressed, many other stakeholders need to be involved in one way or another.

So, what issues are currently addressed through citizenship education in the Arab and Asia-Pacific regions? Five popular themes were identified through various discussions and CSOs were asked to share which ones they are working on. Enhancing **Gender equality** (70.4%) and **effective civic participation and engagement** (70.3%) were the leading choices. Slightly more than half of the responding countries use citizenship education to foster **inclusion and identity** (55.9%) or promote the safe use of and access to **technology** (54.8%). And last but not least 46.3% to address **climate change**.

Case studies: Learning from existing practices in the Arab and Asia-Pacific region

- **Nurturing children and youth leadership:** The Centre for Social Equity and Inclusion (CSEI) in India undertakes advocacy-oriented research, social equity audits, policy advocacy and other innovative interventions with members of excluded communities. Through their many fellowship programmes, they engage adolescents from socially excluded communities in learning about their constitutional rights as citizens, grow their careers and enable them to unlock their potential to transform their own communities.

  Moreover, working closely with a variety of stakeholders, including state actors and the private sector, CSEI was able to transform Children's Parliaments in schools. These Parliaments are meant to introduce children to how democracy works. But what they really did was mirror the systematic exclusion of marginalised communities. After consultations with schools, CSEI designed a module for a larger Parliament with the added roles of a Social Justice Minister and a Deputy Social Justice Minister, which would be reserved for a boy and a girl from the Dalit[2] and other socially excluded communities. Through this new module, children have learnt various aspects of human rights, non-discrimination, participation and ways to confidently raise concerns of discrimination at school.

- **Organising women and girls:** In Jordan, the Arab Network for Civic Education (ANHRE) launched the "MOBADERAT" network of local women leaders who are empowered to fully and effectively participate in public life and to have equal access to leadership positions on all decision-making levels in the political, economic and social life; confronting many cultural, legal and procedural challenges. By providing a timely, comprehensive picture of gender dynamics within the individual contexts, family lives, and broader community economic fabrics, ANHRE introduced some important topics and questions begging for further discussion among anyone actively interested in formulating a development programme for Jordanian society.

  ANHRE was able to empower this network of local women mobilizers to take and influence informed decisions and responsible gender equality actions to impact political and societal development, opinion, practices and recognition. They were able to mobilise other women, implement gender-sensitive initiatives that are data driven and people centred and then upscale the effort through policy papers at local and national levels that opened up a platform for dialogue with the government.

- **Reconceiving citizenship education:** Since its foundation in 1968, the Arab Network Popular Education/EPEP has been working with learners for the promotion of qualitative education for humanistic and modern development, as well as for the promotion of democracy, human rights and the reduction of poverty. Its mission is to renew education in the Arab world as a participatory, modern and critical process.

  ANPE/EPEP calls for a deep change in the classical approaches of ALE and education as a whole. This means: A re-reading of the realities affecting societies and adult learners and to align ALE programmes according to human rights practices. It should not only be the implementation of a curriculum but should mainly be driven by a vision of education that is shared among stakeholders from all parts of society. Through this kind of renewal of ALE, Arab civil society itself will also be able to renew its structures, visions and mission.

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2   Dalits are members of the lowest social group in the Hindu caste system.

The ANPE/EPEP also distinguishes itself through the introduction of "Learn to Liberate" programmes which gives space for issues of daily concern, as well as systemic, political issues that people face at local, national and regional levels.

- **Building the capacity of teachers and trainers:** Well-trained teachers are key to the success of any educational programme. PEACEMOMO in South Korea empowers teachers and trainers to create a participatory peace education process that is rich in interaction and dialogue, and gives space to learners' experiences, observations, and feelings. They believe that citizenship is not something to teach but to learn from each other and include artistic and cultural processes to develop transformative ideas of what being a citizen means in the context of political, social, and historic inequalities.

  Aiming to address growing national division, unresolved war, aggravating economic and rising social inequality, they have developed the P.E.A.C.E pedagogy which stands for: participatory, exchange, artistic-cultural, creative, estrange. Workshops following this approach have been given for teachers in primary and secondary, public and private schools as well as policy makers, managers, and educators in social organizations.

From practice to policy: CSO recommendations

The experience and knowledge of CSOs globally is invaluable. The recommendations offered here consolidated the responses of 81 CSOs in the Arab and Asia-Pacific regions and envisaged to be disseminated and taken into consideration when developing a new framework for action on adult learning and education, including finding resonance with governments at the national level in the formal, non-formal and informal education settings.

1. **Enhance dialogue with CSOs and academics** at national, regional and international levels and recognize their practices and experiences in implementing citizenship education in terms of definition, vision, programme design, teaching and learning strategies, capacity building efforts, and ways to measure the impact.

2. **Alleviate restrictions on CSOs** and reduce bureaucracy at local, national and international levels that delay the work of CSOs. Work with them in collectively addressing lack of respect for freedom of expression, information, assembly and religion, which continue to control public civic space, and limit the involvement of citizens in civic engagement initiatives.

3. **Increase funding** for youth and adult educators, technology and digital literacy, and social and life-skills training. Funding must also be made available and easily accessible to CSOs advancing citizenship education.

4. Put **gender equality** front and centre and work for the advancement of **women's rights** in all aspects of citizenship education projects. As customs and traditions play an important role in restricting women's participation and fulfilment of their rights, there is a need to learn from good practices of how to successfully localise gender-transformative programmes from CSOs.

5. Design curricula, learning resources and delivery, teachers and educators training on citizenship education that is responsive to the diverse identities and needs of learners. **Promote inclusive and identity-specific learning** in an inclusive, safe, positive, and nurturing environment and create policies that respect the diversity of learners and ensure involvement of marginalised, excluded and vulnerable

groups. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual.

6.   The climate crisis is one of the main threats facing humanity and the planet now and in the future. To address its impacts, especially on women and marginalised groups, citizenship education curricula, policy and programmes must **incorporate climate-related agenda** and recognise indigenous ways of environmental protection and conservation.

7.   **Promote inclusive technology that is accessible to all** learners, regardless of income, location, gender, ethnicity, disability, language or any other social, economic, demographic or cultural marker of differentiation. Fair access to technology is essential for providing programmes on digital and media literacy. These new skills enable participants to safely and securely make use of their right to information and expression.

About the authors:

The **Arab House for Adult Education and Development** (AHAED) is a platform of exchange for practitioners, institutions and policy makers from more than 475 members promoting the power of Adult Learning and Education in the Arab world. Its foundation was initiated by the Arab Campaign for Education for All (ACEA), the Arab Network for Literacy and Adult Education (ANLAE), the Arab Network for Popular Education (ANPE), and the Arab Network for Civic Education (ANHRE), with the support and sponsorship of DVV International.

The **Asia South Pacific Association for Basic and Adult Education** (ASPBAE) is a regional network of more than 200 civil society organizations and individuals operating in around 30 countries of the Asia-Pacific, working towards promoting the right to quality education and transformative and liberating lifelong adult education and learning for all. ASPBAE lobbies with governments to uphold education as an empowering tool to combat poverty and all forms of exclusion and discrimination, enable active and meaningful participation in governance, and build a culture of peace and international understanding.

Supported by:

DVV International is the Institute for International Cooperation of the Deutscher Volkshochschul-Verband e.V. (DVV), the German Adult Education Association. It provides worldwide support for the establishment and development of sustainable structures for Youth and Adult Education.

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Study on Citizenship Education towards Policy Advocacy in CONFINTEA VII

Asia Pacific Region

Citizenship education with particular emphasis on global citizenship education (GCED) is a strategic area of UNESCO's programme which builds on the work of peace and human rights education. GCED is part of SDG 4.7 and Education 2030 Framework of Action. It aims to instill in the learners the values, attitudes and behaviors that support responsible global citizenship and encourage all citizens to assume active roles, both locally and globally, to face and resolve global challenges and, ultimately, become proactive contributors to a more just, peaceful, tolerant, inclusive, secure and sustainable world.

Executive Summary

CSOs in Asia Pacific region have been engaged in citizenship education for years and during the outbreak of COVID-19 pandemic they are one of the most consistent and significant providers of this to rural and urban youth and adults learners. The rich experiences and practices of CSOs in implementing citizenship education on the ground will be the bases of their contribution in the Citizenship Education Report, a policy paper that will be advocated to governments and other stakeholders in the coming CONFINTEA VII.

CSOs envisioned Citizenship Education as the pursuit of SDG4 that includes SDG4.7 Global citizenship education. Global Citizenship Education is not only about achieving education-related goals, but also towards becoming aware of other sustainable development goals. Marginalized, excluded and vulnerable sectors who are unreached, underserved and have limited access to resources and services are mainly the participants in the CSOs citizenship education.

Of the 40 CSOs surveyed from 20 countries, 75% said there are ALE polices in their countries and most of these were referred to the country's Constitution and By-Laws (CBL) that implies the importance of building good citizenship and civic education has been part of the formal and nonformal education, and 67.5% of them also cited the governments are implementing CE policies.

Governments implement CE on the thematic areas of Effective civic participation and engagement (70.6%), Advancing gender equality (67.6%), Inclusion and identity (61.8%), Climate change education (55.9%), and Technology (52.9%).

CSOs implement citizenship education on thematic areas of Effective civic participation and engagement (75%), Advancing gender equality (70%), Inclusion and identity (60%) and climate change education (35%) come in the third and fourth places. Technology and citizenship education (30%) is the least.

Notably, Technology is the least implemented citizen education thematic area both in governments and CSOs. In this digital age and information revolution, and given the challenges brought about by pandemic, Technology plays a significant and demanding role in almost all aspects of human life like online learning, medical teleconferencing, virtual conferences and seminars, online marketing, employment, research, advocacy work, among others. This must be an area of policy engagement with the governments on how to make Technology inclusive and accessible to citizens equitably.

CSOs measure the impact of their citizenship education programs around responses from the communities (82.5%), documenting stories of change (75%), number of participants reached (70%), responses from the government (55%), and media coverage (32.5%).

CSOs-initiated citizenship education are implemented and resourced from partnership with network and organizations (80%), funded by foreign donor partners (75%), partnership with community/volunteers (70%), and in collaboration with government (57.5%). Less than half (35%) are funded by foundations in-country and by the government (15%).

A little more than half, 57.5% of the CSOs citizenship education programs were implemented and resourced in collaboration with government and 15% are government-funded. Still, public spending in CE programs is not prioritized.

Data, financing, and delivery mechanism are the topmost gaps in implementing the policies in citizenship education, each of them having 80% in the responses, followed by program development (65%) and curricular development (62.5). This reiterated the prolonged issues and challenges in implementing citizenship education.

Based on the CSOs experiences in citizenship education for youth and adults, below are the policy and program recommendations:

1. Develop and implement inclusive policies in consultation with civil society organizations making sure citizens are involved.

2. Secure equitable financing from national and local governments to expand and sustain citizenship education programs. Earmark funding for youth and adult educators, technology and digital literacy, and social and life-skills trainings.

3. Include budget literacy in schools as well as in all forms of education and learning. Increase and strengthen budget-literate citizens to grasp how governments make revenues and participate in budgeting process to hold the government accountable for public funds.

4. Conduct evaluation of citizenship education based on issues and challenges CSOs raised and design regional and country context specific programs.

5. Recognize the CSOs practices and experiences in implementing citizenship education in terms of definition, vision, program designs, teaching and learning strategies, capacity building efforts, and ways to measure the impact.

6. CSOs collaboration with governments should be enhanced. Good governance values participation, transparency, accountability, responsibility, inclusion and equity that must be implemented in citizenship education policies and programs.

7. Involve in policy making and programing all stakeholders especially the marginalized, excluded and vulnerable groups that include disadvantaged girls and women, LGBTQIA+ community, persons with disabilities, persons deprived of liberty, displaced people, indigenous people, rural poor, youth, and elderly.

8. Mainstreaming gender equality in all aspect of citizenship education curriculum is a must. Social inclusion and gender equity policies should be implemented and monitored in all government structures and bodies.

9. Design curriculum, learning resources and delivery, teachers and educators training on citizenship education specific to the identity of learners. Promote inclusive and identity-specific learning environment and create policies to protect identity.

10. Carry out awareness raising sessions on human rights from early education to adult education that promote inclusion and identity in line with citizenship education.

11. Ensure specific and separate strategy to reach out marginalized communities and the communities which are most difficult to reach with need-based content and culturally sensitive citizenship education.

12. Include climate change issues in citizenship education. Information needs to trickle down to the people at all levels. At the community level, people can address specific issues affecting them like sea level rising, drought, flooding, among others.

13. Provide training programs in citizenship education and digital literacy for different target groups. In using technology, gender and inclusive perspectives must be integrated. In relation to this, promote inclusive technology and citizenship education. Digital-literate citizens in digital age have more opportunities to participate in education and economic activities.

14. Promote media literacy training. Take steps to ensure access technology as part citizenship education.

15. Promote rural technologies on food production, social enterprises, renewable energy, sustainable and resilient shelter building, environmental protection and conservation must be considered in policy and programs on citizenship education.

16. Push the governments to provide more opportunities and platforms to increase CSOs participation in planning, implementing, monitoring and evaluation of citizenship education policies and programs.

17. Raise the capacity of CSOs to collaborate with relevant government bodies responsible in specific theme of citizenship education. Tap public resources to mobilize community including the youth in tracking the government policies and programs on citizenship education, and adult learning and education.

I. Background

The Conference on Adult Education (CONFINTEA) is convened by UNESCO every twelve years to discuss the state of adult education among member countries. This 2022, CONFINTEA VII will examine effective adult learning and education policies within a lifelong learning perspective and within the framework of the UN Sustainable Development Goals (SDGs). UNESCO Member States are encouraged to put in place policies, incentives, regulatory frameworks and institutional structures and mechanisms to contribute to a human rights culture, social justice, shared values and sustainability. In recognition of continuing advancements in artificial intelligence, special attention will be paid to using information and communications technologies to promote access to adult learning and education and inclusion. CONFINTEA VII aims to develop a new framework for action on adult learning and education that will replace the Belém Framework for Action (BFA), adopted at CONFINTEA VI in 2009.

Citizenship Education as a Focus of GRALE 5

Citizenship education with particular emphasis on global citizenship education (GCED) is a strategic area of UNESCO's programme which builds on the work of peace and human rights education. GCED is part of SDG 4.7 and Education 2030 Framework of Action. It aims to instill in the learners the values, attitudes and behaviors that support responsible global citizenship and encourage all citizens to assume active roles, both locally and globally, to face and resolve global challenges and, ultimately, become proactive contributors to a more just, peaceful, tolerant, inclusive, secure and sustainable world.

Despite the attribution of the important role of citizenship education in adult learning and education, the 2019 UNESCO's fourth Global Report on Adult Learning and Education (GRALE

4) found out a very low participation of adults in citizenship education including GCED. While more than half of responding countries reported an increase in overall participation between 2015 and 2018, however the overwhelming message is that participation is still far too low, and that progress, overall, is insufficient, particularly among disadvantaged groups. Investment too is far from where it needs to be, with one in five countries reporting spending less than 0.5% of their education budgets on ALE and a further 14% spending less than 1%.

GRALE 5, will provide the status of ALE in UNESCO Member States, together with a review of citizenship education, including global citizenship education and will put forward the recommendations for strengthening developments in ALE and for promoting active and global citizenship.

ASPBAE, AHAED and DVVI Collaboration on Citizenship Education Report

In line with this, ASPBAE, AHAED and DVVI have collaborated to come-up with a report on the status, frameworks and practices on citizenship education from the perspective of civil society organizations (CSOs) in Asia Pacific and the Arab regions to be part of the Citizenship Education Report that will be advocated to governments and other stakeholders in the run up to the 7th International Conference on Adult Education (CONFINTEA VII).

The report maps out the different types of and themes on adult learning and education (ALE) focused on citizenship education that ASPBAE, AHAED and DVVI members are implementing Including their experiences, lessons learned, challenges and success factors as well as policy and program recommendations.

ASPBAE, AHAED and DVVI developed a common outline, case study template and survey questions to put CSO practices recommendations at the center of discussions of governments and international partners.

Particularly, this report is on the study on citizenship education conducted in the Asia Pacific region that ASPBAE had spearheaded. Three methodologies were utilized in this study, to wit:
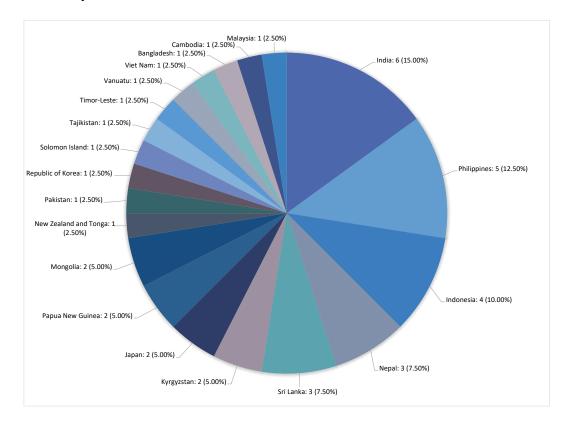
1.   Survey via Google Form to ASPBAE members and network;

2.   Web searches on ASPBAE members ALE focused initiatives; and

3.   Case Study on key themes regarding Gender equality, Inclusion and identity, Climate change, Technology, and Effective civic participation and engagement.

At the same time, AHAED will also share its report and these two regional reports will be synthesized to have a joint program and policy advocacy paper on citizenship education.

II. Survey Results

The Survey has five parts: (1) Organization Profile; (2) Adult Learning and Education (ALE) Policies; (3) Citizenship Education of the Organization; (4) Issues and Challenges; and (5) Recommendations for Citizenship Education.
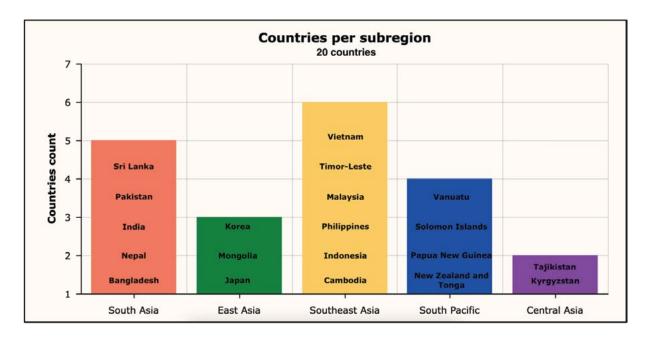
Out of 50 target organization-respondents, 40 organizations have responded to the survey coming from 20 countries in the Asia Pacific region. Six from India, five from Philippines, four from Indonesia, three in Nepal and Sri Lanka, two from Kyrgyzstan, Japan, Papua New Guinea and Mongolia, and one each from New Zealand and Tonga, Pakistan, Republic of

Korea, Solomon Islands, Tajikistan, Timor-Leste, Vanuatu, Vietnam, Bangladesh, Cambodia, and Malaysia.

Figure 1:

Based on sub-regions, these 20 countries are six from Southeast Asia – Cambodia, Indonesia, Malaysia, Philippines, Timor-Leste and Vietnam. Five from South Asia – Bangladesh, India, Nepal, Pakistan and Sri Lanka. Four from South Pacific – New Zealand and Tonga, Papua New Guinea, Solomon Islands and Vanuatu. Three from East Asia – Japan, Mongolia, Korea. Two from Central Asia – Kyrgyzstan and Tajikistan.

Countries per subregion
20 countries

Figure 2

A.   Organizational Profile

1.   Definition of Citizenship Education

Other terms of citizenship education CSOs used are civic education, inclusive education, nonformal education, alternative education with feminism perspective, grassroots leadership and empowerment, participatory governance, "Pagkamamamayan" (citizenship) in Filipino language.

It is building a space of citizen action that is autonomous and independent from the state and the corporate community. To be more able to control events and processes that affect their everyday lives; to ensure public accountability and responsiveness to the needs of local communities; to pull down decision making to the lowest possible level, as close to the local community as possible.

It is developing critical thinking and building capacities for people's engagement and partici-pation in governance and community development. An education that facilitates inclusion of citizens to be an active part of their development process in the social, economic, political and environmental aspects.

It is to raise awareness on the effects of discrimination of race and religion amongst the gen-eral public. An education of indigenous peoples to raise consciousness for empowerment.

It is an education on life skills and knowledge for resilience and sustainability in life. Citizenship education is related also to Voters Education that enhances the suffrage rights of the citizens.

Education is a human right which should reach out to those marginalized, disadvantaged, poor, people with disabilities, LGBTI and ethnic minorities. It is also defined as educating children and adults from early childhood to adulthood through a lifelong learning process in becoming enlightened and empowered individuals to be able to participate in decisions con-cerning society.

DAM largely works from community sensitization (as one of the core program strategies) in various social development issues. It is learning about citizen's rights, roles / responsibilities and understanding law and policy matters. We use different terms in different contexts like mothers group education, Parenting /adult Education, Community dialogue, Educating Stakeholders etc.

Azad Foundation uses the term adult participatory learning to define the idea of citizenship education as rights based framework to acquire knowledge about entitlements that citizens must enjoy and responsibilities that they shoulder.

Citizenship education for RUMPUN is the systematic process of capacity building for women and girls as Indonesian citizens, as equal and vital as men. This means that women and girls are able to develop their capacities to become an integral part of the planning and implementation processes of development, especially those that are involving and affect their lives.

Though Nirantar has never claimed to do or used the term citizenship education in its work, however in its approach to empowering women, education is not only enables women to access their rights and entitlements but also helps them in engaging the democratic processes actively. In the age of information revolution, playing the role of active citizen is not possible without digital literacy. Digital education is the right of poor and marginalized people especially women, as it enables them to access their basic rights and entitlements and raise their voice and play the role of active citizen.

PEKKA defines "civic education" as a lifelong education process for citizens, especially for women, which is carried out in various forms such as training, discussions, mentoring, aimed at making women understand their rights and responsibilities as citizens so that they can participate and influence in the decision-making process starting from family to country level.

Citizenship education to PEACEMOMO is de-bordering. Overcoming dichotomy between citizen and non- citizen is a very crucial challenge in current society. For the Institute for Youth Development, civic education is a process of forming skills, knowledge and values, which contributes to active and responsible participation of young people in the public life of the country.

Citizenship education means education that includes learning about a systems approach to problem solving, a solution based approach to issues in our environment and thinking from a sustainability perspective. This education must build and strengthen skills of systems thinking, critical thinking, taking leadership in decision making and all the skills needed to enable citizenship action - which CEE gave a name as Handprint, which is defined as action towards sustainability. Handprint was launched at a UNESCO conference in Ahmedabad, India, after which it has been adopted by several countries.

In the academic offerings at CLL and the training and development courses it offers on this subject, the definition has been expanded to understand that citizenship education contains tenets of democracy and participation in political processes such that the citizens would find themselves empowered to act in the best interests of liberty, equality, fraternity and diversity which are the cornerstones of the Indian Constitution.

CSEI defines citizenship education as the transformative use of education as a tool to rightfully, honourably and equitably bring about the inclusion in the body politic of socially excluded communities, especially Dalit, Adivasi, Muslim minority, NTs/DNTs communities who consists more than 40% population of India. Since the discriminatory and iniquitous societal framework denies equal and dignified citizenship to socially excluded communities, the rights

framework articulated in the Constitution of India holds great significance in the lives of marginalised communities which makes the state and every citizen of this country accountable for building an inclusive society.

2.   Visions and Goals on Citizenship Education

Envisioning Citizenship Education as the pursuit of SDG4 that includes SDG4.7 Global citizenship education. Global Citizenship Education is not only about achieving education-related goals, but also towards becoming aware of other sustainable development goals.

Inclined to attaining sustainable development, where all citizens can live a longer, safer and healthier life; enjoy greater freedom of choices through education, access to justice, to rights and entitlements due every citizen; make optimum contribution to the common good; find solutions to the outstanding issues of poverty and inequity, contribute to attain a world where all women (in particular, women from underprivileged contexts) enjoy full citizenship, earn with dignity and generate wealth and value for all, governance and people's participation, and sustainability of the process itself with respect to environmental impact.

Demystify digital for women and girls by integrating literacy with digital. Envisage digital literacy to be a catalyst of livelihood. Creating enabling environments for adult and young women/girls to become empowered digital citizens

Support youth in engaging in local and national policy processes through capacity building and advocacy. Active socialization of young people, based primarily on a social-activity approach and the involvement of students in project and program activities to transform their life and the life of their community. It has a legacy of ensuring children's direct participation in national and international policies and issues concerning their rights.

Mainstream into the official school curricula and to have a separate subject on Citizenship education with proper content.

3.   Participants in the CSOs Citizenship Education

Marginalized, excluded and vulnerable sectors who are unreached, underserved and have limited access to resources and services are mainly the participants in the CSOs citizenship education. Furthermore, these sectors are sub-divided in specific-groups. For the purpose on this study, the sub-divisions are classified as:

Children	Youth	Women	Rural Poor	Urban Poor
Children with disabilities	Rural youth	Rural women	Small farmers (rice, coconut, diversified)	Urban resource poor women
Girls	Tribal youth	Vulnerable women who are leaving in remote or mountainous areas	Small fishers	Urban youth
Girls from marginalized communities in the urban areas	Youth leaders	Women in rural areas especially from marginalized communities	Indigenous peoples	Migrants
	Disadvantaged youth	Women household heads, Victims of Gender-based Violence	Tribal groups	
	Jobseekers from rural		Ethnic minority	

Table 1:

There are those who are age group-specific like:

- 5-60 years youth and adults who are either less /no schooling in rural areas
- 3-29 years old among socially excluded communities is an important section of the community and CSEI believes that empowered adolescents and young people hold the potential for transforming socially excluded and marginalised communities, be the 'link and bridge' between the adults/elders who have lived in social exclusion and the children who are growing up to become the youth.

In E-Net Philippines, the older children covers the 5-17 years old; the youth covers 18-30 years old, and adults from 31 years old and above.

Azad Foundation works with urban resource poor women 18-40 years, at least 80% of whom have education between classes VIII to X and live below the poverty line and also engages with adolescent girls, boys and men from resource poor families, 14-25 years of age from resource poor communities as well.

Others groupings which are program-specific include:

- New eligible Voters, Voters, Professionals, Teachers, People in the Villages
- Teachers, Educators, and Education activists in rural and urban areas
- Community leaders, NGOs and CSOs staff
- Local authorities and government personnel
- School children who are in Grade 5 to 11 to increase the capacity of young people from villages in civic education for effective participation and development of their community/village
- Highlands youth and adults in 7 provinces who are registered under the Government Investment Promotion Authority in Papua New Guinea

In New Zealand, citizenship education is given to the government departments officials and leaders responsible for disadvantaged youth in the Pacific and internationally. JAPSE in Japan targets every generation who lived in every area.

1. Existence of Policies in the Countries that support Citizenship Education

Based on the survey, 75% of the 40 responses indicated there are ALE policies in their countries and 25% said there's none, which is still a significant percentage.

1. Are there policies in your country that support citizenship education?
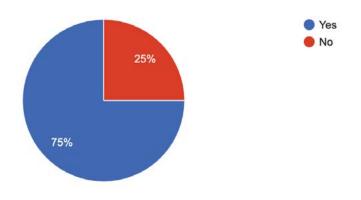
40 responses

Figure 3

Most of these policies were referred to the country's Constitution and By-Laws (CBL) that implies the importance of building good citizenship and civic education has been part of the formal and nonformal education. In other countries, there are specific policies identified.

In Vietnam, the Law on Education 2019, Development Strategy Education 2011-2020, and Resolution No. 29-NQ/TW according to values that focus on the development of the core competencies of/for Vietnamese people in the framework of global citizenship.

In the Philippines, Republic Act 11510 or the Alternative Learning System (ALS) Act 0f 2020. AN ACT INSTITUTIONALIZING THE ALTERNATIVE LEARNING SYSTEM IN BASIC EDUCATION FOR OUT-OF- SCHOOL CHILDREN IN SPECIAL CASES AND ADULTS AND APPROPRIATING FUNDS THEREFOR. Specific on Section 3 - Objectives - of this Act, states the promotion of Lifelong Learning framework anchored on Alternative Learning System (ALS).

Republic Act 11476 (GMRC and values education in K-12 curriculum), specifically, Section 5 – Coverage of Values Education – It is hereby mandated that Values Education shall be an integral and essential part of DepEd's K to 12 Basic Education Curriculum. Values Education as herein provided shall encompass universal human, ethical and moral values, among others. It shall inculcate among our students and basic tenets of the observance of respect for oneself, others, and our elders, intercultural diversity, gender equity, ecology and integrity of creation, peace and justice, obedience to the law, nationalism and global citizenship, as well as the values of patience, perseverance, industry, honesty and integrity, and good faith in dealing with other human beings along with all other universal.

In Tajikistan, the following were cited: The LAW ON EDUCATION that defines the legal, organizational, socio-economic foundations and basic principles of state policy in the field

of education; LAW ON ADDITIONAL EDUCATION that defines state policy, organizational, legal and socio-financial foundations in the field of continuing education; LAW ON SOCIAL PROTECTION OF PERSONS WITH DISABILITIES that defines the legal, economic and organizational basis for ensuring social protection of disabled people and creates equal opportunities for them to live and integrate into society; LAW OF THE REPUBLIC OF TAJIKISTAN on the Technological Park that regulates the organizational and legal activities of the Technological Park in the Republic of Tajikistan, defines the main tasks and aspects of its activities and is aimed at introducing the results of scientific, technological and innovative research into production; and the LAW ON STATE GUARANTEES OF EQUALITY OF MEN AND WOMEN AND EQUAL OPPORTUNITIES FOR THEIR IMPLEMENTATION that regulates relations to ensure constitutional guarantees of equal rights for men and women in social, political, cultural, as well as in any other sphere, is aimed at preventing discrimination on the basis of sex and establishes state guarantees of equal opportunities for persons of different sex.

In Nepal, Education Act 2073 Article 7 (6 Ka) has a mention about non-formal, distance, inclusive education and open learning. Also, the national framework of action for SDG4 and School Sector Development Plan that talk about the citizenship education generally.

In Sri Lanka, the National Education policy for non-formal education. In addition, the National Education Commission has been drafting a dedicated policy for non-formal education.

In Indonesia, Perencanaan dan Penganggaran yang Responsif Gender Desa (PPRG Desa or Gender Responsive Village Planning and Budgeting), is a national strategy to fasten the mainstreaming of gender in Indonesia, specifically in villages. This program provides basic knowledge on gender equality among men and women. Penguatan Partisipasi Perempuan Bela Negara (Strengthening Women's Participation in Defending the Country), is a program aimed to strengthen and provide basic knowledge on the role of women in defending the country. Peran Perempuan dalam Menangkal Disinformasi (The Role of Women in Countering Disinformation), is a program aimed to provide the participants, specifically women on how to use technology in the pandemic era. This program was executed along with Financial Services Authority and Bank Indonesia to provide financial literacy in women. Perempuan Berdaya Mewujudkan Kesetaraan Gender (Empowered Women to Realize Gender Equality), aims to emphasize the role of women in every aspect of life which will empower women based on their interests to enhance gender equality in the society.

The policy on National Movement of Mental Revolution that contain the mainstreaming of citizenship education in developing the character education of Indonesian in the present generation. The National Policy No. 20, year 2003 on the national system of education or "UU Sisdiknas" Article 26, Section 1, recognizes non-formal education (or alternative education) facilitated by community as additional or complementary education to fulfill the formal education of those who left schools. Furthermore, Section 3, defines non-formal education as consisting of life skills education, early childhood education, youth education, women empowerment education, literacy education, skills education and work training, equality education, and other education that refers to developing the learners' capability.

In Cambodia, the Curriculum and Framework of General and Technical Education that take in citizenship education. In Papua New Guinea, National Education Policy 2020-2025 and National Education Plan 2020 – 2029 are policies that support citizenship education. In the Republic of Korea there exists the so-called Democratic Citizenship Education.

In Kyrgyzstan, civic education and upbringing of youth and adults were based on the midterm strategy for the development of education until 2025 of the Kyrgyz Republic with component of adult education and civic education; national concept of civil identity "Kyrgyz Zharany"

adopted by the Decree of the President of the Kyrgyz Republic; and concept of education of students and youth of the Kyrgyz Republic.

In India, the National Education Policy (NEP) 2020, which aims to reorient the education system towards meeting the needs of the 21st century by achieving the twin objectives of inclusion and excellence. It sets the vision of developing an equitable and vibrant knowledge society by providing quality education to all. Through various sections on curriculum, content and values of education policy, NEP 2020 does talk about citizenship education along with equity and inclusion, fundamental duties and rights and other critical skills that could help children and youth to become responsible and aware citizens, as well as build global citizenship values through Global Citizenship Education (GCED).

National Youth Policy 2014 that takes 5 areas of youth development and emphasize upon developing youth as productive and responsible citizens with focus on inclusion and social justice as values along with education on instilling social values & promote community service, facilitate participation and civic engagement, support youth at risk & create equitable opportunity for all and developing a strong and healthy generation.

Nehru Yuva Kendra Sangathan (NYKS), established in 1972 has targeted to identify areas of harnessing youth power for development by forming Youth Clubs, which are village level (rural) voluntary action groups of youth at the grassroots level to involve them in nation building activities. The core strength of NYKS lies in its network of youth clubs. Youth Clubs are village based organizations working for community development and youth empowerment. The basic objective for creation of youth clubs is to render community support through developmental initiatives involving activities with particular focus on youth empowerment and citizenship education.

FIT INDIA Movement was launched in 2019 with a view to make fitness an integral part of communities, especially youth, daily lives. The mission of the Movement is to bring about behavioral changes and move towards a more physically active lifestyle. Towards achieving this mission, Fit India proposes to undertake various initiatives and conduct events to achieve the objectives 6. Various civil society initiatives, UN Volunteers and many other efforts by the state government on these lines could be brought into the citizenship education initiatives as policy.

In Timor-Leste, it has Citizenship education for the Timorese nationalities and those dual nationalities in Timor-Leste. Article 3 of the Timor-Leste's constitutions mentioned clearly the rights and obligations of Timorese nationalities.
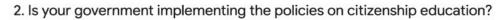
In Mongolia, the Law on Primary and Secondary Education lists down the content that should be delivered to students and it includes citizenship education. It is then reflected in the primary and secondary education curriculum. In 2007 a stand-alone, compulsory subject in the K-12 curriculum was included and adopted by the Ministry of Education (MOE). The President of Mongolia ruled that Traditional culture content is included in the Civic Education formal curriculum in 2010.
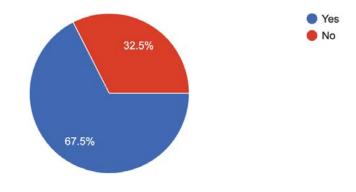
In Japan, some local governments want to utilize social education for local community development, and moreover they moved their social education facilities from the educational section to the community development one in their administration system. It means the managing position of social education facilities are moved from the educational administration under the educational board to the general administration in Japan. They accept to involve residents in their political strategy of managing local communities in the rhetoric of "autonomy". Such governments often call and request residents to work harder for their local community without encouraging them to recognize who have sovereignty.

The Ministry of Education in Japan abolished the social education section and made a new one, the community learning section in 2018. This change of structure suggests some political will of the Government, although the new section has not taken over all the policies of the previous one. There was some tension among the cabinet. There were also some requests from the Japan Association of City Mayors. Governments now articulate loudly that the purpose of social education is "making" the people and local communities. They seem to think such a way of education is ''citizenship education" and they may recognize the support for citizenship education.

In New Zealand, at compulsory levels (Primary and secondary levels), citizenship is taught through an integrated curriculum approach supported by participatory pedagogical practices. At the university levels, every university council is responsible for the teaching and awarding of citizenship related degree

2. Government Implementation of the Policies on Citizenship Education: Are they implemented or not?

An affirmative response gathered a big portion on whether the government in their countries is implementing policies on citizenship education (Yes, 67.5%), while (32.5%) said No, which is a significant percentage to consider to advance the advocacy in implementing citizenship education policies.

2. Is your government implementing the policies on citizenship education?

40 responses

Figure 4

3. Thematic Areas of Citizenship Education Governments are Implementing

Most of the citizenship education implemented by government is on the thematic area of Effective civic participation and engagement (70.6%), relatively high also are in the themes of Advancing gender equality (67.6%), Inclusion and identity (61.8%), on moderate rate are Climate change education (55.9%), and Technology (52.9%). There are others responses like Education, Global citizenship education, children as agents of change, gender equality education with training model and not applicable.
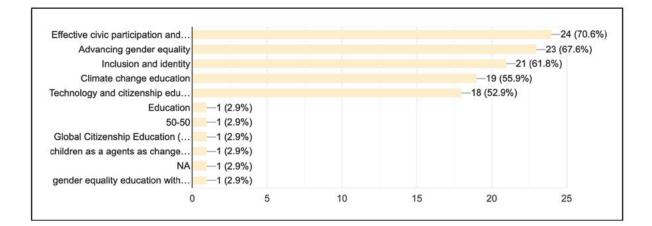
Figure 5

National Education Plan 2020 in India, this has to be evolved on the ground as cited by Centre for Social Equity and Inclusion (CSEI).

4. Agency of the government delivering citizenship education

The table below describes the agency/agencies of government in every country that deliver citizenship education based on thematic areas.

Countries	Effective civic partic-ipation and engagement	Advancing gender equality	Inclusion and identity	Climate change education	Technology and citi-zenship education	Others
Bangladesh	Ministry of Youth Development	Ministry of Women and Children Affairs	Ministry of Social Welfare	Ministry of Disaster, Relief and Rehabilitation	Ministry of ICT	
India	Ministries of Education, Health, Agriculture and the Dept. of Consumer Affairs	Women and Child Department under Ministry of Family Welfare	Ministry for Minority Affairs	Ministry for Environment	Ministries of Education, Health, Agriculture and the Dept. of Consumer Affairs	
Nepal	Local Government; Ministry of Federal and Local Government	Ministry of Education and Ministry of Women and Social Welfare	Ministry of Education and Ministry of Women and Social Welfare	Ministry of Environment	Ministry of Education and Technology	
Pakistan	Education Ministry, Curriculum Wing					

Sri Lanka	Centre for human rights and development	Ministry of Child and Women Affairs	The Government Information Center	Climate Change Secretariat, Central Environment Authority	Ministry of Higher Education and Highways, Sri Lanka Information and Communication Technology Agency	
Japan	Cabinet Office	Gender Equality Bureau, Cabinet Office	Ministry of Health, Labour and Welfare	Ministry of Environment, Ministry of Education, Culture, Sports, Science and Technology	Ministry of Education, Culture, Sports, Science and Technology	
Mongolia	Ministry of Education and Science	Ministry of Labour and Social Welfare	Ministry of Labour and Social Welfare	Ministry of Environment National Center for Lifelong Education		
Korea	Ministry of Education and regional educational offices	Ministry of Education and regional educational offices	Ministry of Education and regional educational offices	Ministry of Education and regional educational offices	Ministry of Education and regional educational offices	
Cambodia	Ministry of Education	Ministry of Women's Affairs	Ministry of Education	Ministry of Education	Ministry of Labour and Vocational training, Ministry of Education	
Indonesia	Ministry of Home Affairs	Ministry of Women Empowerment and Child Protection	Ministry of Education and Culture	Ministry of Forestry and Environment	Ministry of Education, Culture, Research and Technology	
Philippines	Department of Interior and Local Government; Department of Education	Philippine Commission on Women; Department of Education; Commission on Higher Education	Department of Education; National Commission on Indigenous Peoples	Department of Education; Department of Environment & Natural Resources; Climate Change Commission	Department of Education; Technical Education and Skills Development Authority; Commission on Higher Education	

Timo Leste	Ministry of Justice	Secretariat of State for Gender Equality and Inclusions	Ministry of Social, Solidarity and Inclusion	Secretariat of State for Envi ronmental	Timor-Leste Information and Technology (TIC) under the Prime Minister's cabinet	
Vietnam	Ministry of Education and Training	Ministry of Education and Training; Vietnam Institutes of Educational Sciences - an agency of MOET; Ministry of Labor; Ministerial level agencies	Ministry of Education and Training; Vietnam Institutes of Educational Sciences - an agency of MOET;	Ministry of Education and Training; Vietnam Institutes of Educational Sciences - an agency of MOET;	Ministry of Education and Training; Vietnam Institutes of Educational Sciences - an agency of MOET;	Ministry of Labor; Ministerial level agencies
Malaysia	Elections Commis sion	Women's Ministry	National Unity and Integration Department	Ministry of Science, Technology and Innovation	Ministry of Science, Technology and Innovation	
New Zealand & Tonga	Ministry of Education for compul-sory educa-tion levels, NGOs for community develop-ment and universities or tertiary institutions	Ministry of Education, NGOs and tertiary institutions	Ministry of Education, NGOs and tertiary institutions	Ministry of Education, NGOs and tertiary institutions	Ministry of Education, NGOs and tertiary institutions	
Papua New Guinea	Department of Education and Commu nity Develop ment	Community Develop ment	Churches and NGOs	Office of Climate Change	Communi cation and Information System	
Solomon Islands	Ministry of Education and Human Resource Dev elopment	Ministry of Education and Human Resource Develop ment	Ministry of Education and Human Resource Develop ment	Ministry of Environment and Climate Change	Ministry of Education and Human Resource Develop ment	
Vanuatu	Ministry of Justice Community and Social Services	Ministry of Justice Community and Social Services	Ministry of Justice Community and Social Services	Ministry of Climate Change		

Kyrgyzstan	Ministry of Education and Science	Ministry of Education and Science	Ministry of Education and Science	Ministry of Agriculture	Ministry of Education and Science	
Tajikistan		Ministry of Education, state authority	MoES and Ministry of Health	MoES	MoES	

Table 2

5. Gaps in Implementing the Policies on Citizenship Education

Data, financing, and delivery mechanism are the topmost gaps in implementing the policies in citizenship education gaining 80% in the responses, followed by program development (65%) and curricular development (62.5%), and all the others like policy orientation mainly on growth and less on prosperity, purpose, manpower, pilot model of public school to deliver the global citizenship education are 2.5%. Also, 2.5% of the respondents mentioned there is no policy in place.
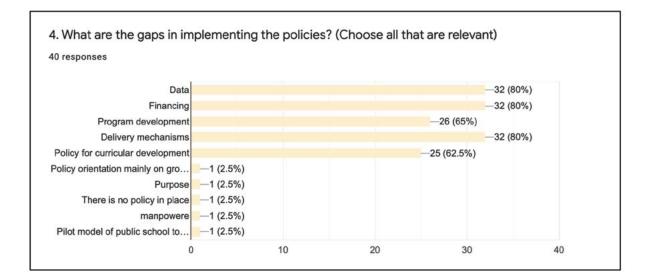
Figure 6

C. Citizenship Education of Organization

1. Programs for citizenship education CSO implement

Most of the CSOs citizenship education programs are on thematic areas of effective civic participation and engagement (75%), and advancing gender equality (70%). Inclusion and identity (60%) and climate change education (35%) come in the third and fourth places. Technology and citizenship education (30%) is the least. There are specifics themes the CSO have been implementing with regards to citizenship education program like voters awareness education, alternative learning system, peace education, education for sustainability, education on human rights with focus on how to exercise the rights as citizens, youth leadership development, education advocacy, gender and inclusion, support for disadvantaged groups, civil courses for population, economic empowerment which can also be categorized into five thematic areas mentioned above.

Notably, Technology and Citizenship Education is the least implemented thematic area among CSOs that would be an interesting field to explore in advocacy engagement with the governments as they have the resources for this and it plays a significant and demanding role in this time of pandemic and beyond in all aspects of human life like online learning, medical teleconferencing, virtual conferences and seminars, online marketing, among others.

2.   Kind of curriculum CSOs have developed about Citizenship Education

The kind of the Citizenship Education curriculum CSOs have developed include:

Citizenship Education integrated in SDG 4 discussions for teachers, learners, community, and other stakeholders. Broad to encompass sustainability in the areas of peace, human rights, cultural understanding, energy, water, food security, trade, budget and policy advocacy, conflict resolution, environment and disaster risk reduction, women leadership, voters' education, sexual and reproductive health rights for women and girls, rights of disabled people, refugees and migrants, race-relations and ethnic discrimination.

CE is included in different curricula on rural development like sustainable agriculture & fisheries, social entrepreneurship, participatory local governance based on standard modules provided by other NGOs and those formulated by our grassroots community educators and leaders.

CE is integrated in the life skills education modules of both literacy and basic education, TVET and ICT education. Digital tools were used for strengthening literacy skills and issues. Another evolving CE curriculum is about media and information literacy program that covers understanding how the media work, how information can be instrumentalized, and how to identify misinformation (fake news) and news bubbles and exercise responsible citizenship in this field.

CE as not only a curriculum but as a program like IMPAECT development of CE programmes to assist youth over from the Pacific nations to work and train in New Zealand on circular migration and the development Kiribati school curriculum climate change framework that include local language, culture and knowledge.

School-initiated, CLL TISS has a 2 credit (30 hours) course on Citizenship and Participation as part of the Youth Leadership and Social Change programme. This course believes in the power of youth as leaders and mobilisers of change and focuses on their role in community building and collective action through voluntary initiatives.

3.   How are your organisation's citizenship education programs implemented and resourced?

In terms of how the citizenship education of CSOs are implemented and resourced, most of the sources are from partnership with network and organizations (80%), funded by foreign donor partners (75%), partnership with community/volunteers (70%), and in collaboration with government (57.5%). A small percentage are funded by foundations in-country (35%) and funded by the government (15%). Resources are also coming from CE program at the moment, self-funded/own resources, individual teachers and school, funded by individual, corporate social responsibility (CSR), all have 2.5%.
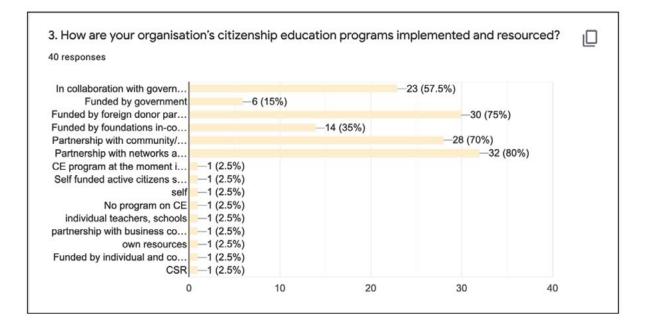
3. How are your organisation's citizenship education programs implemented and resourced?

40 responses

Category	Value
In collaboration with govern...	23 (57.5%)
Funded by government	6 (15%)
Funded by foreign donor par...	30 (75%)
Funded by foundations in-co...	14 (35%)
Partnership with community/...	28 (70%)
Partnership with networks a...	32 (80%)
CE program at the moment i...	1 (2.5%)
Self funded active citizens s...	1 (2.5%)
self	1 (2.5%)
No program on CE	1 (2.5%)
individual teachers, schools	1 (2.5%)
partnership with business co...	1 (2.5%)
own resources	1 (2.5%)
Funded by individual and co...	1 (2.5%)
CSR	1 (2.5%)

Figure 7

In Indonesia, Corporate Social Responsibility (CSR) is tapped to finance citizenship education programs. In Japan, CSOs rely on the resources provided by individuals, teachers, and schools.

More than half, 57.5% of the CSOs citizenship education programs were implemented and resourced in collaboration with government and 15% are government-funded indicates less public financing on CE.

4.   CSOs Teaching and Learning Strategies for Citizenship Education

Topmost of CSOs teaching and learning strategies for citizenship education pertain to trainings and workshops (97.5%). Then, community engagement/community meetings (85%). Coming to third, fourth, and fifth places are production and dissemination of materials on awareness raising (67.5%), action research (57.5%), and media campaigns (50%), respectively. Less than half of the responses (42.5%) are on curriculum review and development, and exposure visits and field trips. The very least (2.5%) are internships, learning exchange, and running adult digital literacy centre.
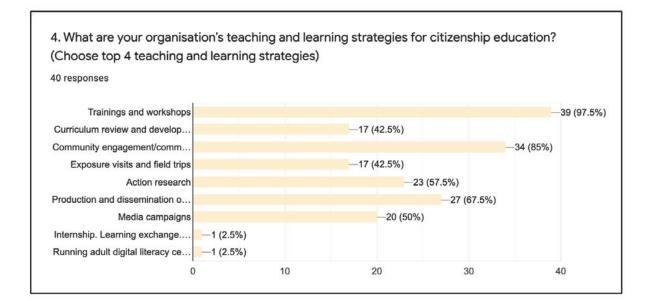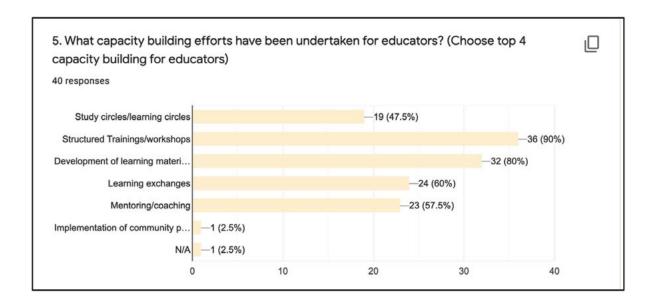
Figure 8

Adult digital literacy is one of the least CSOs teaching and learning strategies which is essential in the new normal education and learning platforms, participation in research, monitoring and assessment of literacy work, adult learning and education involving citizenship education.

5.   Capacity Building Efforts CSOs have been Undertaken for Educators

Leading in capacity building efforts CSOs have been undertaken is structured trainings/ workshops (90%), next is development of materials (80%). Also high are learning exchanges (60%) and mentoring/coaching (57.5%). Study circles/learning centers (47.5%) is relatively high, too. Implementation of community projects (2.5%) is also undertaken.

Figure 9

6. CSOs Ways to Measure the Impact of Citizenship Education Programs

CSOs measure the impact of their citizenship education programs around responses from the communities (82.5%), documenting stories of change (75%), number of participants reached (70%), responses from the government (55%), and media coverage (32.5%). There are other measures done like organizational capacity index (OCI), number of community action plans evolved by young fellows, and changes that take place over the period of time (through baseline and end line in the program), each having (2.5%).

6. How do you measure the impact of your organisation's citizenship education programs?

40 responses

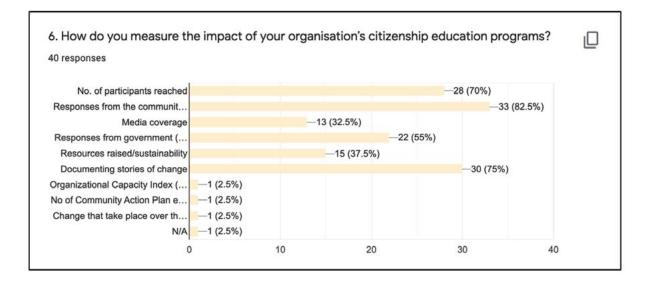| Measure	Value
No. of participants reached	28 (70%)
Responses from the communit...	33 (82.5%)
Media coverage	13 (32.5%)
Responses from government (...	22 (55%)
Resources raised/sustainability	15 (37.5%)
Documenting stories of change	30 (75%)
Organizational Capacity Index (...	1 (2.5%)
No of Community Action Plan e...	1 (2.5%)
Change that take place over th...	1 (2.5%)
N/A	1 (2.5%)

Figure 10

From these data, CSOs give premium to the changes and development happening in the communities they are serving/working with as articulated in the 82.5% from responses of the community and 75% in documenting stories of change as ways of measuring impact of the citizenship education programs.

D. Issues and Challenges

1. Issues and Challenges CSOs are Experiencing in Implementing Citizenship Education

The survey reiterated the prolonged issues and challenges in implementing the under-financed citizenship education since (85%) expressed financing as a major issue and challenge , followed by data gaps (57.5%), political control/restrictions and political threats (50%), lack of capacities in management and provision (32.5%).

Other issues and challenges identified are the framework of citizenship education, qualitative evaluation, lack of documentation of the program experiences and learning, tracking mechanism for growth, social norms that restrict mobility for women, cultural, and sustainability of program implementation.

While "low interest of people/lack of community participation" is one of the choices to tick in this question, no respondent chose this. Even if 85% said the issue is financing, only 32.5% cited lack of capacities in management and provision which indicate granting there is financial limitation, the provisions of citizenship education programs continues.
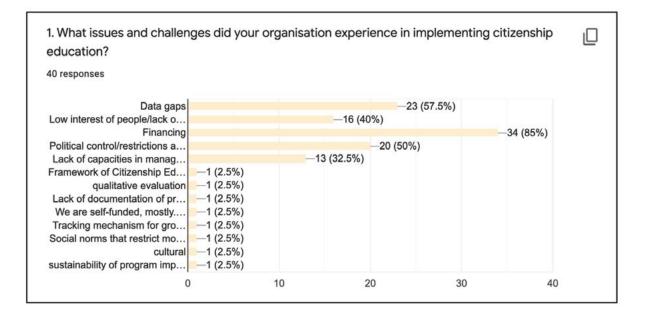
1. What issues and challenges did your organisation experience in implementing citizenship education?

40 responses

Data gaps	23 (57.5%)
Low interest of people/lack o…	16 (40%)
Financing	34 (85%)
Political control/restrictions a…	20 (50%)
Lack of capacities in manag…	13 (32.5%)
Framework of Citizenship Ed…	1 (2.5%)
qualitative evaluation	1 (2.5%)
Lack of documentation of pr…	1 (2.5%)
We are self-funded, mostly.…	1 (2.5%)
Tracking mechanism for gro…	1 (2.5%)
Social norms that restrict mo…	1 (2.5%)
cultural	1 (2.5%)
sustainability of program imp…	1 (2.5%)

Figure 11

Financing

Lack of financial resources to support community level education/training activities, curriculum development, trainers' training, trainers' fees, production of learning materials, among others. Due to financial limitation there is also lack of human resources to document program experiences and develop learning materials.

It is also hard to monitor how much CE-dedicated public funds were allocated and spent since these are incorporated in the governments over-all programs.

In terms of public financing, the Philippine's Alternative Learning System program dedicated to the basic education of about 24 million Filipinos out-of-school youth and adult gets only less than 1% of the Department of Education budget.

Citizenship Education programs often compete with other areas of priorities for funders and even governments. Funders and governments need to prioritize such education specifically to the disadvantaged and marginalized.

Long term financing to continuously work in the area of citizenship education is crucial. Collaboration with the national/central and local government needs to be planned strategically.

Data Gaps

In Solomon Islands, data gathering and recording is a challenge in the country since there is not enough funds available to implement citizenship education and the Ministry of Education is in control of NGO doing research.

In Vietnam, there has not been a survey and assessment on the topic of global citizenship education, and set of criteria does not exist that are relevant to the country's definition and identification of global citizenship education.

Policy

Government of Japan doesn't have a policy for Citizenship Education although they have the ESD policy and plans to implement this. However, indicators of success and evaluation methods are not decided yet and hence schools cannot evaluate the ESD. In addition, schools are expected to be neutral, making it difficult to promote political and citizenship education.

Government mechanism prefers civil society organizations to be engaged on hardware, rather than rights-based people's development. In most countries, stated policy and mechanisms for incorporating adult learning and education for achieving the various SDGs is inadequate.

Access to Digital Learning Resources

Developing a teaching technology was a challenge as there was a large variety of mobile phones. Adult educators did not have smartphones, some did not even possess basic phones, and their knowledge on digital platform was starkly limited. Learners' and educators' access and engagement with digital devices increased significantly.

In the current digital age, it is important to keep functional literacy as a primary skill and upgrade it with digital to give new sets of capabilities required to adapt to the post COVID realities. The digital skills will also enable adults the acquisition of a vast array of other skills needed to become more employable.

CSO Capacity

The COVID-19 outbreak has affected the education sector on multiple fronts, and has increased the challenges in service delivery. CSOs need to continue building and strengthening its own capacities and expand learning by connecting with regional and international organizations and processes.

Strengthen the capacity of teachers and educators in methods and tools of citizenship education most especially in digital platforms. Develop e-learning resources and materials including case studies to learn from.

E.   Recommendations for citizenship education

Based on the CSOs experiences in citizenship education for youth and adults, below are the policy and program recommendations based on Belem framework.

On Policy

1.   Develop and implement inclusive policies in consultation with civil society organizations making sure citizens are involved.

Citizenship Education should include life skills education, gender equality, voters' education that promote democratic governance, democratization of the national defense discourse, technology and digital literacy, youth and adult leadership and empowerment. The governments must ensure schools and all forms of education and learning systems have a curriculum on citizenship education.

On Financing

2.   Secure equitable financing from national and local governments to expand and sustain citizenship education programs. Earmark funding for youth and adult educators, technology and digital literacy, and social and life-skills trainings.

3.   Include budget literacy in schools as well as in all forms of education and learning. Increase and strengthen budget-literate citizens to grasp how governments make revenues and participate in budgeting process to hold the government accountable for public funds.

Quality

4.   Conduct evaluation of citizenship education based on issues and challenges CSOs raised and design regional and country context specific programs.

     The quality of citizenship education must be measured on whether the citizens exercise their rights in full potential and in protecting the independence and freedom of their learning and that they can move to engage in the decision-making process of adult education programs and policies.

     The quality of citizenship education in a country is determined by the Institutions who come forward to deliver it. The involvement of grassroots organizations and institutions of learning will make for an effective partnership to enhance the quality of the delivery.

5.   Recognize the CSOs practices and experiences in implementing citizenship education in terms of definition, vision, program designs, teaching and learning strategies, capacity building efforts, and ways to measure the impact.

Governance

6.   Enhance CSOs collaboration with governments. Good governance values participation, transparency, accountability, responsibility, inclusion and equity that must be implemented in citizenship education policies and programs.

     Good governance is prerequisite to ensuring democratic principles are upheld by duty bearers and leaders in all public institutions and in private entities, CSOs in national and local level of governing. Enhance capacities of all stakeholders to advance citizenship education policies and programs.

Participation and Inclusion

7.   Involve in policy making and programing all stakeholders especially the marginalized, excluded and vulnerable groups that include disadvantaged girls and women, LGBTQIA+ community, persons with disabilities, persons deprived of liberty, displaced people, indigenous people, rural poor, youth, and elderly.

     CSOs should be at the forefront of these programs. Academe and learning institutions should be encouraged to provide critical support.

Policy and program recommendations based on specific theme of citizenship education.

Advancing gender equality

8. Mainstreaming gender equality in all aspect of citizenship education curriculum is a must. Social inclusion and gender equity policies should be implemented and monitored in all government structures and bodies.

    No one should left behind due to gender orientation and preferences. Mitigating and reducing gender-based violence, including domestic violence with support of local community, civil society organizations, and law enforcement agencies. Government must promote women are elected and seat in legislative and executive bodies. Reaching out women and girls in the rural areas.

Inclusion and Identity

9. Design curriculum, learning resources and delivery, teachers and educators training on citizenship education specific to the identity of learners. Promote inclusive and identity-specific learning environment and create policies to protect identity.

10. Carry out awareness raising sessions on human rights from early education to adult education that promote inclusion and identity in line with citizenship education.

11. Ensure specific and separate strategy to reach out marginalized communities and the communities which are most difficult to reach with need-based content and culturally sensitive citizenship education.

Climate change

12. Include climate change issues in citizenship education. Information needs to trickle down to the people at all levels. At the community level, people can address specific issues affecting them like sea level rising, drought, flooding, among others.

    Citizenship education has to respond on the climate change issues. Climate change has already adverse impacts in all sectors and aspects of human life.

    CSOs must be pro-active in the policy development at the global, regional and country level on climate change and education for sustainable development. Include climate action in citizenship education.

    Information needs to trickle down to the people at all levels. At the community level, people can address specific issues affecting them like sea level rising, drought, flooding, among others.

Technology

13. Provide training programs in citizenship education and digital literacy for different target groups. In using technology, gender and inclusive perspectives must be integrated. In relation to this, promote inclusive technology and citizenship education. Digital-literate citizens in digital age have more opportunities to participate in education and economic activities.

14. Promote media literacy training. Take steps to ensure access technology as part citizenship education.

15. Promote rural technologies on food production, social enterprises, renewable energy, sustainable and resilient shelter building, environmental protection and conservation must be considered in policy and programs on citizenship education.

Effective civic participation and engagement

16. Push the governments to provide more opportunities and platforms to increase CSOs participation in planning, implementing, monitoring and evaluation of citizenship education policies and programs.

17. Raise the capacity of CSOs to collaborate with relevant government bodies responsible in specific theme of citizenship education. Tap public resources to mobilize community including the youth in tracking the government policies and programs on citizenship education, and adult learning and education.

APPENDICES

Participating Organizations by Sub-Region by Country

SUB-REGION	COUNTRIES	#	ORGANIZATIONS	COUNT
South Asia (5)	**Bangladesh**	1	Dhaka Ahsania Mission	1
	India	2	AZAD Foundation	6
		3	Center for Environment Education	
		4	Centre for Social Equity and Inclusion (CSEI)	
		5	Abhivyakti Media for Development	
		6	CLL, TISS	
		7	Nirantar, A Center for Gender & Education	
	Nepal	8	CWIN-Nepal	3
		9	National Campaign for Education Nepal (NCE Nepal)	
		10	Global Action Nepal (GAN)	
	Pakistan	11	Bunyad Literacy Community Council (BLCC)	1
	Sri Lanka	12	Organization of Environment and Children Rights Preservation	3
		13	People's Action for Free & Fair Election	
		14	Coalition for Educational Development	

East Asia (3)	Japan	15	Japan Association for Promotion of Social Education (JAPSE)	2
		16	Development Education Association and Resource Center (DEAR)	
	Mongolia	17	All for Education! National Civil Society Coalition	2
		18	Mongolian Education Alliance	
	Korea	19	PEACEMOMO	1
Southeast Asia (6)	Cambodia	20	NGO Education Partnership	1
	Indonesia	21	Network for Education Watch Indonesia (NEW Indonesia)	4
		22	Institut KAPAL Perempuan (Institute of The Women Circle Alternative Education)	
		23	PEKKA Foundation (Women-Headed Family Empowerment)	
		24	RUANG MITRA PEREMPUAN (RUMPUN)	
	Philippines	25	E-Net Philippines	5
		26	Phlippine Rural Reconstruction Movement (PRRM)	
		27	Paginupdanay, Inc.	
		28	Education for Life Foundation	
		29	People's Initiative for Learning and Community Development (PILCD)	
	Timor Leste	30	Civil Society Education Partnership (CSEP)	1
	Vietnam	31	Vietnam Association for Education for All (VAEFA)	1
	Malaysia	32	Pusat KOMAS1	1
South Pacific (4)	New Zealand and Tonga	33	Indigenous Māori and Pacific Adult Education Charitable Trust (IMPAECT*)	1
	Papua New Guinea	34	Meri I Kirap Sapotim (Women awake! Support!)	2
		35	PNG Education Advocacy Network Inc	
	Solomon Islands	36	Coalition for Education Solomon Islands (COESI)	1
	Vanuatu	37	KoBLE	1
Central Asia (2)	Kyrgyzstan	38	Kyrgyz Adult Education Association	2
		39	Public Foundation "Institute for Youth Development"	
	Tajikistan	40	Association of scientific and technical intelligentsia of Tajikistan (PO "ASTI")	1

Table 3

3

Citizenship Education in the Arab World Survey

DVV International 2021

Amman

Citizenship education is based on a set of principles and values that form the foundations on which the homeland is based and that support its stability and progress.

First: Introduction

Definition of Citizenship

Citizenship is defined in general as the place in which an individual resides permanently within the state or holds its nationality, participates in the ruling and is subject to the laws enacted by it, and enjoys a set of rights without any type of discrimination - such as color or language - equally with the other citizens, and is committed to performing a set of duties towards the state to which he belongs, to make him feel that he belongs to it. Democratic citizenship entails the main types of rights and freedoms that all citizens must enjoy, such as civil, political, social, economic, cultural rights, etc. The Encyclopedia Britannica defines citizenship as: "The relationship between an individual and a state as defined by the law of that state, and the duties and rights included in that relationship in that state." The Encyclopedia Britannica confirms its concept of citizenship, that "citizenship in general confers on the citizen political rights, such as the right to vote and occupy public positions." The International Book Encyclopedia states that citizenship is full membership in a state or in some units of ruling; thus it does not distinguish between citizen and nationality like the Encyclopedia Britannica as mentioned earlier. It asserts that citizens have some rights, such as the right to vote and the right to occupy public positions, as well as some duties, such as the duty to pay taxes and defend their country.

Importance of Citizenship Education

Citizenship education is based on a set of principles and values that form the foundations on which the homeland is based and that support its stability and progress. Usually, the process of education is based on the principles and values of the constitution and laws and is implanted in the personality of the learners through education. Citizenship education helps the individual to be an active member, not only in his local community, but also in the global community. It is necessary to promote the principles and values of responsibility and constructive and informed participation among individuals in a world characterized by change, in order to inculcate such principles and values in the hearts of citizens through the upbringing of a cooperative generation with intellect, good at listening and communicating, and respectful of others.

Study Contents

Stemming from this standpoint, this study sought to take into account the opinions of the participants in the process of citizenship education in the Arab world, with the participation of 41 experts from 8 Arab countries (Jordan, Iraq, Egypt, Lebanon, Palestine, Morocco, Yemen and Sudan) and addressed the following topics:

1. ALE policies of citizenship
2. Citizenship education in the organization
3. Issues and challenges facing citizenship education
4. Recommendations for citizenship education and other considerations in the field of citizenship education

Second: Study Outputs

Section one: Associations Participating in study

The results of the questionnaire indicate that the majority of citizenship education organizations in the Arab countries target the rural and civil society, where it obtained a percentage of (70%), which indicates that the majority of organizations target all communities in their country, in addition to targeting all segments of society of different ages and genders. The diverse target group of society reached (68.29%), which confirms that organizations target all segments.

The data analysis also indicates that there is a great compatibility between the fields of work of individual organizations, whereas (39%) of the organizations work in the fields of women's rights and defense, while the field of human rights and youth development has received a huge interest from organizations, and the field of concern for refugees and advocating for their rights is the least of interest among the other fields, as it obtained a percentage of (2.44).

The results indicated that there is a great consensus among the members of the organizations that citizenship education is through education on the skills necessary to exercise rights and duties. (53.66%) agreed on this concept, and they also consider citizenship education is done through education on belonging to the homeland, equality and integration into society, and that education of participation and cooperation has little impact on citizenship education, as (7.32%) of the individuals agreed that the definition of citizenship education is the education for participation and cooperation.

Section Two: ALE Policies

The results of the questionnaire analysis revealed that (56.1%) of the organizations in the Arab countries confirm having policies that support citizenship education in their countries, and the majority of these policies were in the field of education and the amendment of curricula in line with the achievement of citizenship education, whereas (39.13%) of the organizations follow them, while (21.74%) follow the policy of setting laws and policies to preserve rights, and others develop strategies and plans for community development.

(61%) of the members of organizations confirmed that their country's governments apply the policies related to citizenship education, especially in the field of promoting gender equality, participation and effective civil commitment, as they obtained a percentage of (73.3%) and (70%), respectively. This confirms the role of the government in these two areas, whereas technology and citizenship education, integration and identity had nearly fifty percent, which shows that the governments of Arab countries give great attention to these areas, while the field of climate change education had a good percentage of (36.7%).

The results concluded that the Ministry of Education and the Ministry of Higher Education in the Arab countries played the biggest role in the process of citizenship education, and this was confirmed by previous results that showed that the most followed policy for citizenship education is education and curriculum modification, which are the responsibilities of both Ministries of Education and Higher Education. There is also an active role in citizenship education for other government departments and agencies, such as civil society organizations, the Ministry of Social Education and other ministries.

The results showed some gaps in the implementation of citizenship education policies. It was found out that the majority of organizations in the Arab countries suffer from both gaps

of funding and implementation mechanisms; whereas 65.9% of the sample members agreed on this, and there is great agreement on the existence of a gap in the policies of developing curricula and data, with a good percentage of software development gap.

Section Three: Citizenship Education

This section is concerned with studying the reality of citizenship education in the organizations of Arab countries, as it was found out that the effective civil participation and commitment program is the most applied in the organizations, whereas it obtained a high rate of (68.3%), and there is a great application of the technology and citizenship education program in addition to the programs of promoting equality and integrating identity, while the application of the climate change education program was the least applied.

There are several mechanisms for the implementation and financing of citizenship education programs in the Arab countries, but partnership with networks and other organizations had the biggest role in funding, with an agreement between individuals (73%). Funding through foreign partners, donors, community partners and volunteers had a major role, with a percentage of agreement between 60%-70, while government funding did not have any role in implementing the programs and it only played a role through cooperation with the government.

It was found out that there are plenty of strategies used in teaching and learning citizenship education in organizations in the Arab countries, and the most used strategies are training courses and workshops, whereas they obtained an agreement percentage of (100%), while the strategy of community involvement and community meetings obtained a high percentage of (80%). The following strategies achieved rates ranging from 43% to 53% (media campaigns, production and dissemination of quality materials, visits and field trips), while the strategies of scientific research and curriculum review and development obtained less than that.

The results showed that there are great efforts spent by teachers in the field of capacity building, whereas (95.1%) of the efforts are spent in the field of organized training courses and workshops. Guidance and training had a high percentage, while educational exchange obtained the lowest percentage by (17.1%).

(82.9%) of citizenship education organizations in the Arab countries use the method of responses from community members to measure the impact of citizenship education programs, and document change stories and the number of participants by (70.7%) and (68%), respectively. The media coverage method and the method of collected resources/sustainability are used but to a lesser extent, while the method of responses from the government was the least used by (39%).

Section Four: Issues and Challenges Facing Citizenship Education

The results showed that there are many issues and challenges facing organizations in the Arab countries in citizenship education, whereas funding comes in the first place as (87.8%) of the organizations suffer from weak funding, and (58.5%) face a lack of data, while the political constraints and threats are among the major challenges for organizations in the Arab countries, and the lack of administrative capabilities is considered the least of the challenges facing organizations.

The previous results showed that most of the policies followed by the government in applying upbringing to education are education and curriculum modification, whereas (34.15%) of

the curricula are developed in areas concerned with citizenship, and other types of curricula have been modified and developed such as: training curricula, curricula concerned with women and children, curricula that use e-learning, curricula for participation and equality in society, curricula against violence and early marriage, and curricula that are concerned with democracy. Curricula that support Persons with Disabilities got the lowest percentage by (2.44), in line with previous results indicating that there is little interest in the policy of caring for Persons with Disabilities.

Section Five: Recommendations for Citizenship Education

- In the field of policies: building internal policies for institutions and involving organizations in formulating public policies, especially with regard to party and election laws, taking into account the economic and social reality of countries for the purposes of strengthening state institutions and promoting the participation and integration of women and youth in political life and decision-making.

- In the field of policies: giving citizenship education a priority in the plans and strategies adopted by the state with the aim of finding clear policies by the government to adopt citizenship as part of education on human rights and democracy.

- In the field of funding and quality: Training on writing project proposals, attracting funding and quality in training organizations, promoting joint work between various organizations and institutions, focusing on rural areas, and financially supporting organizations working in the field of citizenship education by the government and international organizations operating in the Arab countries.

- In the field of quality: Attention to the development of curricula in schools, universities and civil society organizations, diversity in teaching methods and the topics presented, and the selection of appropriate activities of high quality, with a focus on the values of citizenship, democracy and human rights

- Building the capacities of administrative and executive government personnel and civil society organizations in the areas of citizenship education, updating plans and strategies, and building smart strategies to include citizenship education topics

- More cooperation between the government and civil society organizations in the areas of holding training courses and workshops in the areas of citizenship education and implementing awareness campaigns for all segments of society, especially in the areas of human values, the importance of participation and life skills

- Establishing a national authority for adult education and developing a strategic plan thereof in which all concerned institutions in the Arab countries participate in helping to organize work and evaluate implemented adult education programs and improve access for women and men, especially persons with disabilities, to these programs in various regions

- In the field of governance: Holding training programs for decision-makers on how to publish and apply governance programs in governmental and non-governmental organizations for the purpose of achieving more transparency in dealings between government and civil society organizations and applying governance standards, especially accounting and follow-up and evaluation processes that ensure quality performance

- Encouraging dialogue between policy makers of adult education programs and social partners to achieve the desired goals of adult education programmes

- In the field of funding: Alleviating restrictions on civil society organizations and reducing bureaucracy that hinders access to funding by governments, expanding corporate building and activating social responsibility programs regarding increasing the educational and training programs offered and increasing funding for these programs, and giving opportunities for self and internal funding for the purposes of not relying on external funding

- In the field of participation and integration: Supporting professional exchange and empowering adult education service providers in the community in the technical fields for the purpose of providing quality programs in which everyone participates for the purpose of achieving integration among all components of society and promoting community peace and cohesion

- In the field of gender equality: Promoting gender issues in school and university curricula, empowering women to achieve their civil rights at work levels, and holding more training and awareness workshops in partnership between the public and private sectors

Detailed Statistical Outputs of the Study

DATA File

Section one outputs: Initial information about study participants

Table 4 Distribution of work areas for the sample

field work of participants' organization	Frequency	Percentage
Women's rights and defense	16	39.02%
human rights	15	36.59%
youth development	14	34.15%
Education for adults and children	10	24.39%
sustainable development	9	21.95%
children rights	8	19.51%
Social Welfare	8	19.51%
Equality for all groups of society	6	14.63%
Support disabled people	2	4.88%
Refugees' rights and advocating	1	2.44%

Table 4 shows the percentages of work areas for the organizations of the study sample, whereas the results indicated that (39.02%) of the organizations work in the field of women's rights and defense, (36.59%) in human rights, (34.15%) in youth development, (24.39%)) in Education for adults and children, (21.95%) in sustainable development, (19.51%) in children's rights and social care, (14.63%) in equality between all groups of society, (4.88%) in supporting PWDs, and (2.44%) in the area of concern for refugees and advocating their rights.
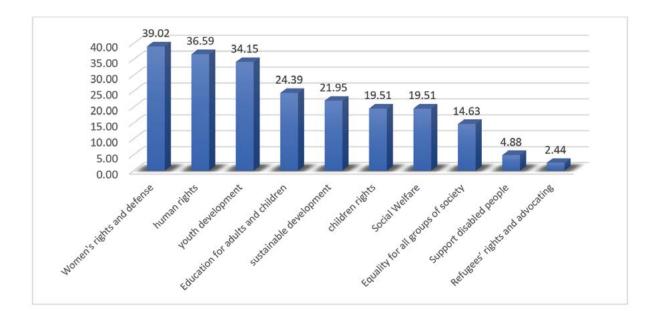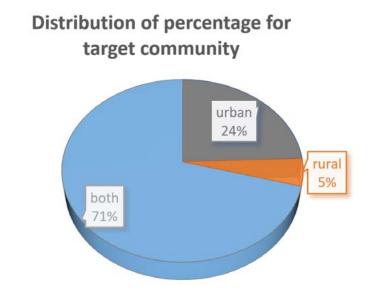
Table 5 Percentage and frequencies of the target population

targeted community	frequency	percentage
civil	10	24.39%
rural	2	4.88%
civil and rural	29	70.73%
total	41	100

Table 5 shows the percentages of the targeted community for citizenship education in the organizations of the sample members, whereas (70.73%) of both rural and civil society, and the proportion of civil society was (24.39%), while it was less for the rural community (4.88%).

Distribution of percentage for target community

Figure 13

targeted category	frequency	percentage
various	28	68.29%
women and youth	13	31.71%
total	41	100

Table 6 shows the percentages of the target group for citizenship education in the organizations of the sample members, and the results showed that the diverse group had the highest percentage by (68.29%) for the diverse group, and the percentage of women and youth together had (31.71%).
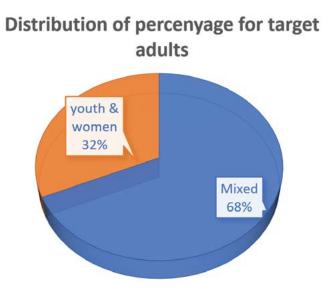

Distribution of percenyage for target adults

Figure 14

Table 7 Percentages and frequencies for the distribution of sample according to the location

country	number	percentage
Jordan	14	34.14%
Iraq	7	17.07%
Egypt	7	17.07%
Lebanon	5	12.19%
Palestine	4	9.75%
Morocco	2	4.87%
Yemen	1	2.43%
Sudan	1	2.43%
Total	41	100

It is clear from the previous table the distribution of the sample members according to the organization's headquarters, whereas we note that the highest percentage (34.14%) is from Jordan, followed by (17.07%) from Iraq and Egypt, (12.19%) from Lebanon, (9.75%) from Palestine, (7%) 4.87 from Morocco, and the lowest percentage was (2.43%) from Yemen and Sudan.
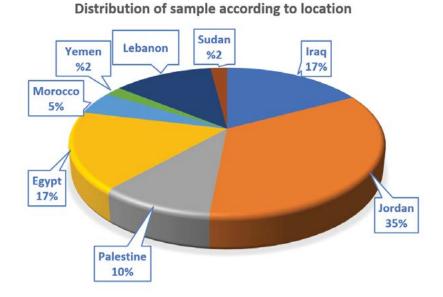
Distribution of sample according to location

Figure 15

Table 8: Percentages and frequencies of the concepts of citizenship education

The concept of citizenship education for the sample members	frequency	percentage
Education in the skills necessary to exercise rights and duties	22	53.66%
Education for belonging to the home-land and integration into society	11	26.83%
Equality education	9	21.95%
Education for the effective good citizen in his country	8	19.51%
Education to practice democracy	4	9.76%
Education for participation and cooperation		7.32%

Table 8 shows the percentages of the concept of citizenship education for the sample members, whereas the results showed that (53.66%) of the sample members believe that citizenship education is through education on the skills necessary to exercise rights and samples, and (26.83%) believe that it is through education on belonging to the homeland and integration into society, (21.95%) through education on equality, (19.51%) through education for a good and effective citizen in his country, (9.76%) through education on practicing democracy, and (7.32%) through education on participation and cooperation.

DISTRIBUTION OF THE PERCENTAGES OF EVALUATION OF THE CONCEPT OF EDUCATION ON CITIZENSHIP FOR THE SAMPLE MEMBERS
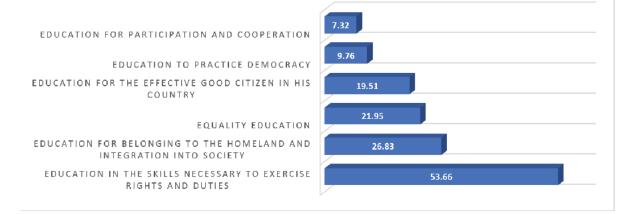
EDUCATION FOR PARTICIPATION AND COOPERATION	7.32
EDUCATION TO PRACTICE DEMOCRACY	9.76
EDUCATION FOR THE EFFECTIVE GOOD CITIZEN IN HIS COUNTRY	19.51
EQUALITY EDUCATION	21.95
EDUCATION FOR BELONGING TO THE HOMELAND AND INTEGRATION INTO SOCIETY	26.83
EDUCATION IN THE SKILLS NECESSARY TO EXERCISE RIGHTS AND DUTIES	53.66

Figure 16

Table 9 Percentages and Frequencies of Citizenship Support Policies in the Countries of the Sample Members

There are policies that support citizenship education	frequency	percentage
yes	23	56.10%
no	18	43.90%
The issue of policies that support citizenship education	frequency	percentage
Modify education and curricula	39.13%	9
rights' preservation laws and policies	21.74%	5
Community development plans and strategies	17.39%	4

Table 9 shows that (56.10%) of the sample members have policies in their countries that support citizenship education, and (43.90%) do not have policies in their country that support citizenship education. Policy topics were divided into policies related to the aspect of education and curricula with a percentage of (39.13%), laws and policies for preserving rights by (21.74%), and plans and strategies for community development (17.39%).

Distribution for the Existence of Citizenship Education Policies in Participnats' Country
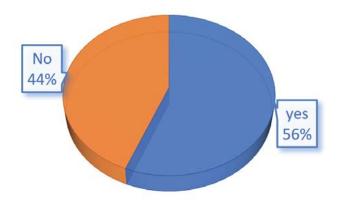

Fig17

Distribution of ohe Percentages of Policy Issues That Support Citizenship Education on the Countries of Sample

COMMUNITY DEVELOPMENT…	17.39%
COPYRIGHT LAWS AND POLICIES	21.74%
MODIFY EDUCATION AND…	39.13%

Fig 18

Table 10: Percentages and frequencies of government implementation of citizenship

The government's implementation of citizenship education policies	frequency	percentage
yes	25	61%
no	18	39%

Table 10 shows that (61%) of governments implement the policies related to citizenship education and (39%) do not do so.

Table 11: Percentages and frequencies for areas of government implementation of citizenship education

Areas of government implementation of citizenship education	frequency	percentage
Promote gender equality	22	73.30%
Active civic engagement and engagement	21	70%
Technology and citizenship education	17	56.70%
Inclusion and identity	15	50%
Climate change education	11	36.70%

Table 11 indicates the areas of government implementation of citizenship education, and the area of promoting gender equality achieved the highest percentage (73.30%), followed by the field of effective civil engagement and commitment (70%), the technology and citizenship education field (56.7%), the integration and identity field (50%), and the climate change education field with the lowest percentage of (36.7%).
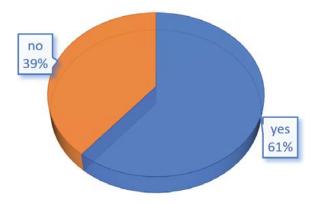
Distribution of Government Implementation of Citizinship Education Policies

no
39%

yes
61%

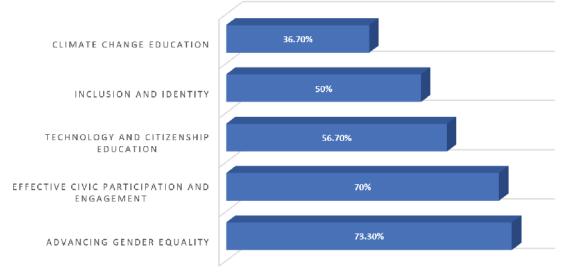Fig 19

Distribution for the Percentage of Areas of Government Implementation of Citizenship Education

Area	Percentage
CLIMATE CHANGE EDUCATION	36.70%
INCLUSION AND IDENTITY	50%
TECHNOLOGY AND CITIZENSHIP EDUCATION	56.70%
EFFECTIVE CIVIC PARTICIPATION AND ENGAGEMENT	70%
ADVANCING GENDER EQUALITY	73.30%

Table 12 Percentages and Frequencies for the Department or Governmental Body Working on Citizenship Education

Department or Governmental Body Working on Citizenship Education	frequency	percentage
The Ministry of Education and the Ministry of Higher Education	21	51.22%
Civil Society Organizations and Non-Governmental Institutions	15	36.59%
Ministry of Social Development Affairs	10	24.39%
The Ministry of Political Affairs and the Council of Ministers	7	17.07%
Department of Human Rights	7	17.07%
Ministry of Youth	6	14.63%
Department for Women and Children	5	12.20%
Ministry of Environment	3	7.32%
Ministry of Planning	2	4.88%
Department for Persons with Disabilities	1	2.44%
Ministry of Justice	1	2.44%
Ministry of Health	1	2.44%
Ministry of Digital Economy	1	2.44%

Table 12 shows the percentages of the governmental body or department working on citizenship education, as it appears that the Ministry of Education and the Ministry of Higher Education obtained the highest percentage by (51.22%), followed by the rest of the ministries with the following percentages, civil society organizations and non-governmental organizations (36.59%), Ministry of Social Development Affairs (24.39%), the Ministry of Political Affairs, the Council of Ministers and the Department for Human Rights had the same percentage by (17.07%), the Ministry of Youth (14.63%), the Department for Women and Children

(12.2%) The Ministry of Environment (7.32%), the Ministry of Planning (4.88%), while the Ministry of Digital Economy, the Ministry of Health, the Ministry of Justice and the department of PWDs had the same percentage of (2.44%).

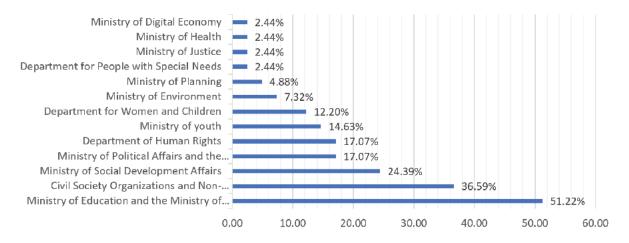Distribution for the Percentage of Agencies of the Government Delivering Citizenship Education
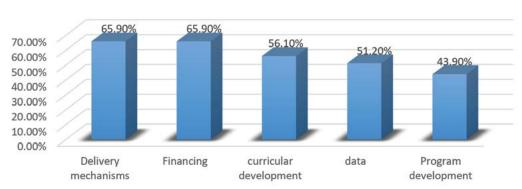
Fig 21

Table 13 Percentages and Frequencies of Gaps in the Implementation of Policies for Citizenship Education

Gaps in the implementation of citizen-ship education policies	frequency	percentage
Implementation Mechanisms	27	65.90%
Funding	27	65.90%

Table 13 indicates the gaps in the implementation of the policies related to citizenship education. The table shows that the implementation and financing mechanisms obtained the same percentage by (65.9%), while the policies for developing curriculum and data obtained percentages of (56.1%) and (51.2%), respectively, and program development obtained the lowest rate by (43.9%).

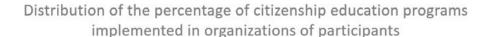Distribution for percentage of the gaps in implimentation the policies of citizenship education

Fig 22

Section Three Outputs: Citizenship Education

Table 14 Percentages and frequencies of citizenship education programs implemented in the organizations of the sample members

Citizenship education programs implemented in the sample members' organizations	frequency	percentage
Active civil engagement	28	68.30%
Technology and citizenship education	25	61%
Promoting gender equality	35	58.40%
inclusion and identity	21	51.20%
climate change education	12	29.30%

Table 14 shows the percentages and frequencies of the citizenship education programs implemented in the organizations of the sample members, whereas the citizenship education program "Active Participation and Civil Commitment" had the highest percentage by (68.3%), and the "technology and citizenship education" program had the highest percentage by (68.3%), and the "technology and citizenship education" program had the highest percentage of (61%), the "Promotion of Gender Equality" program (58.4%), the "Identity Integration" program (51.2%), and the "Climate Change Education" program had the lowest percentage of (29.3%).

Distribution of the percentage of citizenship education programs implemented in organizations of participants
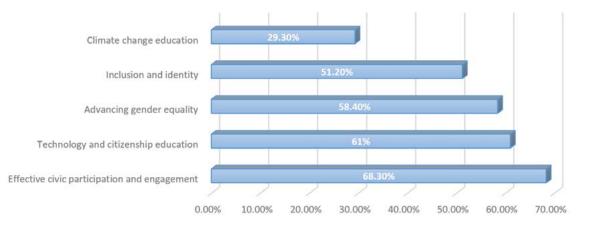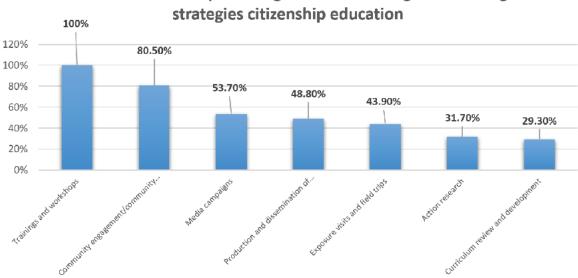

Fig 23

Table 15 Percentages and frequencies of the mechanisms for implementing and financing citizenship education programs for the sample members in their organizations

Mechanisms for implementing and financing citizenship education programs for the sample members in their organizations	frequency	percentage
In partnership with networks and organizations	30	73%
Funding from foreign donor partners	29	070.70%
In partnership with the community / volunteers	27	65.90%
In cooperation with the government	14	34.10%
Funding by institutions inside the country	10	24.40%
Granting projects from non-local organizations	1	2.40%
Funded by the government	0	0.00%

Table 15 shows the percentages of the teaching and learning strategies of the institutions of the sample members on citizenship education. The "training courses and workshops" achieved a percentage of (100%), followed by the rest of the strategies with the following percentages; "community engagement/community meetings" with a percentage of (80.5%), "media campaigns" (53.7%), "production and dissemination of awareness materials" (48.8%), "field visits and trips" (43.9%), "scientific research" (31.7%), "curriculum review and development" (29.3%).

Fig 24

Table 16 Percentages and frequencies of efforts provided to teachers in the field of capacity building

Efforts provided to teachers in the field of capacity building	frequency	percentage
Structured training courses/workshops	39	95.10%
Orientation/Training	13	65.90%
Research/learning circles	16	39%
Learning materials development	7	31.70%
educational exchange	17	17.10%

Table No. 16 shows the efforts made to teachers in the field of capacity building. Whereas "organized training courses/workshops" obtained a percentage of (95.1%), "Guidance/training" (65.9%), "Research seminars/science seminars" (39%), while the percentage of "development of educational materials" was (31.7%), and "scientific exchange" was (17.1%).
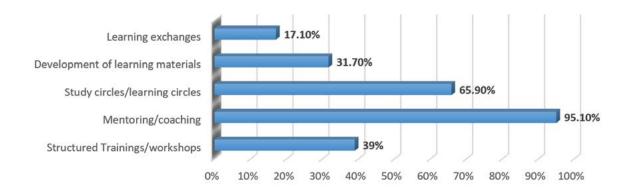

Fig 25

Table No. 17 Percentages and frequencies of ways to measure the impact of citizenship education programs in the organizations of the sample members

Methods of measuring the impact of citizenship education programs in the organizations of the sample members	frequency	percentage
Responses from community members	28	82.90%
Documenting stories of change	29	70.70%
number of participants	18	68%
Resources Collected / Sustainability	34	48.80%
media coverage	16	43.90%
Responses from the government (politics/recognition/cooperation)	20	39%

The above table shows the ways to measure the impact of citizenship education programs in the organizations of the sample members, whereas the method of "responses from community members" obtained a percentage of (82.9%), "documenting stories of change" (70.7%),

"number of participants" (68%), "Resources collected/sustainability" (48.8%), "media coverage" (43.9%), and "Responses from the government (policy/recognition/cooperation)" (39%).
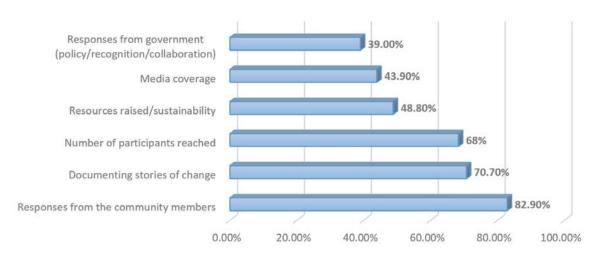

Fig 26

Section Four Outputs: Issues and Challenges facing citizenship education

Table 18 Percentages and frequency of the issues and challenges that the sample members' organizations faced in implementing citizenship education

Issues and challenges that the sample members' organizations faced in implementing citizenship education	frequency	percentage
lack of data	24	58.50%
Lack of people's interest / lack of community participation	18	43.90%
funding	36	87.80%
Political control/political restrictions and threats	21	51.20%
Lack of management capacity	10	24.40%

Table 18 shows the issues and challenges that the sample members' organizations faced in implementing citizenship education, whereas the "lack of data" obtained the highest percentage by (58.5%), and the "lack of management capacity" was the lowest by (24.4%), while the other challenges had the following percentages, " lack of people's interest / lack of community participation" (43.9%), "funding" (87.8%), and "political control / political restrictions and threats" (51.2%).
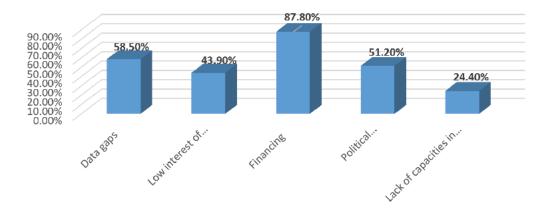
Figure 27

Table 19 Percentages and frequencies for the types of curricula developed for citizenship education

types of curricula that have been developed for citizenship education	frequency	percentage
Citizenship curricula	14	34.15%
Curricula that use e-learning	7	17.07%
No curricula have been developed	7	17.07%
training curricula	6	14.63%
Curricula for women and children	6	14.63%
Curricula for participation and equality in society	5	12.20%
Curricula against violence and early marriage	2	4.88%
curricula about democracy	2	4.88%
Curricula that support persons with disabilities	1	2.44%

Table 19 shows the nature of the curricula that have been developed for citizenship education. Curricula dealing with citizenship obtained a percentage of (34.15%), and curricula that use e-learning (17.07%), while training curricula and curricula concerned with women and children had equal percentages of (14.63%), followed by the curricula of participation and equality in society by (12.2%). The democracy curricula and curricula against violence and early marriage had equal percentages by (4.88%), while the curricula that support PWDs had (2.44%), and "No curricula have been developed" (17.07).

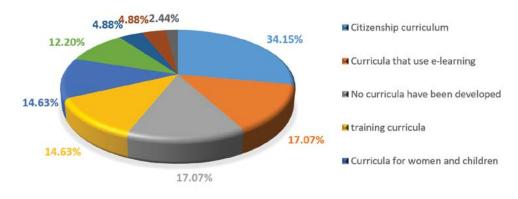Dstribution of the percentage for the types of curricula that have been developed for citizenship education

- Citizenship curriculum — 34.15%
- Curricula that use e-learning — 17.07%
- No curricula have been developed — 17.07%
- training curricula — 14.63%
- Curricula for women and children — 14.63%
- 12.20%
- 4.88%
- 4.88%
- 2.44%

Figure 28

Section five outputs: Participants' Recommendations (DATA)

Table 20: The recommendations and programs proposed by the sample members within the framework of: policy, financing, quality, governance, participation and inclusion

no.	The recommendations and programs proposed by the sample members within the framework of: policy, financing, quality, governance, participation and inclusion
1	Participation of everyone, taking into account the economic and social actual situation strengthening state institutions
2	Politics: Party and Election Laws Finance: Project Writing Skills Quality: Curriculum Development Governance: building internal policies for institutions Participation and inclusion: Enhancing the participation of women and youth in political life
3	Participation of institutions in the rural districts Quality in corporate training Governance for those who work with the category and the government Participation, inclusion and follow-up
4	Participation of the local community in light of crises that create better impartiality in dealing with citizenship issues Schools following the methodology of focusing on the values of democracy and human rights and activating the participation of women in decision-making
5	Joint action at the governorate level through the alliance of institutions
6	Capacity building program for government administrative personnel for citizenship education Civil Society Capacity Building Program for Restructuring Updating plans and strategies to include citizenship education
7	Make funding the first priority in parallel with other policies
8	A detailed study of good governance and management at the local schools' level
9	Policy: clear policies from the government to adopt the recognition of citizenship as part of human rights education Funding: Allocating funds to organizations involved in citizenship training Participation: Reaching marginalized people in rural areas in citizenship programs

10	Policy: work programs with state institutions and the creation of a smart strategy Funding: Finding funders from the Arab region and finding a joint supervisor between the funder and the implementer Quality: Taking into account the academic and specialized level of the person responsible for implementation Governance: submitting project progress reports to the financier and reports on the discussions that take place within the association, in which the participation of the rest of the non-responsible members is indicated Participation and Inclusion: I think this will come into play when our governance proposal above is implemented
11	Involve learners from start to finish and take quality into account
12	Government cooperation with civil society and parliament through organized campaigns for all sectors and institutions to raise awareness Providing distinctive incentives for the application of citizenship
13	Participation of other associations and funding for the implementation of activities
14	Inter-institutional work for cultural change Economic support for businesses Interactive courses and workshops to teach the profession Models of change and informed intellect
15	Awareness of life skills, human values and citizenship Community participation in state building
16	Grant Management Financial Policies
17	Policies: Establishment of a National Authority for Adult Education Funding: Allocating budgets to finance adult education programs and improve their quality Governance: finding mechanisms that ensure the involvement of all parties in developing, implementing and evaluating adult education programs/policies Participation and inclusion: creating large spaces for adult education and improving access to adult education programs, especially for women and persons with disabilities
18	Policy: Working with a number of government department, civil society institutions and international institutions in order to develop a strategic plan for adult education Quality: Paying attention to the quality of the curriculum and the material provided, in addition to the diversity in learning methods and topics, and the selection of appropriate activities for them. Funding: Providing the necessary funding Participation: Involving the largest number of people and institutions in the programs and integrating all segments of society without discrimination and accepting differences between them
19	Policy: It should be developed in cooperation with NGOs. Funding: More funding should be allocated from the government and the private sector for adult and civil education Quality: Appropriate teacher training and capacity building Governance: Transparency must be ensured between government and NGOs as well as decision makers. Participation: More efforts need to be coordinated to deliver effective programs like Project Citizen Equality and inclusion: Young dropped out of school, women and PWDs should be taken into account

20	Policy: raising awareness of policy makers and encouraging dialogue between policy-making bodies and social partners to achieve adult education goals Funding: Advocating for expanded partnerships and social responsibility on adult education provision, including funding from government/local authorities/communities/civil society. Quality: Supporting professional exchange and empowering adult education providers in the community, not only in terms of technical capabilities, but also in understanding the roles and objectives of adult education and their roles and goals as advocates for social change
21	Providing citizenship programs for youth, adults and women All state institutions and sectors join forces to activate citizenship programs for adults and youth Activating quality standards in Arabic programs on citizenship for adult and youth education and learning. Applying corporate governance standards of transparency, ethical behavior and accountability Monitoring, evaluation and assessment are one of the most important factors for the continuity and quality of performance
22	Policy: Awareness Programs More Effectively Funding: Finding opportunities for self and internal financing, not relying on external financing only Quality: Setting a clear vision of how to implement quality in all areas Governance: Training programs for decision makers on how to disseminate and implement governance programs in governmental and non-governmental organizations Participation and inclusion: Develop a policy that obliges all parties to develop a clear and binding strategy for these organizations to activate the principle of participation
23	Policy: Giving citizenship education a priority in plans and strategies Financing: looking for reliable sources of financing in the early stages and presenting convincing plans to the funding body Quality: Diligent follow-up and evaluation of all stages of the program to come out with good quality Governance: Develop plans to ensure governance and participation of all members of society
24	advocacy policy Volunteer Policy
25	Policy: Alleviate restrictions on acting organizations Funding: Minimize bureaucracy that hinders access to funding Quality: Credibility in working with ministries that launch projects for citizenship, women and youth programs
26	Implementing the media and citizenship education program in schools, with teachers and university students
27	Integrating citizenship education into educational curricula

Table 21: Suggested policies and programs to promote a specific topic related to citizenship education. Gender equality, inclusion and identity, climate change, technology, participation and active civil engagement

no.	Suggested policies and programs to promote a specific topic related to citizenship education. Gender equality, inclusion and identity, climate change, technology, participation and active civil engagement
1	Gender equality
2	Gender equality
3	Creating a unified national policy between official authorities and civil society organizations to work together in various humanitarian emergency conditions Relief projects based on empowering women and youth for effective political, social and economic decision-making
4	Building the capacity of government personnel and enhancing their knowledge on the issues we adopt Implementation of sustainable development goals and the importance of building effective partnerships with the civil sector
5	Programs to strengthen the overall national identity to get out of the crisis of sub-identities. Program to enhance the concept of national education ending with the modification of educational methodologies Programs to promote actual work to enhance the concepts of citizenship
6	Gender equality
7	Gender equality: promoting gender issues in school curricula, equal pay and recognition of unpaid work for women working in agriculture, herding and domestic work that guarantees social and health security.
8	Effective Civil Engagement and Commitment: Learn how to interact with the environment through observation to come up with a project idea. Learn to develop a relationship network between the project subject and the parties involved in it, including institutions, experts, sites and references, and develop a project plan Learn project implementation, phase evaluation, final evaluation, dissemination and publicity
9	Policies of openness to civil society and the amendment of curricula to ensure the integration of these axes into the programs of young and old
10	Evaluation of education curricula within the curricula Measuring everyone's participation in all aspects of public life, the extent to which education and learning opportunities are available to all
11	Climate change affects women and their businesses as we are agricultural rural districts

12	Effective civil commitment also needs more projects and courses in this field Gender equality programmes: joint workshops and motivating and inspiring models Inclusion and identity: It takes place on two sides with Egyptians and refugees from other countries, and the culture of the community is integrated with activities, whether social, sports or artistic, and the differences are settled through joint activities as well, along with the identification of the pros and ignoring the causes of differences As for climate change: workshops, field visits to factories, and media coverage of the impact of factories on the environment, as well as the impact of agriculture on improving the climate Technology: The association trains civil society members on technological means and trains the blind Effective civil engagement and commitment: The association works to build the capacities of small associations in the community and includes them in joint activities, the latest of which is the Disability Festival
13	Gender equality and participation
14	We work on gender equality, and the active participation of youth by promoting the principle of citizenship
15	Gender equality, inclusion and identity, the foundations of democracy, societal accountability, participation, and effective civil engagement
16	A program for improving technical education and vocational training for women in the public and private sectors Develop employment policies using enhanced labor market information and statistics systems Achieving gender equality and empowering all women and girls
17	Climate change, participation and active civil engagement
18	Social media policy Staying away from sectarian, regional and tribal discourses and publications Strengthening the role of citizenship through publications
19	Education for development and awareness of human rights Education for Sustainability Education for peace, conflict prevention and awareness-raising about the convergence of cultures Influencing public policies by presenting proposals and ideas to decision makers in order to formally adopt this through a legal document to be accredited by the state
20	Raising awareness and developing policies Cooperating with the relevant ministries in the executive authority / the Ministry of Education, the Ministry of Culture, as well as with the Parliamentary Human Rights Committee and the Parliamentary Development Institute We work on all topics except for the topic of climate change
21	Training and awareness-raising on the concept of gender-based violence. Life skills training, partnership and networking program
22	Adult education curricula that motivate the citizen to educate through citizenship Educational training for teachers of the General Authority for Adult Education on methods, programs and curricula that follow this approach. Participation in comprehensive development convoys with community institutions followed by awareness and education seminars, opening learning classes, and providing community services to citizens, whether rural or urban
23	Gender equality, climate change, participation and effective civil engagement

24	Technology: It is possible to implement programs with young people to activate the use of technology for active citizenship by using technology to disseminate and activate the role of youth in societies on issues of citizenship education
25	Effective civil engagement and commitment Inclusion and identity
26	Introducing various programs for active citizenship among youth, gender equality, and giving southern regions care in funding issues to implement their role in active citizenship
27	Gender equality
28	Technology, engagement, and effective civil engagement
29	Effective civil engagement and participation
30	Support the establishment/development of community centers for adult education, through: Stimulating and mobilizing partnerships with local authorities and with local communities Financing or contributing to the financing of community centers Providing regulatory frameworks that support the independence of centers and enable them to be able to participate in local development.

Annex (Citizenship Education Questionnaire)

A- Organization file

1- Organization name:
2- Headquarter:
3- Brief background about the organization (100 words maximum):
4- What is your concept of citizenship education? Do you have other terms for citizenship education? What is your definition and vision of citizenship education? (200 words):
5- Who are the adults targeted in citizenship education in your organization? (e.g. women, youth, persons with disabilities, or miscellaneous) Are they in a civil or rural community?

B- ALE policies

1- Are there policies in your country that support citizenship education?
Yes
No
If the answer is yes, we ask that the subject matter of this policy be mentioned with a brief description of it. Please provide the link to review it too.

2- Does your government implement citizenship education policies?
Yes
No
If the answer is yes, in what field is citizenship education implemented? (select all relevant)
_____ Active civil engagement and commitment
_____ Promote gender equality
_____ Inclusion and identity
_____ Climate change education
_____ Technology and Citizenship Education
_____ Other areas: _____

3- What is the governmental department or body that works on the following areas of citizenship education?
_____ Active civil engagement and commitment
_____ Promote gender equality
_____ Inclusion and identity
_____ Climate change education
_____ Technology and Citizenship Education
_____ Other departments: _____

4- What are the gaps in implementing these policies? (select all relevant)
____ Data
___Finance
___Program development
___Implementation mechanisms
___ Curriculum Development Policies
___Others - please give details: _____

C- Citizenship Education in the Organization

1- What citizenship education programs do you implement?
___ Active civil engagement and commitment
____ Promote gender equality
____ Inclusion and identity
____ Climate change education
____ Technology and Citizenship Education
____ Other areas: _____

2- What kind of curricula have you developed for citizenship education? (Please explain briefly in a few sentences): _____

3- How are citizenship education programs implemented and funded in your organization?

___ In cooperation with the government
___ Funded by the government
___ Funding by foreign donor partners
___ Funding by institutions inside the country
___ In partnership with the community / volunteers
___ In partnership with networks and organizations
___ Other answers: _____

4- What are the teaching and learning strategies of your citizenship education institution?

___Training courses and workshops
___ Curriculum review and development
___Community Engagement/Community Gatherings
___Offer visits and field trips
___practical research
___Produce and disseminate awareness materials
___Media campaigns
___Other strategies: _____

5- What efforts have you made to teachers in the field of capacity building?

___ Research/learning sessions
____Structured training courses/workshops
____Development of learning materials
____Educational exchange
____ Mentoring/Training
____Other efforts

6- How do you measure the impact of citizenship education programs for your organization?

___number of participants
___Responses from community members
___media coverage
___Responses from the government (politics/recognition/cooperation)
___Resources collected / Sustainability

___Documenting stories of change
___Other answers:_____

D- Issues and challenges

1- What are the issues and challenges your organization faced in implementing citizenship education?

___Lack of data
___Lack of people's interest / lack of community participation
___Finance
___Political control/political restrictions and threats
___Lack of capacity in management
___Other challenges

Please provide more details about the challenges (maximum 200 words)

_____

E- Recommendations for citizenship education

1- What are your three main recommendations for citizenship education?
   - Policy
   - Finance
   - Quality
   - Governance
   - Participation and inclusion

2- Choose three recommendations (policies and programs) for the main areas of citizenship education:
   - Gender equality
   - Inclusion and identity
   - Climate change
   - Technology
   - Active civil commitment and engagement

Considerations

1. These answers need to be broken down with other data sources and via a case study. For example, opinions about policies may be based on opinion rather than actual data. A country survey on adult learning and education policies will be included in the case studies.

2. Some organizations may be aware of national or local policies, especially those that work to advocate for adult learning and education policy.

3. The respondents to the questionnaire will be from NGOs that provide citizenship education for adults

4

Applied Digital Literacy (AppDiL)- For Active Citizenship

Nirantar AppDiL- Case Study

Nirantar launched a programme named **Applied Digital Literacy (AppDiL)** in 2018 for rural non-literate and semi-literate women from socially and economically marginalized communities. The AppDiL programme aims to demystify the digital medium by integrating literacy with digital skills. By envisaging digital literacy as a catalyst for better livelihoods, it endeavours to create enabling environments for adult and young women in order to become empowered digital citizens. The AppDil programme has so far run for an overall duration of 3 years in a total of 2 phases.

Applied Digital Literacy (AppDiL)- For Active Citizenship

Introduction

The significance of literacy has been fundamental in providing women with **a new identity**. It has enabled them to participate in public policy making decisions, issues of governance and in accessing entitlements. It has also helped women in taking up **leadership roles** and organising themselves into **collective bodies**. By becoming **active participants** in building new networks, creating knowledge, and seeking opportunities for better livelihoods, women are pushing the frontiers of their claims to the **idea of citizenship** and **reimagining** its meanings in terms of women's indispensable labour.

However, in light of the **digital revolution**, women's claims to this citizenship needs to be revisited today. Currently, our present is inextricably linked to the digital and online world, be it Aadhar, our financial transactions, education, news, communication, politics and much else in our everyday lives. Especially in light of the COVID-19 pandemic, the site of the digital has become even more important, where government schemes and other rights and entitlements are made available through these platforms. However, access to this digital space remains **inaccessible** and **gendered** as while 58% of men use the internet, it is only 42% for women in rural India[1] who have access to the internet (Internet Adoption in India 2020).

Thus, in order to continue for women as active participants in building a society, there is a need to create pedagogies which not only address their requirements of functional literacy, but also provide them with a **digital education**.

At Nirantar we recognize this need and believe in creating pedagogies which address the most immediate needs for women. Working in the field of gender and education since 1993 Nirantar has worked with over **55,000 women and girls** from the most marginalised sections of the society from a **critical, rights-based, feminist perspective**. Hence, we promote **transformatory formal and non-formal** learning processes which enable girls and women from marginalised communities to better understand and address their realities. We develop and implement women's education programmes in a way that women are able to use **literacy in their daily lives**, engage with the outside world, acquire information to know, understand, and **challenge knowledge-based power structures** and influence them too.

Status of Education & Access to Digital Resources in the Country

India has the **second largest internet market** globally. It is estimated that by 2021[2], it will house 635.8 million internet users. However, India also has the **largest population of nonliterate individuals** in the world at a staggering figure of 287 million (UNESCO 2014). Literacy rates for women have also remained lower than those for men. In 2017–18, the male literacy rate was 84.7%, whereas the female literacy rate was 70.3%[3] (MoSPI 2020). India's literacy rate is 65% among rural women while the literacy rates among women of SC and ST[4] communities are 63.9% and 61.3% respectively. Moreover, only 16% and 11% of women from SC and ST communities respectively, attain education above the higher secondary level (MoSPI 2020).

1   "Internet Adoption in India - ICUBE 2020". Internet And Mobile Association of India and KANTAR, 2020.
2   See Internet And Mobile Association of India (IAMAI). (2018, February 20). Press release. Retrieved from IAMAI Media.
3   MoSPI 2020: "Household Social Consumption on Education in India". NSS 75th Round, 2018.
4   Scheduled Castes (SCs) and Scheduled Tribes (STs) are officially designated groups of people and among the most marginalised socio-economic groups in India. The terms are recognized in the Constitution of India.

To boost literacy rates, the Government of India has launched new education programmes like the *Padhna Likhna Abhiyan*[5] (PLA) which aims to impart functional literacy to 5.5 million adults in the age group of 15 years and above. However, the programme **lacks vision** in implementation, given the current situation of the COVID-19 pandemic. It also aims to target only 52% of the total non-literate population of India which does **little to decrease the gender gap** in adult literacy. In India, 35% **of women lack literacy and digital literacy skills** which debar them from using mobile and internet services (MoSPI 2020). Furthermore, the PLA functions on parochial notions of basic reading and writing education when the immediate need of the hour is a robust digital literacy model.

While the government has launched programmes like *Pradhan Mantri Gramin Digital Saksharta Abhiyan*[6] (PMGDISHA), it's aim of transforming non-literate individuals into digital literates only through audio-visual-touch representation, appears **insufficient** to enable one to navigate the digital space.

Applied Digital Literacy Programme (AppDiL)

To address this gap in digital education, Nirantar launched a programme named **Applied Digital Literacy (AppDiL)** in 2018 for rural non-literate and semi-literate women from socially and economically marginalized communities. The AppDiL programme aims to demystify the digital medium by integrating literacy with digital skills. By envisaging digital literacy as a catalyst for better livelihoods, it endeavours to create enabling environments for adult and young women in order to become empowered digital citizens. The AppDil programme has so far run for an overall duration of 3 years in a total of 2 phases.

Approach

As part of our **feminist pedagogical approach**, we mapped women's access to digital mediums, along with the gendered challenges of learning to operate these mediums. **In the process of understanding women's world in the context of the digital**, we came to know that for rural non-literate women, everything that works automatically is digital and poses a difficulty. This helped us envisage a curriculum that is situated within women's lived realities with relation to digital resources. As a result, gadgets which women use in their everyday lives like thermometer, pregnancy kits, digital weighing machines, ATMs, passbook entry machines, etc were also included in the ambit of digital literacy.

Women from marginalized communities not only lack skills but also confidence due to oppression and lack of opportunities over a long period of time. Thus, in addition to developing literacy and digital skills of women, building their confidence and self esteem to use those skills, particularly in public places is an integral part of the approach.

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5   PLA Hindi to English Translation- Reading and Writing Campaign.
6   PMGDISHA Hindi to English Translation- Prime Minister's Rural Digital Literacy Campaign
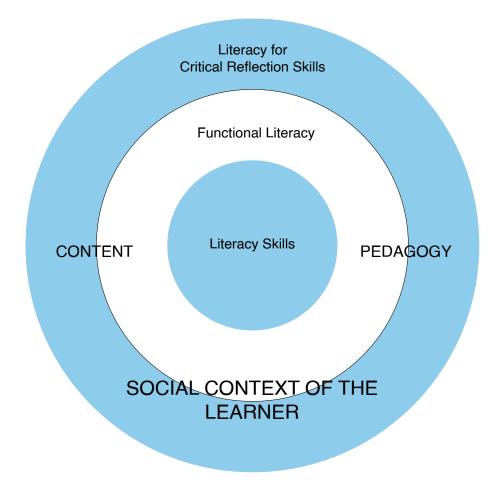
Figure 29: Types of Literacy Approaches

Process

The programme's literacy center runs for **18 months** and involves **building digital literacy via numeracy and literacy skills;** for example, learning numbers and basic arithmetic helps learners operate applications like clocks, calendars and calculators on digital devices. Attention is also given to **teachers' capacity building** which includes **perspective building** on pedagogies, the relationship between gender and technology, and training sessions to address ongoing challenges of developing digital skills. To combat the challenges posed by the ongoing pandemic, literacy activities were continued by forming online forums like **WhatsApp groups** and by organising several **online meetings in order to provide continued support** to our teachers and the learners.

In order to enable women, not only learn theoretically but also to use their skills practically, they are taken to various public service institutes, banks, ATMs, ration shops etc. for visits and given demonstrations on how to access those spaces and machines. This is followed by women themselves navigating these spaces and using various devices and machines with our support and finally doing all of this themselves.

Curriculum

The AppDiL curriculum is invested in feminist pedagogies and is designed to impart education on language literacy and numeracy with a focus on women's autonomy, accessing entitlements and challenging exploitation. To achieve this, the AppDiL program uses four approaches to literacy education, namely: **skill or ability based literacy** (language literacy

and numeracy), **functional literacy** (literacy for everyday practice), **social context literacy** (literacy which addresses women's lived realities and needs) and **critical literacy** (literacy which develops the awareness and gives tools to women to analyse their social structures).

For example, we came to know from our context mapping that though women were doing all the hard work of taking care of cattle, milking them etc, the money earned by selling milk was not in their control, as they could not read the digital slips generated from the milk pooling booths. We thus focused on a curriculum which addressed this need of women, which finally enabled them to access the milk pooling points and function autonomously. Previously, only the men sold the milk and collected the receipts as the women did all the labour and took care of children. Now **women challenged the unequal distribution of labour** and were able to take control of their incomes. Additionally, numeracy skills with respect to reading bank passbooks, filling up withdrawal forms, reading bills, use of passbook entry and ATM machines were developed in order to build **women's financial autonomy.** Therefore, AppDiL's curriculum seeks to **address the power differentials and gender dynamics at play** which affect women's access to entitlements, and financial ownership. The aim of the curriculum is also to build women's confidence by developing their ability to **read the public space,** like reading the signs, information on walls etc., and increasing women's mobility and bringing them into the forefront of decision making and leadership positions to accountability from the authorities.

Assessment

In any programmatic intervention, it is important to know the impact at the end. The AppDiL assessment has been undertaken by employing qualitative and quantitative methods. In quantitative methods, Nirantar used the base line-end line tool and several other indicators to measure competency of learners. Qualitative methods in presenting the overall picture of performance levels include, letters written by learners, learners' experiences recorded in audio and video forms, case studies, organisation's bi-monthly reports, and field visit to organisations conducted by Nirantar.

Impact

We met Nafisa Bano at the Kony Study Centre. The center's teacher told us that ever since Nafisa learned how to operate phones, she has been more interested in learning about different digital applications, than reading and writing. She shared that there are many benefits of reading and writing but operating mobile phones has been the most beneficial to her. No longer dependent on others, Nafisa can do most of her work by herself. She narrated an anecdote about how access to digital literacy enabled her to navigate her train trip from Lucknow to Pratapgarh, where she successfully read the details of her train on the big TV installed at the station. She could also identify the train compartment that she embarked on that was reserved for women passengers. Despite this, the bogey was filled with men with no seats for women. When Nafisa started to point this out to them, nobody paid any attention to her. Remembering how the teachers at the centre told them to dial the numbers 100 to call the police, in case of any problem or harassment, Nafisa pretended to contact the authorities and complain about men in the women's compartment. While the police arrived anyway, Nafisa beamed with confidence as she narrated this story to her husband, her son, and finally, us.

Access to digital technologies has so far been the prerogative of men, as well as of those belonging to upper castes and classes. Persons from marginalised groups are subjected to prevailing notions that they have no use for digi-tech platforms, or even education. When women begin to and participate in the digital world, those notions fall apart.

As shared earlier, the programme has been involved in catering to members of the dairy co-operative which saw a **16.7% increase in the participation of women at the milk pooling points** (MPP) set up by the **cooperative** in the endline survey. There was **a 29% increase in the number of women physically coming to the MPP to deposit milk.** There was a 53% increase in the understanding of all the machines kept at the MPP. At the same time, there was a **41.6% increase in women looking at the messages from the MPP in their mobile phones.** Increased participation in all these aspects showcased **increased ownership of their work.**

We did not anticipate the large-scale disruption brought by the COVID-19 epidemic and the subsequent exigencies of the lockdown. But **digital literacy proved to be a pivotal tool in the hands of our teachers and women learners during this period. Even during the lockdown, women continued to communicate with teachers about housework, the increase in violence against them, impact on their children's education, and livelihoods. Women at the digital literacy centres also learned to record audio and videos on their phones, which made several of them record their concerns and experiences.** They also assumed **leadership roles** in their communities and played a crucial role in providing information and relief materials to people during the lockdown. With the ability of digital literacy, women were also able to discern news and media information and engaged in promoting authentic information, thereby helping in alleviating the tensions of fake news and rumors. By organising themselves into collective bodies in the forms of federations, cooperatives and sangathans, they also further helped educate and mobilise community members in promoting awareness around legitimate COVID-19 related information.

Another impact of the programme was seen at the level of grasping concepts. When we compared the endline of our earlier literacy programme with AppDiL, we found a **30% increase in the ability to write applications. Similarly, the ability to fill out bank forms also increased by 24%.** At the end of 15 months, **19 teachers had bought themselves a smartphone for individual use.** Among students, **547 women bought themselves a basic phone, and 116 bought themselves a smartphone.**

Lessons Learned

The biggest challenge in the AppDiL programme was that many teachers did not have smartphones. However, the ones that did, their access to it **were restricted by gender norms.** This became clearer when the **WhatsApp groups of teachers were created.** After joining the programme, a majority of the teachers had bought their own phones, but more often than not, the SIM card in the phones were not registered in the teacher's name. Additionally, the phones already had a WhatsApp account of a family member. This also implied that the emails used to register their Android phones were also of one of their family members': **in most cases it was either the brother-in-law or the husband.** For teachers, taking control of their phones was a challenge and some of them had to negotiate spending time on the mobile phones.

We further learned that it is difficult to develop a thumb rule for teaching technology as there was a **large variety of mobile phones.** However, this also provided an opportunity to teachers and learners to **overcome hesitation and explore and understand their mobile phones.**

During the programme, learners' and teachers' access and engagement with digital devices increased significantly. This further led to increased **control and surveillance from their families. In some cases, teachers and learners even faced emotional and mental abuse.** Husbands would put passwords on the mobile phones in order to restrict women's access and surveilled their interactions. Since the teachers and learners were working from home, the average time spent on their mobile phones increased which caused their family members to pass angry comments on them.

Recommendations

1. Though the SDG4 aims to promote lifelong learning, the adult education approach is very narrow. In the current digital age, it is important to keep functional literacy as a primary skill and upgrade it with digital skills to give new sets of capabilities which are required to adapt to post-COVID realities. The digital skills will also enable adults to acquire a vast array of other skills needed to become more employable or strengthen their livelihoods work.

   Digital skills are now skills of survival, whether to access information or employment or to sustain in the existing areas of work. Thus, digital skills must form part of a lifelong learning approach to reach people cutting across age, class and caste to help them remain relevant in the changing times and demands of work.

2. Civil Society Organizations and NGOs, working on various areas of empowerment with communities, particularly with women from marginalized communities, must integrate digital literacy as a way of strengthening their work and making communities more autonomous in handling their affairs. Recognizing that adult digital literacy is the core of any other intervention, and that people can be empowered in the truest sense when they engage and are able to negotiate with power structures, is necessary. **Hence, Adult Digital Literacy should be seen as the modern time power structure and must be addressed as part of any intervention aimed at enabling and empowering marginalsied communities - be it livelihood, agriculture, health or violence against women etc., as it enables communities to engage and deal with other structures in power like state, caste, gender etc.**

3. Based on our experience, it is imperative to reiterate that building capacities of teachers who work with adult women from a gender perspective is very important to run a successful digital literacy program for women. Since the program thrives on the teachers from the local communities, a substantial amount of time and energy is needed to build their digital skills first before they start doing the same with women. At the same **it is equally important to critically reflect on digitalisation in our lives especially from a gender perspective and understand it in the new market economy.** Teachers are also capacitated with skills of mobilizing women on a continuous basis as women drop out rapidly due to pressures from family and work since women's digital education is not a community's priority. In this scenario, teachers play a critical role in helping women negotiate time for their learning and to keep women motivated to complete their learning cycles.

5

Centre for Social Equity and Inclusion

Case Study

The Centre for Social Equity and Inclusion (CSEI) is concerned with strengthening democracy and developing society in India, by supporting marginalised communities to enjoy their social, economic and cultural (SEC) rights. CSEI was formed in 2009 on the base of three decades of rights-based development work by CSEI members, including community mobilizing, networking, research, and campaigning.

1.   Introduction

Background on the organisation and its mission

The Centre for Social Equity and Inclusion (CSEI) is concerned with strengthening democracy and developing society in India, by supporting marginalised communities to enjoy their social, economic and cultural (SEC) rights. CSEI was formed in 2009 on the base of three decades of rights-based development work by CSEI members, including community mobilizing, networking, research, and campaigning.

We recognize the widespread prevalence of exclusion and discrimination against Dalits[1] (Scheduled Castes), Adivasi (Scheduled Tribes), members of the Muslim minority, Nomadic Tribes and De-notified Tribes (NTs/DNTs) and other marginalised communities in our society. In addition, we recognize the specific vulnerabilities of women, children, and youth within these communities, with regards to accessing education, strengthening employability and entrepreneurial skills, and participating in governance. Poverty, disability, physical/geographic remoteness, forms of illnesses, malnutrition, and other context-specific circumstances make the picture more complex, requiring sustained efforts in unravelling and addressing exclusion independently and inter-sectionally.

CSEI therefore undertakes advocacy-oriented research, social equity audits, policy advocacy and the piloting of model interventions with members of marginalised communities in the critical areas of education (including higher education), strengthening employability and entrepreneurial skills, life skills and leadership development of youth, as well as sexual and reproductive health and rights (SRHR). Embedded in the experiences of excluded communities, CSEI works to bring together all relevant stakeholders: members of marginalised communities, state actors, civil society organisations, and private sector actors. Continuous interventions in the above areas are undertaken through partnering with community-led organisations (CLOs)[2] across India as well as with India's National Youth Equity Forum (NYEF) and state collectives/forums in Bihar, Uttar Pradesh, and Delhi.

"Exclusion – Equity – Inclusion" are our watchwords. A critical role for CSEI and NYEF is resource and capacity building on issues of exclusion-equity-inclusion through field-level research as well as the production of learning materials (research papers, policy briefs, position papers, documentaries, etc.) and training modules on social equity and inclusion. We are linked to networks of professionals, state and national level youth-centric organisations, children's rights organisations, human rights activists, academics, and other civil society organisations and networks, including Adivasi, Dalit, Muslim and NTs/DNTs women and men leaders across India.

2.   Policy scan related to Adult Learning and Education (ALE) and citizenship education (and related to the theme assigned to the organisation)

Prior to independence, adult education in India was largely synonymous with basic literacy or functional literacy where knowledge of the 3Rs (Reading, Writing and Arithmetic) was prioritised, in addition to some information on stories of national historical importance and issues of health, hygiene, and first aid. Earlier, this form of adult education was also called non-formal education. In post-independence times, the concept of adult education has evolved to

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1   Dalits are members of the formerly "untouchable" caste, also known as Scheduled Castes (SCs). The community comprises around 200 million people in India who still face institutional and societal exclusion and discrimination in their daily lives.

2   Community-Led Organisations (CLOs) are registered and unregistered Non-Government Organisations (NGOs), headed by Dalit, Tribal and Muslim community leaders. They primarily address issues of social exclusion as part of larger Dalit/Tribal and other movements for social justice, peace, and human rights.

life-long learning (LLL). To this date, LLL is loosely understood as a mix of basic literacy, development education as well as rights education for socio-economic empowerment as part of the National Literacy Mission (NLM) founded in 1988.

The idea of LLL is not new in India. Gandhi established the notion of Nai Talim or Basic Education, using the head-heart-hand approach which articulated the idea of holistic education in pre-independence times. Yet, the policy discourse around adult education and life-long learning is still in its nascent and transitional phase and remains to be decisively articulated at policy level. The dominant conceptual understanding of LLL in India is focused on acquiring practical, market-oriented, and competitive knowledge in the form of vocational and skill development. The expanding understanding of LLL valuing education at large, including character building, personality development, and rights and social justice education, is gradually gaining ground. To manifest, it will require policy level articulation and legitimacy. Poor financial and infrastructure support has always been a major obstacle to scaling up adult education and LLL.

In the context of citizenship education and socially excluded communities, LLL is yet to acknowledge and incorporate the historical context of these communities. For instance, the Dalit community draws their inspiration and motivations from their own rich cultural heritage and social reformers such as Savitribai Phule and Jyotiba Phule, who were the first to set up non-formal schools for girls in 1848, or Dr B. R. Ambedkar[3], who fought for five decades to make communities proud of their identity and whose clarion call was "to educate, agitate and organise". Similarly, Adivasi, NTs/DNTs and Muslim communities look back on rich historical contexts and stories that need to be brought into LLL to increase the concept's inclusiveness, and to enable socially marginalised communities to assume their rights to participate in society with dignity.

Given the historical exclusion of these communities from mainstream society, it has been highly important to sensitise the majority towards the fundamentals of equal citizenship. The Indian constitution plays a crucial role in this. Dr B. R. Ambedkar, as a representative of marginalised communities, ensured that safeguards and mechanisms were incorporated into the constitution to support socially marginalised citizens in assuming their rights. Since then, access to and participation in formal and non-formal education have been key goals of education policy, and there have been several efforts

3. Learning from the practices of the organisation

3.1 What is your definition of citizenship education?

CSEI defines citizenship education as the transformative use of education as a tool to include Dalit, Adivasi, members of the Muslim minority, and NTs/DNTs communities rightfully, honourably and equitably in India society. Together, these groups comprise more than 40% of the population of India. Since the discriminatory and iniquitous societal framework denies equal and dignified citizenship to socially excluded communities, the rights framework articulated in the Constitution of India holds great significance in the lives of marginalised communities which makes the state and every citizen of this country accountable for building an inclusive society.

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3   Bhimrao Ramji Ambedkar (popularly known as Babasaheb Dr. B. R. Ambedkar), 14 April 1891 to 6 December 1956, was an Indian jurist, economist, and social reformer who fought economic and social discrimination against the untouchables (now Dalits) in India's Hindu society and advocated for the rights of downtrodden communities. Ambedkar served as chairman of the drafting committee of the Constitution of India, and Minister of Law and Justice in the first cabinet from 1947 to 1951.

Citizenship education for CSEI is situated in the context of addressing socio-economic inequity rooted in discriminatory practices that result in unjust exclusion of a large population based on their identity. Using a constitutional lens, CSEI promotes equity and inclusion through transformative education which is clearly defined in the preamble of the Indian constitution as equality, liberty, fraternity, and justice for all. CSEI believes that citizenship education should enable marginalised communities not only to feel safe and secure as citizens of this country, but it should also empower citizens to reclaim and access their constitutional rights of freedom, discrimination-free access to all rights and entitlements, rights against all forms of exploitation, and rights to participate in the governance process.

Citizenship education based on the constitutional framework should be part of all education curricula, including ALE. Children and youth among socially excluded communities need to be able to grow up feeling part of society, with their cultural history included in the education system and process.

3.2 What citizenship education programmes is your organisation implementing? Who are the target participants?

The age group of 13 to 29-year-olds among socially excluded communities is important to CSEI's work, as the organisation believes that empowered adolescents and young people hold the potential for transforming their marginalised communities. They can be the "link and bridge" between adults/elders who were born into social exclusion, and the children who are growing up to become the youth. The process includes two important dimensions of empowering the young people and facilitating the young people to empower the community. These dimensions are commonly recognised as *youth development* and *youth for development*.

i)   *Youth development* constitutes empowering young people by educating them on their constitutional rights as citizens along with building their leadership skills, and preparing them for higher education, career, and livelihood options to sustain and enhance their personal lives. The engagement seeks to create an enabling environment for children and youth.

ii)   *Youth for development* refers to activities supporting and facilitating youth to take up "community action programmes" through awareness building and supporting their communities to access rights and entitlements.

Based on the abovementioned understanding, the following presents some of the key programmes implemented by CSEI towards promoting citizenship education among children, adolescents, and young people.

1)   Nurturing youth leadership through fellowships

A key component of CSEI's work is the promotion of leadership among adolescents and youth from socially excluded communities. This is chiefly executed by identifying potential youth as fellows who embark on a 2-year experiential learning journey, from "self-to-society", where they not only learn to enhance their own knowledge and perspectives around their personal, career-related and citizenship rights, but they also receive support to become role models and leaders. Fellows emerge equipped with community skills to engage with children and their communities at large, to mobilise, inspire and transfer their knowledge to others. Thus, in turn, fellows are encouraged to inspire leadership and educational progress among children and youth from their communities.

CSEI runs numerous fellowship programmes:

i) The Community Leadership And Youth (CLAY) Fellowship is designed for members of the most marginalised castes among Dalits, such as the Musahar community in Bihar[4]. For CLAY, Musahar adolescents and youth embark on a 3-year journey towards strengthening their educational, leadership and life skills through human rights education in schools and in communities. The programme is designed to evolve a "culture of education" among the communities to enable them to better understand and participate in governance processes. The aim is for them to be able to demand their rights and entitlements without discrimination and fear. Since 2014, around 40 adolescents and youth have participated in CLAY, and they have engaged more than 1,200 children and adolescents in their own communities regarding citizenship education.

ii) The ASPIRE Fellowship is designed to build the capacities of urban marginalised youth through a 2-year programme. Training modules cover various aspects of participants' constitutional rights as well as skills for finding work. The programme aims to motivate youth to become change makers. ASPIRE is mainly implemented in the Delhi region, with 20 young fellows who further engage with 15 to 20 youth each, resulting in a group of 350 to 400 members called the Delhi Youth Equity Forum (DYEF; more details on YEFs further below).

iii) The Ambedkar Fellowship programme is designed for young leaders from Bihar and Uttar Pradesh, where young people go through an 18-month journey of learning about their constitutional rights and community organising skills. The programme aims for them to become constitutional rights defenders who are ready to implement community action programmes focused on furthering the educational progress of other youth. Since 2012, around 120 young leaders have graduated from the programme. Currently, a batch of 55 fellows are on their journeys.

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4   Musahar children and adolescents are also known as "rat-eaters" due to their extreme poverty. They have the lowest literacy rate among the Dalits at an average of 9.8%, followed by the lowest literacy rate for women at 1.2%. (OXFAM report, 2018 https://www.oxfamindia.org/blog/failed-education-priorities-bihar-government)

These leadership modules are in fact citizenship education programmes, raising a cadre of informed, critically-thinking, committed and motivated youth as change makers in their communities.

Many of these fellows, having undergone a transformative leadership journey, are recognised as experts in their respective area of work and are successfully running CSEI's Educational Resource Centres and Youth Tech Hubs. These are spaces in communities creating enabling environments for other children and adolescents to learn and engage in. Other fellows are spearheading street theatre advocacy and leading constitutional literacy workshops in schools and in their communities.

Noteworthy is the incredible commitment and zeal with which more than 150 youth volunteers in Delhi, Bihar and Uttar Pradesh reached out to over 10,000 households and more than 1,200 migrant labourers across 17 states. They have implemented activities as diverse as setting up help line centres or distributing food rations, sanitary pads and nutritional supplements for children, and pregnant and lactating women. On the basis of this impactful work, CSEI was nominated for the Roddenberry Global Award during COVID-19.

2)   Promoting social inclusion in schools through the experiential education method

To overcome in-school discrimination faced by children and adolescents from socially excluded communities based on caste, gender, ethnicity, religion, and other identities, CSEI has developed sets of inclusive activities delivered via cooperative games. This has led to an innovative collaboration with Play for Peace (PfP), an international organisation focused on promoting peace in conflict situations through games.

CSEI partnered with PfP to introduce a gamified citizenship education programme called Khel se Mel (Inclusion Through Play), focused on promoting social inclusion in schools among children from diverse social backgrounds. The objective of this citizenship education programme is to create a non-discriminatory and inclusive environment in schools for children to engage with each other.

The games are played at morning assemblies and playtime periods which are set aside for children to engage in creative activities. Khel Se Mel has led to improved retention and more effective participation of marginalised children in schools, which has further encouraged teachers and school administrators to continue with the process.

3)   Bringing social justice and equity into Children's Parliaments (Bal Sansads) in schools

As per the guidelines in the UN Convention on the Rights of Children (UNCRC), children have the right to be consulted and involved in all matters relating to their life, including education. UNICEF introduced the concept of Bal Sansad or Children's Parliaments in schools as a means of incorporating children's participation and introducing them to democracy. A Children's Parliament is a 12-member body set up in school, with posts for the Prime Minister and all relevant portfolios (education, health, agriculture, etc.).

For CSEI, it was a matter of concern that the concept of Children's Parliament remained by and large on paper only, and that, where implemented, Dalit and other marginalised children were not members or leaders therein. There was negligible participation of marginalised children in these parliaments, and these spaces lacked any perspectives on social inclusion and equity. Reviewing this context, CSEI felt the need to create a space, within this institutionalised process, for Dalit and other marginalised children.

In consultations with schools, CSEI designed an extended model of the Children's Parliament, including a portfolio for social justice headed up by adolescents from Dalit and other marginalised communities. In addition, CSEI created a learning module for Children's Parliament members on various aspects of human rights, especially child rights, non-discrimination, participation and ways of becoming an expressive and confident child or youth, in order to shed light on issues of discrimination within the school environment. As a method of facilitated expression, all parliamentarians are trained in puppetry.
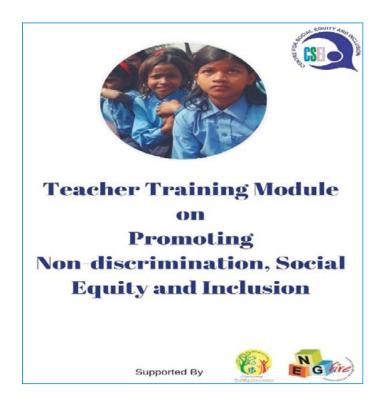
4)   Teacher training module on promoting non-discrimination, social equity, and inclusion

In their engagements with schools and teachers, CSEI recognized the need to build a greater understanding on prevalent discriminatory practices and their negative impacts on socially excluded children as well as the student body at large. CSEI's discussions with teachers made it clear that even where teachers are keen to promote an inclusive environment in their classrooms, they need a better understanding thereof and skills to facilitate the process. Through classroom observation and spending time with children and teachers, CSEI developed a three-day module to support teachers to build more inclusive classrooms. This training course could be incorporated into the in-service teacher training modules.

CSEI developed the module in consultation with a number of stakeholders. Further, it was piloted with the Central Institute of Education at Delhi University with teacher trainees. The results of this pilot were positive, suggesting that the module can provide appropriate tools and methods to promote equity and inclusion in schools. The module was further piloted in collaboration with the Bihar state government with more than 60 government teachers, and through several consultations with authorities towards the module's adoption in the teacher training process.

The module uses techniques of experiential education which encourages participants to put themselves into the shoes of children from marginalised groups, to have as close to a first-hand experience of the issues they face as possible. Teachers are encouraged to review their personal beliefs and biases, as they experience, analyse, and understand the context of marginalised children. CSEI recognise the need for creating a safe and non-threatening environment as the participants critically reflect on sensitive social issues and their personal behaviours in the context of the classroom.

The module also underlines the need for social equity in the education system. Given that children from marginalised communities have been historically, structurally, and institutionally disadvantaged, equity measures are essential to overcome these barriers. Individual efforts of the teachers or of the students alone are not sufficient to overcome such gaps. The module thus aims to foster an understanding of the need for equity measures in the school system.

Teacher Training Module on Promoting Non-discrimination, Social Equity and Inclusion

Supported By

5) Youth Equity Forums

During the past 10 years of CSEI's engagement, we realised the importance and value of organising youths who had graduated from our fellowship programs via Youth Equity Forums (YEF). These collectives are a first in India for youth coming from socially excluded communities. The Youth Forum in Bihar, the Bihar Ambedkar Students Forum (BASF) has evolved and strengthened over the past six years. The Delhi Youth Forum (Delhi Youth Equity Forum, DYEF), and the Uttar Pradesh Youth Equity Forum (UPYEF) were both initiated two years ago. Together, these collectives are led by more than 125 fellows and over 5,000 youth members. CSEI also enables other community-led civil society organisations to build youth forums in their respective states and engages them on larger youth-led campaigns on citizenship education.

The rationale behind youth forums is to create and strengthen support systems and mechanisms for youth and children from marginalised communities. In these forums, they can collectively learn and raise their voices as empowered citizens, and get involved with inclusive policy advocacy with governments, larger CSOs and private sector actors.

6) Mentorship and guidance

The youth forums are aligned with CLOs with whom CSEI has worked for the past 10 years. The leaders of these CLOs play the role of local mentors for youth fellows and provide various kinds of hands-on support for the forums to become sustainable and impactful in their local areas.

3.3 What are the objectives of your citizenship education? What contexts does it aim to address?

As mentioned above, Dalit, Adivasi, members of the Muslim community, NTs and DNTs face social exclusion in India on the basis of their social and religious identities, even though they constitute more than 40% (over 400 million people) of the country's population. More than 60% of them are below 25 years of age.

These communities are amongst the poorest in both rural and urban areas, and they continue to face discrimination in education as well as a lack of access to economic and personal growth opportunities. Over 70% of boys and girls who enrol in Grade 1 will have dropped out by Grade 10 without completing their school education. As a result, they have few formal skills and limited access to higher education or employment opportunities. The majority of them enter the informal labour market, relying on casual work, daily wages, and migrant labour. Some even experience slavery. Their families and communities do not have sufficient social or economic capital to guide them, and the public education system does not provide them with space or opportunities. Being "invisible" and living in extreme poverty and insecurity, they are unable to influence their communities and break out of this intergenerational vicious cycle.

Strong patriarchal norms and community practices add to women's marginalisation on multiple counts. Young girls face several issues related to sexual and reproductive health and rights. Early marriage is widely prevalent. In all development indicators, girls and women in these marginalised communities score lower than men within their communities, and lower than women in other communities.

The primary cause of these issues is based on the social structure and its narratives. The caste system and ethnic and religious identities exclude these communities and keep them outside the mainstream. Social biases and prejudices also exist within administrative and governance systems. The lack of public education for social inclusion, poor implementation of affirmative action, and communities' inability to access justice systems continue to keep these communities at the bottom of society. Being first generation learners, young people and children are often unaware of the world that exists outside their habitations. They find it challenging to interact and relate as equals with systems and young people of other communities.

Recognising this, CSEI focuses on children, adolescents, and youth from these communities to promote their social equity and inclusion. Over the years, CSEI has developed strategies to promote leadership and learning among youth and encouraged other community-led civil society organisations to promote and support youth work within the constitutional framework in their respective areas. A special focus lies on young girls in all cohorts in recognition of their intersectional marginalisation.

To address these contexts, the objectives of CSEI's citizen education programmes are:

- Socially excluded communities and their socio-economic as well as cultural realities are acknowledged and articulated in policies and provisions; and there is affirmative implementation of such policies and provisions.
- Socially excluded and other marginalised girls and boys have non-discriminatory and inclusive access to spaces, educational/employment/exposure opportunities, and have active assistance for schooling, personality development and higher education. Moreover, they grow up with a feeling of being equal citizens who can access all kinds of rights and entitlements, and they feel empowered with knowledge of all constitutional safeguards.
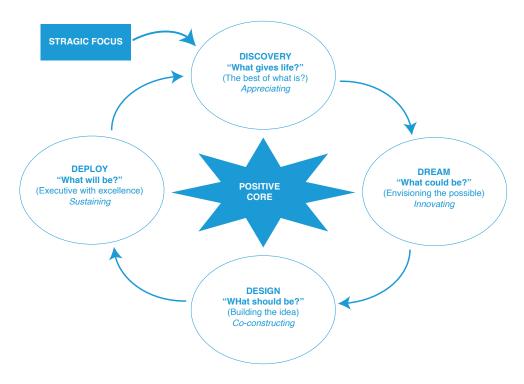
- Young leaders are empowered to become change agents through CSEI's facilitation and strengthening of state level Youth Equity Forums, and engagement with larger youth-centric networks and mechanisms.
- Strengthening CLOs in advocating for an inclusive and participatory eco-system of learning for all children and youth in the country in formal and non-formal set ups.

3.4   What are the methodologies you employ in your citizenship education

The entire process of engaging children/adolescents/youth in citizenship education moves beyond a problem-solving approach to an appreciative enquiry approach[5]. Here, youth's and children's positive selves are at the centre, and they are seen as the first step in their personality growth journey. All interventions are delivered through methods of experiential education to shape their identity positively, and to create responsive institutions around them.

Ambedkar's three principles, "be educated, be organised and agitate" has occupied a significant place in the development of socially excluded children and youth. Despite several social and economic barriers faced by their communities on a daily basis, they have been able to challenge their reality by choosing education as the prime medium to break out of the vicious cycle of poverty, exploitation, indignity and unemployment. CSEI attempts to integrate everyday experiences of youth and children and their teaching-learning within and outside of schools. This process is called "self-to-society". Youth are strengthened to trust in their own selves. Through Youth Equity Forums, they are encouraged to work together to contribute to society for long-term sustainability and ownership of the process of change.

Theory of change

The Appreciative Inquiry 4-D Model

Fig 30

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5   Appreciative Inquiry (AI) is a strengths-based, positive approach to leadership development and organisational change. AI can be used by individuals, teams, organisations, or at the societal level; in each case, it helps people move toward a shared vision for the future by engaging others in strategic innovation.
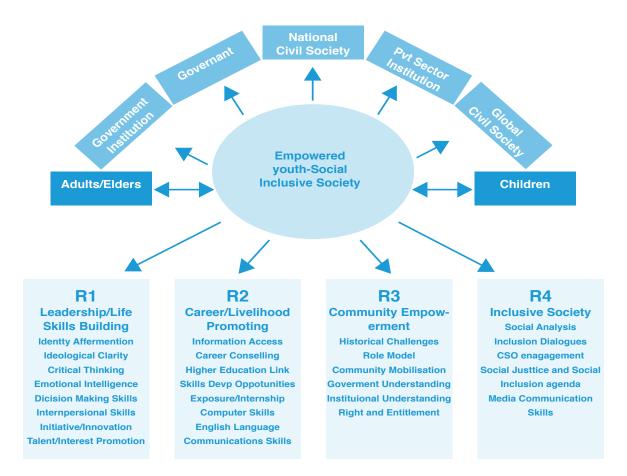
National Civil Society

Governant

Government Institution

Pvt Sector Institution

Global Civil Society

Empowered youth-Social Inclusive Society

Adults/Elders

Children

R1	R2	R3	R4
Leadership/Life Skills Building	**Career/Livelihood Promoting**	**Community Empow- erment**	**Inclusive Society**
Identty Affermention	Information Access	Historical Challenges	Social Analysis
Ideological Clarity	Career Conselling	Role Model	Inclusion Dialogues
Critical Thinking	Higher Education Link	Community Mobilisation	CSO enagagement
Emotional Intelligence	Skills Devp Oppotunities	Goverment Understanding	Social Justtice and Social
Dicision Making Skills	Exposure/Internship	Instituional Understanding	Inclusion agenda
Internpersional Skills	Computer Skills	Right and Entitlement	Media Communication
Initiative/Innovation	English Language		Skills
Talent/Interest Promotion	Communications Skills		

Fig 31

Over the years, CSEI has applied and refined the following methodology and strategies in our work with youth:

- **Partnerships with Community-Led Organisations (CLOs):** CSEI recognises CLOs as the "last mile connectors" to socially excluded and marginalised communities with great potential in promoting transformational changes at the grassroots level. CSEI and CLOs led by women and men from the Dalit, Tribal, and Muslim communities are engaged in innovative and mutually learning processes to empower young people.

- **State and national youth forums of socially excluded/marginalised youth:** As described above, youth are encouraged to come together at the local, state and national levels in Youth Equity Forums to share concerns and to support each other. Youth have come together as the Bihar Ambedkar Students Forum (BASF) in Bihar, the Delhi Youth Equity Forum (DYEF) in Delhi, and the Uttar Pradesh Youth Equity Forum (UPYEF) in Uttar Pradesh. The National Youth Equity Forum (NYEF) is envisaged as the national collective of all these states collectively led by youth leaders from socially excluded communities.

- **Intersectionality, gender, and social equity:** CSEI recognises the multiple and intersectional disadvantages faced by particular sections within socially excluded communities. Girls and women, youth with disabilities, in difficult or conflict situations, and youth who are sexual minorities face multiple disadvantages. Specific communities within the socially excluded communities are more disadvantaged than others, and young people are particularly vulnerable. Special social equity provisions are necessary to ensure they have a level playing field with others and

can access equal social inclusion. CSEI's youth empowerment process includes an orientation on women's rights, rights of the Lesbian, Gay, Bisexual, Transgender, Intersex or Questioning (LGBTIQ+) community, as well as sexual and reproductive health and rights, and patriarchy.

- **Rights-based approach:** Youth from socially excluded communities draw strength from the rights-based framework available at the national and global levels to empower themselves. They can access, participate in and benefit from the principles of equality, social justice and social inclusion on which the rights framework is founded. They routinely engage with the rights to information, education, equality, as well as women's, children's, and indigenous communities' rights in deepening accountability and the democratic space.

- **Social inclusion dialogue and action:** In our hierarchical and compartmentalised society, social inclusion needs to be consciously and actively promoted through dialogue and actions. CSEI's youth empowerment process uses Khel se Mel (adapted from Play for Peace) and other experiential education modules to promote inclusion perspectives and behaviour. Many young people have become certified trainers in Play for Peace.

- **Multi-stakeholder approach:** Social transformation can be promoted through active engagement and partnership with relevant stakeholders. While the engagement is focused on socially excluded young people, continuous networking and campaigns with other stakeholders are also part of the process.

- **Innovation and piloting:** CSEI believe solutions can be evolved through agency and leadership of the socially excluded themselves. Energies are directed towards engaging with the creative potential of young women and men for innovation.

3.5 What are the skills and knowledge that your educators need to implement the education programmes? How do you build the capacities of the educators?

CSEI believe that every youth from marginalised communities holds immense knowledge about their communities as well as issues from their lived experiences and everyday challenges they face in educating themselves. Hence, it is important to build the capacity building curriculum based on their experiences and knowledge, and to further enhance their skills in new areas. As the fellowship process is designed in such a way that young fellows themselves become educators for youth and children, the coordinators and other full-time staff take the role of facilitators to deliver the education modules. In the following, some of the skills and knowledge that are built through the education process are summarised.

1. Perspective building on equity and inclusion: As all the educators come from marginalised communities, they have experiences around understanding exclusionary practices and how they impact the lives of children and young people. CSEI first try to understand those experiences, and subsequently help them to re-articulate the experiences from a structural change or policy change perspective. The understanding on exclusion leads to identification of equity measures which ultimately helps each fellow to voice appropriate inclusive processes or systems to overcome inequalities. This process of journeying from exclusion to equity and inclusion happens at weekly learning workshops that are designed for each fellowship process.

2. Weekly learning cycle and thematic training on the right to education (including LLL and higher education): As mentioned earlier, education is the key for bringing

change to the lives of marginalised communities. The fellowship process involves a weekly learning cycle where youths understand availability and accessibility of all kinds of educational rights and opportunities for themselves and other children/youth. The cycle covers information on basic and higher education, career guidance, affirmative provisions for the marginalised, mapping and tracking, retention, drop out, discrimination and violations of rights and entitlements, community-based education sessions, life skills, literacy, decision-making, problem solving, human rights etc.

3. Community Action Plan (CAP) by each fellow/educator: Every educator needs to design a concise Community Action Plan (CAP) based on the needs of their communities. The creation and implementation of these campaigns helps fellows to develop various skills including understanding their community's issues, mapping stakeholders, community mobilisation, activity design, participatory skills on involving large numbers of community members/children/youth, financial planning, advocacy skills etc.

4. Networking and partnership with state/national level youth-centric organisations: Fellowship programmes also provide opportunities for each fellow to get to know and partner with various other youth-centric organisations in the region to develop collaborations on educational programmes. Short-term internships, participation in training programmes for mutual learning, collaboration in larger advocacy programmes, etc. are some of the ways through which youth can learn and build their skills and capacities.

5. Strengthening employability and entrepreneurial skills: During the two-year or three-year fellowship programmes, fellows/educators have the opportunity to participate in additional capacity building activities by CSEI, YEFs or partner organisations designed to build their employability and entrepreneurial skills. These activities build their aspirations to find meaningful work at the end of their fellowship journeys, or to become independent educators and trainers. CSEI is planning to develop these additional activities into a model intervention in collaboration with academic institutions and various likeminded organisations in the region.

Additionally, knowledge about the Constitution, provisions as well as gaps in laws and policies for the socially excluded, national and international frameworks that aid and facilitate inclusion, among other context-specific information, is critical for educators in implementing citizenship education programmes.

For CSEI, its educators are its biggest strength. We continually build their capacities through regular trainings, facilitation workshops, updated citizenship education modules, exposure events, feedback-and-review meetings, national and international best practice sharing, etc.

3.6 How do you assess the effectiveness of your citizenship education?

CSEI assesses the effectiveness of its citizenship education programmes through its 5R framework, which is a transformative, conceptual tool for social inclusion impact assessment. The 5Rs are: Recognition, Respect, Representation, Reparation and Reclamation. We will illustrate this answer through the example of Khel se Mel and Bal Sansad citizenship programmes.

Recognition: This R determines whether an institution/policy/process/system recognisesexisting social exclusion, who experiences exclusion, and what their experiences are. An example is the recognition among children from dominant castes of how children from marginalised castes experience social exclusion, or recognition of the discrimination that girls face. The recognition thereof signifies the impact and effectiveness of the education programme.

Respect: This R is an indicator of how the realities, culture, traditions, knowledge, and practices of socially excluded communities are articulated, depicted and respected within the institutional framework of educational administration and curricula.

Representation: This R assesses how excluded communities are acknowledged and represented in institutions, processes, and systems, and especially whether they are represented in leadership positions. An example is to what extent school communities accept the conscious creation of the ministry of social justice in the Children's Parliament model.

Reparation: This R concerns concrete restorative and corrective measures or provisions at the level of systems, policies, institutions. For instance, to gauge effectiveness of any citizenship education programme, it is important to build reparative measures for historically marginalised groups, and to create equitable measures that allow the community to take ownership of the programme and to feel empowered. Practical examples are the ways in which schools take reparative measures like designating a specified hour for inclusive games, and the extent to which teachers work to understand and practice diversity and inclusion in their classrooms and school environments.

Reclamation: The final R is concerned with whether inclusion is seen as a constitutional right of marginalised communities; whether inclusive processes and mechanisms raising awareness and accountability among dominant and marginalised communities are created based on rights; or whether teachers undergo transformative attitude changes as a result of participation.

4.   Challenges in implementing your citizenship education

- **Documentation-related:** As most of CSEI's team members come from socially excluded communities and do not have professional qualifications in the development sector, they lack a few skills such as command of the English language and creation of documentation. This has prevented us from systematically documenting some of the citizenship education modules in order to share them with civil society for replication or further support.

- **Using technology and other media for regular review and feedback from the field:** We are connected to more than 5,000 youth and children through over 150 young fellows in three states of India. Yet, we have not created a systematic review and feedback structure to streamline our lessons learnt as well as the needs of children/youth on a regular basis. Use of technology and other media are yet to be put in place.

- **Need to evolve a formal certificate course under LLL:** Our modules and techniques are able to produce the desired results, but they would benefit from academic inputs, partnerships and recognition within the domain of LLL. We aim to establish formal certification of our programmes to share them with other young people and civil society for replication. This will also increase employment opportunities for our fellows in empowerment work with youth.

- **Institutional funding and other hands-on support for fellowship programmes, especially on rights-based education:** Our fellowship programmes are uniquely designed interventions which have the potential to engage large numbers of youth and children as part of LLL. To expand in scope and be replicated by CLOs, it requires institutional support. Fundraising to scale up our work is a major challenge, and we continue to work in a short-term manner without the certainty of having long-term support. Planning and thinking on an annual basis only restrict all team members in terms of their employability and the vision of their work. This needs to change.

5. What are the success factors in effective citizenship education?

1. Engaging socially excluded youth/adolescents and children as the growing generations to challenge and address deep-rooted exclusion and discrimination among marginalised communities.

2. Inculcating a long-term vision and belief among youth in the form of concrete citizenship education programmes, based on their lived experiences.

3. Nurturing a cadre of motivated, empathetic, and critical-thinking youth and fellows as leaders and volunteers from excluded communities.

4. Timely capacity building (including review and feedback sessions) of youth fellows, educators, staff, and CLOs to successfully implement citizenship education programmes.

5. Context-sensitive and creative methodologies that provide equitable platforms for children and youth from socially excluded communities to partake in the democratic life of the country.

6. Community outreach to promote rights-based education, community-generated data and advocacy for policy change, strengthening the culture of education among the marginalised, and rebuilding confidence in education processes lead to long-term gains for citizenship education.

6. Recommendations

What are the lessons from your experiences? What are your organisation's recommendations to government towards scaling up your citizenship education?

For CSEI, scaling up citizenship education programmes is supportive of the Indian Constitution, its goals and its vision for a just and equitable society. The Constitution of India has an expansive and at the same of time nuanced understanding of social inequity. Its various chapters seek to guard the life, liberty, freedom, and dignity of all individuals regardless of caste, class, race, sex, gender, etc. All CSEI's citizenship education programmes seek to engender this inclusive understanding of India's social fabric in its target groups, in addition to fostering greater civic engagement and participation on the part of excluded communities.

- *Financing for inclusion:* The youth policy of India recognises some of the youth development goals around citizenship education and has widespread outreach. It is important for the youth policy to recognise the contextual need of marginalised youth, and to set up proactive measures for representing these communities, including in curricula. Large-scale and long-term funding can provide the necessary impetus to reach out to youth across the country.

- *Convergence of youth programmes around citizenship education:* The Social Justice Ministry, including various departments and commissions on youth and minority matters as well as the Ministry of Education already run a range of programmes for youth on citizenship education. Yet, these are not organised in a joint manner, and they do not envisage to build an inclusive approach with a contextualised curriculum. This restricts young people in engaging with LLL. The departments also need to recognise the presence of CLOs in this area and commence working with them to make use of CLOs' experience on the ground.

- *Cooperation between communities/youth and formal education providers in the ALE process:* As most of the ALE programmes aim to encourage community participation, it is important for local formal education institutions to create space for communities and youth to understand the larger vision and purpose of a citizenship education programme. Merely teaching reading and writing skills will not suffice to serve the holistic purpose of citizenship education. The government, in collaboration with CSOs and CLOs, must consciously reach out to community members.

- *Perspective and skills to promote equity and inclusion:* The national youth policy is not well-informed on the needs of the most marginalised youth which has led to mostly generic programmes on youth participation. CSEI's citizenship education programmes are centred around the critical themes of equity and inclusion which gives ownership to marginalised youth and supports them to make use of these programmes. The government should see citizenship education as a means of promoting constitutional literacy among the masses.

What are the next steps in the future (2050) which you think the CSOs should do to promote adult learning and education (ALE) on citizenship education?

To promote ALE, CSOs should take the following steps in the future:

- **Establish a Citizenship Education Academy:** Create a regional Citizenship Education Academy where youth from different countries can congregate and learn from each other and attend a month-long capacity-building Certificate Course or Diploma programme.

- **Optimize technology for socially excluded communities:** Design and implement an online regional ALE Masterclass Certificate Course on citizenship education. This will help mitigate challenges around travel restrictions related to COVID-19, help children and youth to overcome learning losses due to school closures, and connect them at a larger scale.

- **Collaborate widely with multiple stakeholders to build the understanding on democracy and citizenship education:** Collaborate with diverse stakeholders like governments, schools, educational institutions, private sector actors, regional, national and international forums to scale up citizenship education efforts.

- **ALE for women and girls from socially excluded communities:** Take ALE specifically to women and girls from socially excluded communities.

- **Highly skilled trainers:** Cultivate an army of highly skilled and professional trainers and peer-educators from socially excluded communities on citizenship education. Highlight the constitutional perspective and explore a large-scale vision of what kind of world we would like to create for future generations.

- **Diversify content and curricula to leave no one behind:** As the global Sustainable Development Goals (SDGs) mandate all countries to leave no one behind by 2030, it is important for all governments, CSOs, private sector actors, and regional platforms to map the contexts of the most marginalised communities, and to design appropriate curricula for them to access and participate in citizenship education. The impacts of climate change, the increasing frequency of natural disasters, or pandemics on socially excluded communities are becoming increasingly contemporary and should be taken up with urgency.

6

Institute for Youth Development

The public foundation "Institute for Youth Development" is a national, youth, and non-governmental organization (NGO) in the Kyrgyz Republic. It has been operating since 2011 throughout the country as well as in Central Asia, at the macro and micro levels. The organization's mission is to promote the empowerment and capacity building of the potential of youth towards the sustainable development of the country. The organization has four pillars of work: 1) civic education of youth and youth institutions; 2) economic empowerment of youth; 3) climate change and SDGs; and 4) the youth innovation laboratory.

1.   Introduction

Background on the organisation and its mission

The public foundation "Institute for Youth Development" is a national, youth, and non-governmental organization (NGO) in the Kyrgyz Republic. It has been operating since 2011 throughout the country as well as in Central Asia, at the macro and micro levels. The organization's mission is to promote the empowerment and capacity building of the potential of youth towards the sustainable development of the country. The organization has four pillars of work: 1) civic education of youth and youth institutions; 2) economic empowerment of youth; 3) climate change and SDGs; and 4) the youth innovation laboratory.

2.   Policy Scan related to ALE and citizenship education (and related to the theme assigned to the organization)

The following policy documents cover issues of civic education and the upbringing of youth and young adults. The work of the Institute for Youth Development is based on these policies:

- Mid-term strategy for the development of education until 2025 of the Kyrgyz Republic (component of adult education and civic education)
- National concept of civil identity, "Kyrgyz Zharany", adopted by the Decree of the President of the Kyrgyz Republic
- Concept of education of students and youth of the Kyrgyz Republic

3.   Learning from the practices of the organization

3.1   What is your definition of citizenship education?

For the Institute for Youth Development, civic education is defined as a process of forming skills, knowledge, and values, which contribute to the active and responsible participation of young people in the public life of the country.

3.2   What citizenship education programs is your organization implementing? Who are the target participants?

The Institute implements three programs for civic education:

1)   Improvement of national standards and textbooks, regarding the school subject "Man and Society", for Grades 5 to 11: As a leading organization in the field of civic education, the Institute for Youth Development coordinates the process of developing a new standard as well as new textbooks for schoolchildren in the country.

2)   Dilgir: This program aims at increasing the capacity of young people in rural areas, to enable them to effectively participate in and drive forward the development of their communities. The program includes a component on improving qualifications of youth and provides mentoring support to formulate and implement young people's ideas in their communities.

3)   Development of the model of civic education, and the organization of the educational extracurricular environment of the school: This program is based on the understanding that personal skills and experiences are only formed actively, rather than through receiving passive education. Therefore, the program encourages students from Grades 5 to 11 to participate in extracurricular activities which translate their

personal needs, interests, and motivations into practice. The implementation of the model contributes to the formation of students' civic competencies primarily through their participation in designing and implementing activities centered around enhancing their schools' environments.

3.3 What are the objectives of your citizenship education? What contexts does it aim to address?

For the Institute for Youth Development, the goal of civic education is the active involvement of young people in transforming their own lives as well as the lives of their communities. From a contextual point of view, our organization pursues social and cultural spheres that are very close to project participants' real lives. To achieve its goal most effectively, our organization works both at the level of policies and standards, and at the grassroots level directly with youth and teachers.

Principles of Civic Education:

- Focus on the formation of sustainable civic competencies
- Relevance of the acquired knowledge to real life
- Interactive and gamified forms of knowledge acquisition
- "Cross-cutting" nature of civic education by adopting a multi-disciplinary teaching approach
- Use of the opportunities of extracurricular time
- Use of the principle of peer-to-peer teaching

3.4 What are the skills and knowledge that your educators need to implement the education programs? How do you build the capacities of the educators?

Civic education programs have large components of working with schoolteachers. Thus, in conjunction with the Institute for Advanced Studies under the Ministry of Education and Science, we developed two training formats for schoolteachers. The first format supports offline trainings via leading universities of the country, while the second format is hosted online through the educational platform of the Institute. In addition, various capacity building activities are conducted with a network of alumni on request. In terms of their skills and knowledge, teachers need continuous and systematic capacity building. Civic education should not be considered as a separate direction but as an interdisciplinary, cross-cutting theme in this process.

3.5 How do you assess the effectiveness of your citizenship education?

We assess the effectiveness of our civic education according to two dimensions:

1) The extent to which our ideas, methods and tools form the basis of national policy documents. At present, most of our proposals and recommendations are reflected at national policy level and in the implementation process.

2) Feedback from participants and teachers at various events. We aim to remain in touch with every participant in order to stay abreast of their learning needs, and to receive their inputs to our work.

4.   Challenges in implementing your citizenship education

With all the positive results of our work, a number of challenges and barriers in promoting civic education in the country remain. Key challenges include:

1)   There is no clear understanding of what civic education is among all stakeholders in the sector.

2)   2) The system of analysis and research in the field of civic education has not yet been developed. This prevents gaining clarity on the real situation (and needs) in certain areas of the country.

3)   Civic education is still perceived as additional education and is not integrated into the main school education system.

More specifically, civic education is taught primarily in theory, and the development of practical skills is neglected. This is partly a legacy of the teacher-centered and theory-based Soviet teaching system prevalent in the Kyrgyz Republic. In addition, there is a lack of cooperation between the state and NGO actors. The reasons for this are, on the one hand, differing goals of civic education between these actors. While the state aims to promote patriotism through civic education, NGOs focus on building critical thinking skills and community action. On the other hand, some NGOs try to copy external models of civic education without considering local conditions.

5.   What are the success factors in effective citizenship education?

The main factor for civic education to succeed is the integration of civic education into the formal education curriculum. Civic education must include values such as human dignity, responsibility, tolerance and democracy, and it should take into account national traditions and culture.

6.   Recommendations

What are the lessons from your experiences? What are your organization's recommendations to government towards scaling up your citizenship education?

Our main recommendation is to combine the theoretical and practical approaches that exist in our country. To achieve this goal, it will be conducive to introduce practical elements into teacher education to allow teacher trainees to explore the complexities of students' social lives. In addition, closer cooperation between actors of the formal and non-formal education sectors, both at national and transnational levels, is important. This will allow the exchange of approaches, methods, and innovations.

There are also a number of recommendations that, when implemented, will help the comprehensive development of the civic education system in the country:

●   Significantly increase government funding for the formal education system as well as support for non-formal education through NGOs.

●   Adopt the standards of civic education. Civic Education Standards define the knowledge that educators must possess, that participants must achieve, and that educational formats must conform with.

- Increase participation of parents and community members in decision-making at schools and other educational institutions. This will enable parents to participate in decisions regarding the distribution of funds and study choices for their children.

- Open a Center for Civic Education under the Ministry of Education and Science. This Center will be responsible for the development of cooperation with all stakeholders in the field of civic education.

7. What are the next steps in the future (2050) which you think the CSOs should take to promote adult learning and education (ALE) on citizenship education?

Recommendation 1: Create a legal framework for ALE. Adopt a law on ALE along with a law on Lifelong Learning (LLL). As Kyrgyzstan is undertaking an inventory of laws, sections on ALE or LLL may be included in a new single law, 'On Education and Science', which will consolidate the existing six laws and over 50 by-laws regulating the education sector.

Recommendation 2: Form a state and public system of ALE management and create an Interdepartmental Commission on ALE. This should include representatives of the government, key ministries, and agencies for the development of an adult education and training system, ALE providers, civil society organizations, business associations, and experts on ALE. The Interdepartmental Commission on ALE will be the strategic body that determines operations for implementing a nation-wide ALE strategy.

Recommendation 3: Create regional programs of ALE development, considering socio-economic, demographic, national, cultural, and other differences. These programs must include an assessment of public educational needs and existing capacities, and integrate LLL.

Recommendation 4: In the near future, specialists for big data analysis, personal data protection, and digital marketing, including the promotion of goods and services in social networks, are expected to come into high demand. To ensure that the labor market adapts successfully to these changes, it is important to restructure the vocational and further education systems in advance, and to align it with the needs of the digital economy.

Recommendation 5: In higher educational institutions, develop and introduce andragogy as a field of study. This will give a great impetus to the development of the adult education system in the Kyrgyz Republic and produce adult education specialists.

Recommendation 6: The state should support adult education centers in villages.

Recommendation 7: The National Institute for Strategic Research under the President of the Kyrgyz Republic should conduct systematic research on adult and civic education. This study will be a reference point for civil society's work.

7
PEACEMOMO

PEACEMOMO

is a South Korean non-profit organization that connects peace to education and to daily lives

1. Introduction/ Background on the organization and its mission

PEACEMOMO is a South Korean non-profit organization that connects peace to education and to daily lives. It was established in 2012 based on the development of peace education approaches by a group of peace researchers and education practitioners. The identified need for such an organization also came from the situation in and around South Korea, including issues such as national division, unresolved war, aggravating economic and social division, and the lack of transformative peace education in both the public and social educational sectors. The deepening social and economic division was compounded by the history of militarism and militarized culture, which resulted in a culture of enmity, discrimination, violence, hierarchy, and exclusion. In this context, PEACEMOMO has specialized in teacher-training and Training of Trainers (ToT) on critical and creative peace education training through the P.E.A.C.E. Pedagogy. The P.E.A.C.E. Pedagogy was created by PEACEMOMO, and it is based on the central principle of "everyone learning from everyone else". PEACEMOMO reaches teachers in primary, secondary, public, and private schools as well as policy makers, managers, and educators in social organizations. PEACEMOMO works to foster peace education facilitators through its own ToT programs designed for schoolteachers and civic educators.

2. Policy Scan related to ALE and citizenship education (and related to the theme assigned to the organization)

PEACEMOMO works to create social transformation through transformed education and, to this end, focuses on ToTs. Since its establishment in 2012, a total of 400 persons have graduated from the Entry Workshop for Doing Peace Education, 30 of whom are currently working with us as "peace education doers" (facilitators/conductors). PEACEMOMO's peace education doers visit schools, workplaces, public bodies, and civic groups to conduct educational programs on a request basis. Annually, more than 14,000 persons join and enjoy such programs. In its peace education, PEACEMOMO highlights the voluntary participation of trainees as the first prerequisite, followed by understanding participants' needs. This step always precedes the actual training program. PEACEMOMO does not receive government funds and has gained social recognition through our accumulated work. Since the very first workshop with teachers in 2013, PEACEMOMO has been continuously asked by teachers to conduct workshops.

3. Learning from the practices of the organization

3.1 What is your definition of citizenship education?

PEACEMOMO focuses on the theme of peace as the umbrella for citizenship education and defines the citizen as a peacebuilder. The definition of citizenship education, thus, has several elements: Firstly, "mutual learning", which is not limited to the traditional form of education; secondly, challenging the restricted concept of "citizenship"; and thirdly, taking steps towards a society based on the values of diversity and equality.

PEACEMOMO started with organizing training workshops on doing peace education for civic education activists and interested schoolteachers. These workshops aimed to be as interactive as possible, pedagogically innovative, and philosophically critical, combining critical education theory with core problems of society. At the same time, PEACEMOMO organized and participated in education policy meetings with a few provincial education offices. Gradually, over a span of four to five years after its establishment, PEACEMOMO was asked to organize ToTs and policy workshops for peace education by some of these provincial education offices. PEACEMOMO added to the quality of its ToT programs by publishing resources, theory

and module books and innovative toolkits for transformative peace education. Its distinctive pedagogy became widely known and gained recognition in the process. This recognition has helped PEACEMOMO organize ToT workshops for schoolteachers in almost all provincial and national education offices.

The Ministry of Education (MOE) of South Korea has advocated for Global Citizenship Education (GCED) locally and globally through a set of specific policies, integration of GCED in school curricula, GCED teacher-training, and local organization of teachers specializing in GCED. PEACEMOMO engages with GCED twofold: On the one hand, by providing more transformative teacher-training programs, highlighting the contest around citizenship today and the importance of peacebuilding; and on the other hand, by criticizing the trend of GCED being reduced to global awareness education, publicity work for Korean culture, or simple cultural exchanges. This trend can be observed conceptually and policy-wise. PEACEMOMO has highlighted the following contrasts:

- GCED's critical and transformative role vs a GCED policy merely garnering publicity

- The dynamics of intercultural encounters and fluid identity formation vs simple cultural exchanges

- The role of active citizens beyond national borders vs help-and-relief attitudes towards the global poor

- The importance of capacity building through case simulation and democratic training (e.g., in conflict prevention and transformation) vs knowledge-oriented learning.

3.2 What citizenship education programs is your organization implementing? Who are the target participants?

PEACEMOMO's program mostly focuses on "non-teaching" peace education as citizenship is not something to teach but to learn from each other. All our programs are based on our P.E.A.C.E Pedagogy. P stands for participatory, E stands for exchange, A stands for artistic-cultural, C stands for critical-creative, E stands for estranging. Most of the target participants are teachers and trainers.

a.   Training for Peace Educators

This program, consisting of three workshops, provides deep learning and training on mutual learning processes and the application of the P.E.A.C.E. Pedagogy in peace education. It is designed for the teachers and activists who intend to plan and "do" peace education. Workshop graduates can participate in PEACEMOMO's Process of Becoming a Peace Educator.

Topics covered include key concepts and objectives of peace education, understanding the theory and philosophy of P.E.A.C.E. Pedagogy, and exploring the roles of a peace educator via heuristic and mutual learning. Participants are teachers and activists interested in peace education, those who seek mutual learning and democratic relationships in an organization, and all those interested in studying practices of peacebuilding.

The three workshops are structured as follows:

1)   Entry Workshop: The workshop includes the concepts of mutual learning, P.E.A.C.E. Pedagogy, and roles of a peace educator.

2)   Practicing Peace Education: This workshop covers the application and review of peace education processes in practice, how to create a safe learning space, and how to facilitate mutual learning.

3)   Development Workshop: The final workshop focuses on deepening values, attitudes and capacities of peace educators and education activists, as well as on strengthening the philosophy and language of peace education.

b.   MOMO's Peace College

This constitutes a "college outside college", i.e., an alternative college for peace studies, serving as a space in which to search for and learn about common efforts of peacebuilding. MOMO's Peace College offers three-semester courses every year on peace studies and studies of peace education.

Topics covered include critical and practical peace studies combining theory and critical engagement, and theories, visions, and practices of peace education and peacebuilding vis-a-vis the societal divisions and militarism. Participants are all those who are interested in planning and implementing peacebuilding and peace-related education.

c.   Monthly Learning Community

PEACEMOMO hosts a monthly study session of 2.5 hours where participants study, present, discuss and share new ideas and practices of peace studies, peace education and related fields. Topics covered include peace education, peace movements, division and post-division, peace as commons, gender and peace, music and peace education, military service and peace education, etc.

d.   Youth GLOCI Week: Global Youth Peaceful Community Innovator

This is a week-long youth formation program for peaceful community innovators. Youth, though society generally discounts their opinions, are dignified persons full of immeasurable potential. Those young people participating in MOMO's GLOCI Week cross over all sorts of divisive borders, journey through encounters, dialogues, and cultural interactions, and constantly observe their environment and conditions with new perspectives, to experience a mode of life in search of new possibilities. An exciting global community of learning, living together, and living here in mine and there in the world together – that is what constitutes GLOCI Week.

Participants are young persons of 14 to 20 years of age who are interested in practicing peace and shaking up their local communities.

e.   SIPRI Yearbook Publication and Disarmament Forum

This is an annual forum on the occasion of the Stockholm International Peace Research Institute's (SIPRI) publication of their yearbook summary on disarmament in Korean. PEACEMOMO and its Trans-Education for Peace Institute (TEPI) translate and publish the official summary of SIPRI's yearbook on disarmament. The forum is held in October each

year, as an experts' discussion on the topics of disarmament and education, including a review of the yearbook.

    f.   Teacher-training and peacebuilding workshops upon request

Whenever a group seeks to host a peace education program with MOMO, MOMO's trainers will conduct programs depending on their needs.

3.3 What are the objectives of your citizenship education? What contexts does it aim to address?

The main objective of PEACEMOMO's peace education program is to promote peace as literacy to read the world. This includes the following sub-objectives:

    a.   Develop and provide peace education facilitator training programs
    b.   Research and publish in peace education and related topics
    c.   Establish networks of peace education facilitators
    d.   Become a platform of connecting peace educators in Korea and abroad

3.4 What are the methodologies you employ in your citizenship education?

    a.   P.E.A.C.E. Pedagogy

P.E.A.C.E. Pedagogy is an overall educational philosophy as well as an approach for pedagogical transformation, serving as the framework for PEACEMOMO's programs. Learning peace, which constitutes the power of peace, is possible when P.E.A.C.E.'s five pedagogies (participatory, exchange, artistic-cultural, critical-creative, and estranging) are combined and applied. Through a participatory, interactive, and dialogue-rich process of learning, participants' experiences, observations, feelings, senses, and stories are expressed. Each person's experiences and feelings are linked to those of others via artistic and cultural processes, mediums, and questions. Trainees also learn how to express linked perceptions, reasonings, and emerging sensibilities as gestures, recreations and transformations of reality, and new ideas. This process may induce overlaps of the self with others, others with the self, the self and us, others and othering, all of which create a surprise to the learner. In this process, the learner acquires self-esteem, peaceful sensitivity and communication, creativity, reflection, and thus the power and ability to enable in-depth change.

    b.   D.O.E.R.S. Model

When the P.E.A.C.E. Pedagogy is applied to a learning activity, the most suitable short-term process of learning is achieved by the following sequence:

- D stands for Do: Participants do a participatory and dynamic activity that constitutes a simulated event which contests meaning.

- O stands for Observe: Participants observe what happens to each person at each moment in detail.

- E stands for Exchange: Participants exchange the details of their observations or perceptions in multiple and accumulative dialogues.

- R stands for Reflect: Reflections arise from the exchanges among the participants.

- S stands for Synthesize: Participants synthesize the reflections in written, verbal, or artistic forms.

c.   Key values

- Subjectivity and potentiality of everyone as a learner
- Learning as a community of learners
- Importance of time: slow-gradual-reflective versus fast-competitive-non-thinking
- Transformative pedagogy for transformation
- Participant-centered and oriented, not lecturer-oriented
- Team-centered facilitation
- Workshop environment in which everyone is equal, the exchange is free, contents are flexible, and communication allows for sensitivity and emotions

3.5   What are the skills and knowledge that your educators need to implement the education programs? How do you build the capacities of the educators?

- Formation of a mutually welcoming, learning, and empowering community
- Understanding and embodiment of P.E.A.C.E. Pedagogy and D.O.E.R.S. model
- Incorporating the roles of facilitator, joker (Augusto Boal), connector, synthesizer, and designer
- Analysis of society, issues, problems of the educational system, versions of citizenship and citizenship education, and the situations of learners
- Skills of communication, articulation, question raising, discussion and synthesis
- Designing a course or a program
- Conducting simulations
- Providing and receiving feedback
- Observing and reporting on peace education sessions

3.6   How do you assess the effectiveness of your citizenship education?

We assess the effectiveness of PEACEMOMO's education by the continuity of requests for PEACEMOMO's programs, the content of participants' feedback, the (increasing) number and kind of participants, readership of PEACEMOMO's publications, PEACEMOMO's participation in study and discussion fora, participation in advisory or policy bodies of public organizations, full-time staff conducting regular workshops, and quotations by research papers.

4.   Challenges in implementing your citizenship education

a.   Division: The national division and ensuing divisions (social, psychological, relational, and in thoughts and feelings) create conditions favorable for competition and fragmentation as well as for speedy, competitive, and top-down education.

b.   Militarism: The history and institution of the military is alive in Korean society in the form of a widespread military culture, which creates distinctive cognitive conditions that inhibit creative and critical learning and thinking.

c.   Meritocracy: The extreme competition in society translates into strong meritocracy in education and work, which creates a great obstacle for relationship and community building.

d.   Institutionalization of the educational agenda: The false belief of "the more institutionalized, the better for new education" acts as a vehicle for co-opting peace

education as a "nice/tame" form of citizenship education, omitting the critical, cultural, and creative essence of transformative citizenship education.

5. What are the success factors in effective citizenship education?

- Trained and prepared educators (learning conductors)
- A critical understanding of the insecure nature of citizenship in today's world
- Adoption and use of a distinct (vis-a-vis local needs) and transformative pedagogy
- Capacity of the educator in cultural, artistic, activity-based, and discussion-oriented facilitation

6. Recommendations: What are the lessons from your experiences? What are your organization's recommendations to the government towards scaling up your citizenship education?

- Financing: A sufficient membership base and thus a sufficient level of fee contribution which allows continuity of PEACEMOMO's distinctive programs are the key for stable financing.

- Management and governance: Systematic and predictable management, participatory governance, regular recruitment of quality activist-educators are all important. Guarantee of living standards for and continuing education and study for full-time staff are also crucial.

- Community participation: Contact and cooperation with a wide range of organizations and communities is important.

7. What are the next steps in the future (2050) which you think the CSOs should take to promote adult learning and education (ALE) on citizenship education?

- In order to sustain MOMO's Peace College, we will have to develop wider international networks of young people interested in critical peace studies and peacebuilding work. This will also extend the range of lecturers who can provide courses in PEACEMOMO's philosophy and culture.

- To have sufficient levels of membership and stable financing, PEACEMOMO will continue working on its own cultural identity, and a new way of working and communicating with the public, unlike other social movements and NGOs. The most crucial factor for attracting new members and for keeping the PEACEMOMO community's vibrant spirit alive will be the organization's unique artistic-cultural identity manifesting in all its publications, communication, workshops, campaigns, and the way of life of key members.

- Another intervention towards keeping the present and forthcoming peace educators active will be the establishment of a physical and cultural space: the PEACEMOMO Center.

- PEACEMOMO plans to challenge MOE based on the concept of "post-division peace education" which was developed by PEACEMOMO. Post-division peace education perceives division not as a structure but as something that is performed by society. It urges learners to take up the issue of division as their personal problem, rather than leaving it for the government to solve. Security is not the concern of one

state alone but concerns the world as a whole. It is also not limited to humans but considers all living beings on earth. On the basis of this notion, post-division peace education gives GCED the gravity that enables it to stand in the local context.

8

Shaping Rural Women's Leadership Toward Preventing Child Marriage as a Manifestation of Citizenship Education

Case Study of Indonesia

Ruang Mitra Perempuan (RUMPUN) INDONESIA focuses on women's empowerment to support them to have better access to and control over resources

1. Introduction

Ruang Mitra Perempuan (RUMPUN) INDONESIA was established as an association in 2005. It focuses on women's empowerment to support them to have better access to and control over resources. RUMPUN's target group are women in rural areas since they are most likely to be left behind in the country's development. During the past several decades, the state's development was less concerned with the rural, agricultural sector, and rather focused on urban areas where industrialization takes place. Rural areas tend to lack infrastructure enabling easy mobilization of people and goods. As agriculture does not hold much economic potential for income generation, many farmer households sell their land to cover costs arising from work migration. This also affects women and young women.

Traditionally, rural women are responsible for domestic tasks. Rural girls are socialized in these practices and are expected to behave and adhere to their roles just like their mothers. Good women are defined as good wives who look after their families properly, as socially constructed. Traditional gender perspectives place women and girls at home, and thus they are seen as not needing to receive as much formal education as men and boys. As they will grow up to get married and become mothers themselves, with domestic duties, their parents tend to not value their daughters' formal education. This is the first step for women into multi-dimensional poverty. Their low levels of education make them less qualified and less likely to access adequate jobs.

Rural women are also economically poorer than men because they do not have much control over vital resources. Women do not have much decision-making power and are under the authority of men, typically their husbands, or other male relatives in the case of widows. In many cases, properties are registered under the names of men, such as husbands or brothers. Although women actively engage in productive activities, their involvement is seen as complementary to the main, male income earners. Since they do not make decisions at home, women lack access to credit as financial capital for their businesses. Women tend to earn incomes in the informal sector, for instance through daily labor in farming as well as non-farming activities that are compatible with their domestic work. Yet, in many cases, women play significant roles in their families, including income generation, when their husbands are away for work.

Socially, rural women hold a lower status and lack experience with and involvement in organizations. Only local women belonging to elite groups can engage in the Family Welfare Movement, the Pembinaan Kesejahteraan Keluarga (PKK), a government-supported women's organization which supports relatively traditional gender roles. Most women are involved in religious social organizations and rituals. However, they are rarely represented in public, a space reserved for men who, as heads of the household, participate in public life on their behalf and will represent women's needs and aspirations. As a consequence, women are less experienced in expressing aspirations, tend to be shy in the public sphere, and are used to following orders.

RUMPUN believes in investing in women for change through empowerment facilitations and capacity building. The organization has several missions: (a) Organizing women for sustainable learning, improving their conditions and positions, and ensuring access to resources; (b) Capacity building for and awareness raising on socio-economic and political participation; and (c) Building networks with government and non-government actors for developing advocacy on joint issues and for acting on women's strategic interests.

RUMPUN believes that rural areas have a vital position in Indonesian development, currently and in the future. In fact, Indonesian rural areas have many key roles, including the

production of food and supplying human resources. Rural women are key to achieving national and sub-national development goals. Investing in them will have a significant impact locally and nationally.

2.   Policy Scan related to ALE and citizenship education

RUMPUN believes that education is critical for capacity building and empowerment of vulnerable groups, such as women and girls in rural areas. Education, in a broad sense, is a systematic effort to strengthen women's analytical and critical thinking skills, key abilities for them to respond to their own and their communities' needs, to voice their aspirations, and to enter dialogue with policy makers.

RUMPUN sees women as 50% of the nation's human resources. For this reason, women need to receive capacity strengthening through non-formal education, which is part of lifelong education with an adult education approach. Education for women is their right as citizens, which is anchored in the Government Regulation, No. 17 of 2010, regarding the Management and Implementation of Education. Some key points of this regulation are:

- The implementation of the non-formal education program includes life skills education and women's empowerment education

- Education for women's empowerment is education to increase women's dignity

- The women's empowerment education program is held responsible to improve gender equality and justice in the family, community, nation, and state life through: (a) increasing faith, piety, and noble character; (b) strengthening national insight and love for the homeland; (c) ethics development, personality, and aesthetics; (d) increasing insight and ability in the field of science, technology, art, and/or sports; (e) growing entrepreneurial, leadership, exemplary and pioneering attitudes; and (f) improvement of vocational skills

- Women's empowerment education aims to: (a) improve the position, dignity and worth of women to equal those of men; (b) increase women's access to and participation in education, work, business, social roles, political roles, and other forms of charity in life; (c) prevent the occurrence of violations of women's human rights

3.   What citizenship education means to us, and our main focus today

Citizenship education for RUMPUN is capacity building for women and girls as Indonesian citizens, as they have the rights to improve their quality of life, and to improve their positions within their families and society. This means that women are able to develop their capacities to become an integral part of the planning and implementation processes of development, especially those processes that affect their lives particularly.

RUMPUN has chosen one of the most important themes in citizenship education, which is building the leadership of strong women and girls as agents of change for themselves, their communities, and their society. RUMPUN facilitates the capacity building process, strengthens critical thinking skills, and fosters women's abilities to take collective action for the improvement of women's positions and conditions for a better life.

3.1 Theme context analysis

In recent years, one of RUMPUN's focus areas has been women's leadership building to prevent early marriage. Early marriage cases have been increasing in some areas of Indonesia, as shown by a rising number of applications for marriage dispensation in the religious (Islamic) court of Malang District. The real figure of early marriage cases is likely to be much higher, but there is no official data to monitor the development of this issue. Through social mapping exercises with women groups in target villages, RUMPUN has observed a rise in early marriage cases facilitated by the COVID-19 pandemic.

RUMPUN's activities have shown that girls affected by early marriage may be as young as 13 years old. Marriages below 19 years are illegal. To get married, they will drop out of school and assume their domestic duties. Their low levels of education prevent them from finding income generating work. In some cases, their husbands who also tend to be very young continue their education. However, most of them also drop out of school and enter the labor force. It is not seldom for such young couples to live with their parents' families, especially the wife's family. If husband or wife come from a wealthy family, their parents may provide them with business capital. These cases, however, are very rare.

RUMPUN has found that communities see early marriage to be facilitated by a low quality of parenting, the strong, negative influence of social media, and negative associations. Loser social ties within communities are perceived as a negative impact of modernity, which in turn has made early marriage more acceptable. Yet, early marriage remains largely taboo within mainstream society. The government does not view early marriage as a priority issue and has not taken considerable steps towards its mitigation.

A participatory study conducted by RUMPUN in Malang District, East Java, found that the phenomenon of early marriage has the following complexities:

a. Age manipulations are common, especially for girls, when trying to obtain documentation from the local authorities which are needed to complete marriage registration.

b. If a couple does not achieve approval from their local authorities, marriages are usually carried out religiously. This is considered religiously legal with provisions according to Islamic religious rules. In this kind of marriage, women are more vulnerable due to the absence of legal protection. For example, in the event of a divorce, she will not be able to claim her legal rights.

c. There is almost no education regarding sexual and reproductive health and rights for women, especially for adolescents. This prevents young women from fully comprehending the health risks associated with early marriage (e.g., early pregnancy, death during childbirth, and various other medical aspects).

d. Like other women's empowerment and child protection programs in Indonesia, especially at the sub-national level, prevention of early marriage is not a priority for the government as it is considered a private issue. There are no state protection services, such as adequate health services for adolescent girls. Girls who become victims of violence during dating, for example, do not know where to obtain legal assistance.

RUMPUN concludes that these findings need to be publicized, to increase public awareness of issues associated with early marriage, and to enter open dialogue with policy makers to achieve comprehensive and participatory mitigation.

3.2   Our target participants and objectives

The main target group of RUMPUN's citizenship education are women and girls. They are approached individually and within their households and communities. To find the most suitable engagement strategies, and to consider the local context, it is key to map out targeted groups' conditions and the position of women and girls from a wider perspective.

Men within families and communities at large are RUMPUN's indirect target beneficiaries, since women cannot be engaged outside their social system contexts. Besides, women's empowerment education should have wider impacts in the long-term, such as improved relations between women and men, and women's equal positions within their communities.

The objectives of RUMPUN's citizenship education are as follows:

- Building women's capacity to identify cases and effects of early marriage in their environments

- Strategic planning for and implementation of actions towards the prevention of early marriage cases, including education and public awareness raising through media and social media

- Conducting policy advocacy in the form of constructive dialogue with decision makers, to establish early marriage as an issue requiring government attention

3.3   Our strategy

a.   Organizing women and girls

RUMPUN organizes women and girls through the establishment of 'Women Leadership Home' (WLH). WLH is a concept of women's organization that was created in a participatory manner. WLH RUMPUN starts out by mapping target contexts with regards to their social, economic, cultural, and local norms as well as political power relations. It uses participatory approaches and techniques to encourage local people, especially women and girls, to engage. The concept supports women and girls to identify the social and economic situation of girls affected by early marriage. Girls are brought together in the "home" to discuss with peers who have experienced early marriage, and to brainstorm on prevention strategies.

WLH is an informal forum to share experiences, information, and knowledge, and to think about any potential common action to take. It is a place for women to get more knowledgeable, and to become stronger together.

Women's organization education is a strategy that is relevant and vital in empowerment. Women build organizations through productive group activities. They are facilitated by women recognizing themselves as independent persons who have specific needs and aspirations. In groups, women identify their potential and develop plans for joint activities, including income generating activities and group-building exercises. Organization is a broad educational theme. It includes fora for gathering, sharing knowledge and skills, raising individual problems as well as common problems, and organizing joint actions. The theme further comprises drafting group rules and working mechanisms and developing resources of members and administrators who are elected as the group's representation in the public sphere.

In groups, women learn how to make collective decisions democratically, to respect the decisions they make together, and to continuously test them for improvement. Through

organization and group existence, women's representation has begun to be present in public spaces. Their verbal and negotiating capacities have been strengthened along with the need for them.

The continuous democratic mechanism in women's organizations is an indication of a sustainable educational process with the variety of themes and concrete adult learning methods that respond to local needs. For example, there are organizations that have bonds in the form of cooperatives and savings as well as loan services. There are other groups whose main activities are waste processing. Such technical activities only function as the social glue for the working mechanisms of the organization. Its key component, the focus on strengthening the capacity of women as citizens of the community, continue to be on the agenda through non-formal education.

    b.   Leadership is our focus

A series of education and facilitation processes were designed to reach the goal of this program: leadership. There are two main themes that were identified in formal, in-class workshops: (1) Sexual and Reproductive Health and Rights, and Consequences of Early Marriage; and (2) Building Women's Leadership to Prevent Early Marriage. In the first workshop, women and girls were provided with knowledge on women's health, the importance of reproductive and sexual health and rights, as well as women's and teenagers' roles in preventing early marriage. The risks of early marriage were discussed in the context of women's physical and mental health and their long-term impacts on overall health, including stigma and various other social pressures.

In the second workshop, the discussion focused on building strong self-concepts, training assertiveness, and developing analytical skills regarding the condition of victims and perpetrators of early marriage. This was done from both a social perspective and the government's political development agenda. The workshop concluded on formulating a broad public education agenda and policy advocacy items.

Assertiveness is a skill that every girl and woman should strengthen, to be able to develop confidence, and to be able to choose healthy relationships and leave toxic ones. This is important because women tend to be taught to obey, including partners who may be violent during courtship or domestic life. Women are also traditionally placed as mothers in the household; thus, marriage is a manifestation of this particular role of women. Early marriage often occurs to prevent young women from becoming stigmatized as spinsters, or to avoid pre-marital relationships which are against religion.

Leadership in RUMPUN's program context also means for women to be able to voice their interests to policy makers. Through social mapping, women in the village compile their own data on the facts of early marriage. The information extracted is used as material for outreach to and public education of peer groups and other communities, both directly and through mass media and social media. In addition, the women's findings are raised with policy makers at village and district levels through a series of dialogues.

Aside from the two formal workshops mentioned above, RUMPUN's leadership education is based on the process of thematic facilitation. Various themes related to the prevention and management of early marriage are discussed informally and arranged in a measurable curriculum. The activities are carried out in accordance with the local context, related to time and methods, and in a participatory manner with full citizen involvement, including occasionally inviting local leaders, youth, and influencers.

c. Collaborative and comprehensive works

RUMPUN and the target group maintain that the issue of early marriage cannot be solved alone and with a one-sector perspective. The issue of early marriage needs to be analyzed and resolved in a multi-dimensional manner. Social mapping has identified economic problems and community stigma, in addition to the problem of low attention from decision makers. Women cadres are equipped with the ability to enter dialogue with various parties, such as educational institutions, youth organizations, sectoral institutions (health, family planning, religious affairs, youth, women's empowerment, and child protection). In addition, they also involve informal figures such as charismatic leaders for support.

Economic-based activity plans are prepared along with the main activities. For young groups, the use of social media as a campaign tool is encouraged. Meanwhile, for groups with a strong Islamic background, the campaign is carried out by integrating religious values and practices, including using religious organizations. Local arts and traditions are also mobilized.

Universities and academics are involved in providing education through formal workshops, especially technical matters such as reproductive health by involving the Faculty of Medicine, Universitas Brawijaya, and building healthy relationships based on religion involving the Gender and Children Study Center of UIN Maliki Malang. Collaborative work carried out by RUMPUN in citizenship education includes involving online mass media or local radio, as well as social media on various platforms.

3.4 Facilitation skills of educators

Facilitation skills are key for conducting citizenship education. Facilitators are more than mere trainers; they are able to open up spaces for discussion and to build critical thinking skills and awareness. They also recognize and create a common base for group action.

Facilitator key skills include:

- Understanding local social norms and cultures since they need to be accepted by target communities, especially women target groups. Facilitators may identify social events and use them for building trust with local communities. At least during the first three months of a RUMPUN program, the facilitator will live in the target area.

- Verbal and non-verbal communication skills, and preferably in the relevant, local dialect. It is a great investment to develop communication skills in any topic relevant to local women and communities' interest, including using visual education media.

- Transformative approaches by identifying local cadres or motivators as co-educators or co-facilitators. They will play key roles in bridging a potential communication gap. Working with local co-facilitators is also a strategy to foster the sustainability of citizenship education and to build knowledge management locally. Skilled facilitators should be able to recognize the right time to plan their exit, and gradually let target groups experiment by themselves with their skills, knowledge, and perspectives.

- Using the local context as the base for discussions and as the source for examples in trainings. It is critical to avoid the use of terminology that is too theoretical and non-applicable to learners' lives. Women's daily experiences provide a wealth of discussion material.

3.5 Success indicators

- Learners' level of knowledge to understand their own positions as community members, locally and globally; their level of skills to take action for better lives via programs with or without external support; and the level of changed perspectives of target communities, especially women and girls, on challenging power relations within the family, community and vis-à-vis decision makers

- The level of outreach to non-target groups and advocacy towards respect, consideration and valuing of the vital roles of women in the local dynamic of economic, social, and political development

- Improved mechanisms of local communities to allow vulnerable groups, especially women and girls, to access, control, and benefit from any development resources

- The space for women and girls to take part in public dialogues and development plan meetings to ensure inclusion of women's and girls' strategic interests, particularly regarding early marriage

Specifically, according to this article's theme of child marriage, the success indicators are:

- Number of women organized in groups and actively involved in discussions and action plans to prevent early marriage

- Number of women groups who can educate and reach out to women and other community members to raise awareness of early marriage and its impact on women

- Number of dialogues with policy makers at village level and beyond, to formulate a measurable development plan focused on women victims of early marriage, and continuous efforts to prevent it

4. Challenges

4.1 Internal factors

a. Women's self-concept, mirroring the social construction

Who is a 'woman'? Do women understand themselves as others understand them? These questions are difficult to answer because they depend on how women see themselves as women, and how people see women as women. This variety of viewpoints can lead to conflict because of differences in the concept of self.

b. Heterogeneity of women

Women are separate entities, including their conditions, needs and aspirations. In addition, groups of women are very diverse. Women who are poor, left behind, and living in rural areas, cannot be represented regarding their aspirations and interests by women who are educated and belong to a high social class. Women members of the latter group usually represent rural women in various public meetings. Collaboration is needed to build synergies of women's differing interests.

c.   Limited role models

Empowerment requires idols and role models. This is the case when we see the importance and urgency of education for women's empowerment. Although at the national level there have been many successful women leaders through non-formal education, women figures, role models, and champions are still very limited in rural areas. Women role models are rare because gender roles cause women to be less strong in motivating themselves to achieve success. In addition, people's perceptions are still gender-biased which means they tend to underestimate the achievements of women. Many women struggle with the double burden of professional work and domestic tasks which makes it difficult for them to achieve high positions.

d.   Individual achievements do not necessarily become collective actions

Women's empowerment education has contributed to change women's conditions for the better. More and more women can carry out various productive activities as a result of the empowerment education they have received, including new skills and new awareness. Yet, to date, the success of women's empowerment education remains limited. One reason for this is that success at the individual level has not translated into collective awareness for change. Low readiness to take leadership is closely related to the low self-confidence of women and the strong doctrine that women are not leaders because leaders are male. For reasons outlined above, including low self-esteem and low confidence, women struggle to encourage their communities to change. Further, collective awareness requires appropriate organizational platforms open to and managed by women. Such platforms are still very rare in rural areas. A frequent occurrence is the grouping of women through external interventions to achieve specific goals. These interventions tend to be short-term, e.g., limited to a period of mentoring, and groups often disperse after completion of the specific intervention. These reasons are behind women's minimal experience in organizing which means they tend to be unable to take collective.

4.2   External factors

a.   Fragmentation of perspectives on women's empowerment education

There are many institutions implementing programs and activities that are recognized as women's empowerment education. In general, program implementation is carried out according to the vision and perspective of the institution rather than the real conditions of women. Ideally, women's empowerment education should be informed by an analysis of women's real needs for independence and empowerment from structural and cultural constraints. The mission of empowering women is strongly influenced by the gender ideology of the institution or organization that administers it. There are organizations that focus on improving domestic roles in an effort to create family harmony. However, there is also a combination of women's economic empowerment and awareness of equal gender relations which is often referred to as the feminist movement. This diversity of perspectives contributes to a fragmentation of perspectives on women's empowerment. Ideally, regardless of the perspective taken, women's empowerment should be based on women's real conditions and their practical needs as well as women's own strategic interests.

b.   Weak coordination within sectors

All activities related to women's empowerment are considered activities under the Women's Empowerment and Child Protection Department at district level. Meanwhile, this agency has very limited authority and resources, including its human resource capacity. Yet, women's

empowerment education is a multi-dimensional approach and needs to be carried out in multiple sectors. There are still many empowerment education approaches that are not based on analyses of women's practical and strategic conditions and needs.

c. Mixing of traditional religious (Islamic) perspectives is a sensitive area

Traditional views on gender roles, women's empowerment, and leadership including prevention of early marriage are still constrained by the existence and implementation of narrow and masculine religious values. With women from villages holding strong Islamic traditions, it is not easy to find a strategy to assess their problems as they are considered private, and it is not appropriate to be discussed in public.

d. Education program sustainability of women's empowerment

In order to ensure the sustainability of women's empowerment education, whether carried out by community organizations, governments or non-governmental organizations, adequate funding and human resources are needed, both of which are hard to come by. To overcome these constraints, most non-governmental organizations form local groups or cadres who are skilled in facilitating various assisted group efforts.

5. Success factors in effective citizenship education

a. Combining formal approaches of education (training) with informal facilitation

The various trainings developed are packaged in a robust curriculum and design. Not all of them use a formal approach with a set duration of trainings. The results of the trainings need to be followed up, including practical implementation, through informal thematic facilitation that adapts to women's daily agendas.

b. Answering practical needs and designing strategic interests in a participatory way

Women are actively involved in preparing educational materials and capacity building, both for short-term goals such as economic empowerment and infrastructure procurement, as well as strategic interests such as strengthening leadership, representation of women's groups in local public dialogues, and access to wider resources. Empowerment education is approached through multi-sector involvement.

c. Strengthening local cadres (Penguatan Kader Lokal)

Women's education assistance is not limited to direct interventions by RUMPUN. The identification of local cadres who are strengthened with various capacities will become local facilitators who are able to perform the same role. The task of RUMPUN is to transform their knowledge and skills to build the expected capacity.

d. Use of educational media according to the target context

For young women, the use of various social media platforms may be effective for building their awareness, critical reasoning, and collective action. For other groups, a religion-based approach to art may be an effective option.

6. Lessons learnt and recommendations

6.1 Lessons learnt

a.   Citizenship education is a long-term educational effort, especially for vulnerable groups such as rural women and girls, and particularly in the context of sensitive issues such as preventing early marriage. Building leadership is a long-term investment, the results of which cannot be seen immediately. For this reason, an educational design is needed that addresses short-term and long-term issues according to the local context.

b.   Citizenship education should not be limited to building women's capacities but should focus on challenging social gender norms and power relations in the home, and at community and societal levels.

c.   Citizenship education on women's leadership will always face four critical factors, namely gender, culture, context, and sustainability.

6.2 Recommendations

a.   Financing

Financing is not the sole success factor, but it is important to conduct sustainable and valuable citizenship education for women. RUMPUN has limited financial assets and always conducts education collaboratively with various in-kind sources. It is strongly recommended to involve local government contributions regarding financing.

b.   Management and governance

Good knowledge management is crucial to allow for measuring, replicating, and scaling up field experiences.

c.   Community participation

Local communities, especially women and girls as the main targets of citizenship education interventions, are key actors in achieving education goals. Via long dialogues, and critical discussions using media and tools that facilitate their involvement, women's and girls' skills to identify shared issues and to address them through collective action will be strengthened.

d.   Equity and inclusion

The involvement of women and girls constitutes an inclusive approach. Dissent across generations is not easy, but a youth and adult partnership approach will make education more open and familiarize them with sharing their views.

e.   Quality

The quality of education is determined by the design's preparation, and its accessible as well as flexible implementation. The key goal of education, namely the existence of collective action for change, can be achieved through the use of various, complementary approaches.

7. Future vision

a. Citizenship education for women becomes a regular and widely acknowledged approach for empowerment with the involvement of various resources using a multi-dimensional perspective and concepts, and measurable outcomes.

b. Development of structured curricula with improved knowledge management, using simple terminologies and the local context

c. Preparing local educators and facilitators via a Training of Trainer mechanism on how to conduct needs assessments, and how to design, implement, and measure the impact of citizenship education.

9

Educational Case Study in Citizenship

Case Study of Teacher Innovation Center

The Teacher Innovation Center is a registered Palestinian non-governmental, non-profit organization dedicated primarily to promoting the social outcomes of education in Palestine, the Middle East, and North Africa.

1. Introduction

The Teacher Innovation Center is a registered Palestinian non-governmental, non-profit organization dedicated primarily to promoting the social outcomes of education in Palestine, the Middle East, and North Africa. It aims to increase the relevance of those countries' education systems to their communities' and developmental needs.

The Center's work is based on three core programs: citizenship; the right to education; and psychosocial support. Collectively, the programs have the vision for all the Center's students to have access to quality, equitable and inclusive education for life without exception.

The citizenship program is a key pillar in the Teacher's Innovation Center. It is a veteran program that has contributed to developing and defining the idea of working on civil education issues in Palestinian society, involving national and regional education partners. It has also succeeded in creating a debate on issues, challenges, and values regarding the concepts of citizenship and civic education through the establishment of a platform and work strategies, targeted interventions, and the development of competencies. One of the most prominent features of the citizenship program is its holistic approach. The program's methodology involves students, educational staff, adults, and local communities in a democratic experience through program-led lobbying and advocacy activities including local, national, and regional hearings. The program's approach to citizenship contributes to high levels of community participation which aims at strengthening society by forming citizens' abilities to exchange with others, express their concerns, make informed decisions, and demand their realization.

2. Goal

This paper presents a case study of citizenship, which the Teacher's Innovation Center considers an educational model that should be implemented in schools. It reflects a value system that can be adopted in school curricula, and which translates knowledge into practice.

The citizenship program has been implemented nationally and regionally in Palestine, Jordan, Iraq, Lebanon, Egypt, Morocco, and Tunisia since 2005. It seeks to bring about social change via legitimate means to ensure democracy, the rule of law, and respect for human rights. The project has created groups of common interest, strengthened their team spirit, and has mobilized and influenced educational, health and development campaigns led by students. Through their participation in the program, students are trained in various skills such as project management, organization, coordination, leadership, communication, evaluation, and follow-up. These skills contribute to their higher levels of thinking for problem-solving and equip them to make decisions autonomously and independently. Students strengthen and practice a range of life skills, including assessing the needs for an intervention, understanding the rationale behind the implementation logic, generating buy-in from others, especially decision-makers, communicating clearly, bringing media on board, and creating innovative action plans. Students further learn to use existing research, such as studies and surveys, as well as international charters, conventions, and national legislations, to make informed decisions and support the issue at hand.

Involving students in the citizenship project is carried out in a democratic and organized way and on strong, targeted foundations, which supports campaigns to turn into societal issues gathering momentum. This in turn has the potential to:

1. Contribute to the process of social change
2. Contribute to the promotion of democratic practices in society
3. Enhance persuasion skills and good communication with others
4. Contribute to enhancing community participation on issues and challenges facing civil society based on democracy, the rule of law, and respect for human rights

Viewing the citizenship project as a long-term, continuous process does not end with a school year, or a discussion period. Rather, it requires intensive and sustained collective effort before its results emerge. One result of the citizenship project is the Child Labor Network. This project works to share experiences among children based on what they have learned and gained. It also enables local, national, and regional communities to prioritize children, design and implement services through training, increase the participation of children and young people in planning and decision-making, and increase opportunities to develop children's perceptions and participation in violence-free societies.

Models of citizenship projects: Palestine

Our students called the citizenship project class "The Warm Society" for its inclusion of students, adults and community representatives at the formal and informal levels. This class had the following characteristics:

- Collaboration: Children learn how to work together, how to trust each other, and how to help and share.

- Communication: Children learn to observe and monitor, and to subsequently communicate and listen effectively.

- Positive emotional expression: Children practice expressing their emotions, especially the emotions of anger and frustration in ways that are not aggressive or destructive, and children learn self-control.

- Conflict resolution: Children learn creative skills to respond to conflict, within the framework of a supportive, loving community.

Regional model

Since the citizenship program's beginning, the Teacher's Creativity Center has taken the initiative to implement the citizenship methodology regionally in seven Arab countries. A group of schools in these countries (Palestine, Jordan, Yemen, Iraq, Morocco, Lebanon and Tunisia) have implemented citizenship in their communities through the methodology of education and learning put forward by the Teacher's Innovation Center. This regional action initiative has created a space open to all Arab views and positions on citizenship, in a way that ensures an atmosphere of freedom and expression. Using an educational language worthy of constructive critical consideration, the regional initiative has created a free and democratic space for students to review their societal problems and opportunities. In this way, students have discovered how they can contribute to bridging social, health and environmental gaps through working on public policies and ensuring social partnership with various parties.

In their discussions at regional meetings, students discuss crises of identity and citizenship as well as the overlap between national and democratic working groups.

Going forward, the Teacher Innovation Center seeks to consolidate the experience of Palestinian and Arab citizens in education. The Center aims to achieve this by empowering educational and community parties to focus on anchoring the value system in school curricula and in the daily practices of students, in addition to ensuring that schools are safe environments for everyone.

10
Educational Case Study in Citizenship

Case Study of Indonesia

The Teacher Innovation Center is a registered Palestinian non-governmental, non-profit organization dedicated primarily to promoting the social outcomes of education in Palestine, the Middle East, and North Africa.

1.   Introduction

The Teacher Innovation Center is a registered Palestinian non-governmental, non-profit organization dedicated primarily to promoting the social outcomes of education in Palestine, the Middle East, and North Africa. It aims to increase the relevance of those countries' education systems to their communities' and developmental needs.

The Center's work is based on three core programs: citizenship; the right to education; and psychosocial support. Collectively, the programs have the vision for all the Center's students to have access to quality, equitable and inclusive education for life without exception.

The citizenship program is a key pillar in the Teacher's Innovation Center. It is a veteran program that has contributed to developing and defining the idea of working on civil education issues in Palestinian society, involving national and regional education partners. It has also succeeded in creating a debate on issues, challenges, and values regarding the concepts of citizenship and civic education through the establishment of a platform and work strategies, targeted interventions, and the development of competencies. One of the most prominent features of the citizenship program is its holistic approach. The program's methodology involves students, educational staff, adults, and local communities in a democratic experience through program-led lobbying and advocacy activities including local, national, and regional hearings. The program's approach to citizenship contributes to high levels of community participation which aims at strengthening society by forming citizens' abilities to exchange with others, express their concerns, make informed decisions, and demand their realization.

2.   Goal

This paper presents a case study of citizenship, which the Teacher's Innovation Center considers an educational model that should be implemented in schools. It reflects a value system that can be adopted in school curricula, and which translates knowledge into practice.

The citizenship program has been implemented nationally and regionally in Palestine, Jordan, Iraq, Lebanon, Egypt, Morocco, and Tunisia since 2005. It seeks to bring about social change via legitimate means to ensure democracy, the rule of law, and respect for human rights. The project has created groups of common interest, strengthened their team spirit, and has mobilized and influenced educational, health and development campaigns led by students. Through their participation in the program, students are trained in various skills such as project management, organization, coordination, leadership, communication, evaluation, and follow-up. These skills contribute to their higher levels of thinking for problem-solving and equip them to make decisions autonomously and independently. Students strengthen and practice a range of life skills, including assessing the needs for an intervention, understanding the rationale behind the implementation logic, generating buy-in from others, especially decision-makers, communicating clearly, bringing media on board, and creating innovative action plans. Students further learn to use existing research, such as studies and surveys, as well as international charters, conventions, and national legislations, to make informed decisions and support the issue at hand.

Involving students in the citizenship project is carried out in a democratic and organized way and on strong, targeted foundations, which supports campaigns to turn into societal issues gathering momentum. This in turn has the potential to:

1. Contribute to the process of social change
2. Contribute to the promotion of democratic practices in society
3. Enhance persuasion skills and good communication with others
4. Contribute to enhancing community participation on issues and challenges facing civil society based on democracy, the rule of law, and respect for human rights

Viewing the citizenship project as a long-term, continuous process does not end with a school year, or a discussion period. Rather, it requires intensive and sustained collective effort before its results emerge. One result of the citizenship project is the Child Labor Network. This project works to share experiences among children based on what they have learned and gained. It also enables local, national, and regional communities to prioritize children, design and implement services through training, increase the participation of children and young people in planning and decision-making, and increase opportunities to develop children's perceptions and participation in violence-free societies.

Models of citizenship projects: Palestine

Our students called the citizenship project class "The Warm Society" for its inclusion of students, adults and community representatives at the formal and informal levels. This class had the following characteristics:

- Collaboration: Children learn how to work together, how to trust each other, and how to help and share.

- Communication: Children learn to observe and monitor, and to subsequently communicate and listen effectively.

- Positive emotional expression: Children practice expressing their emotions, especially the emotions of anger and frustration in ways that are not aggressive or destructive, and children learn self-control.

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Regional model

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In their discussions at regional meetings, students discuss crises of identity and citizenship as well as the overlap between national and democratic working groups.

Going forward, the Teacher Innovation Center seeks to consolidate the experience of Palestinian and Arab citizens in education. The Center aims to achieve this by empowering educational and community parties to focus on anchoring the value system in school curricula and in the daily practices of students, in addition to ensuring that schools are safe environments for everyone.

11

Arab Network Popular Education

Case Study of Lebanon

The Arab House for Adult Education and Development (AHAED) is an organization initiated by the Arab campaign for Education for All (ACEA), the Arab network for Literacy and Adult Education (ANLAE), the Arab Network for Popular Education (ANPE), and the Arab Network for Civic Education (ANHRE), with the support and sponsorship of DVV International.

The Arab Network for Popular Education originated in long experiences with the Ecumenical Popular Education Program (EPEP). EPEP is distinguished by its adoption of Paulo Freire's educational approaches which it has adapted to fit the local contexts of Lebanon and the Arab world. EPEP has applied Freire's concepts in its efforts to mitigate illiteracy in and around cities. Freire's emphasis on basing teaching on the realities and challenges of every-day life has proven particularly effective for designing formal, written programs and curricula. Trainings include topics of relevance to students, especially human rights, and citizenship. EPEP's approach is also characterized by its "Learn to Liberate" programs which focus on issues of daily concern, as well as political issues that people suffer from, both at the Arab level, within the context of the respective countries, and at the level of the Palestinian cause. EPEP has always raised citizenship issues, worked towards the integration of marginalized groups, and created conversations and awareness for many years. However, educational approaches have developed, and the vision of the issue of human rights and citizenship has evolved from written programs to the practice of groups on the ground.

Thus, the Network's focus has not directly laid on citizenship matters independently of the learning process or the group's evolution. At the methodological level, the Network's activities have gone through two developments: The first is traditional and relies on written programs inspired by the experiences of Paulo Freire. The second development constitutes a move-ment since the 1990s to bypass written curricula, and to rely on the inspiration of scholars and the priorities they set for dialogue and awareness raising. It is important to emphasize that the topic of citizenship has always had positive implications for human rights as a whole, not only regarding human rights education, but also for joint projects with participation of vari-ous groups. The subject of citizenship is strongly relevant for people's desire to find respons-es to fundamental questions about their economic, political and social marginalization. This desire is particularly pronounced for refugees in the Arab world.

For refugees, the notion of citizenship is different. It first constitutes their dignified and active return to their country, upon which citizenship means the ability to take part in all types of social and political life. In this context, citizenship is a powerful gateway for analyzing refu-gees' circumstances, regarding their acute situations, the significance and practicalities of their return, and how, going forward, they can build a citizenship that they had been deprived of. These concerns around refugees have created a positive and enriching dynamic between them and other stakeholders who seek citizenship within their countries. This dynamic has greatly enriched the lives of groups and the learning processes to which they aspire. Adult education initiatives involving these groups have been numerous at country and regional levels, including the topics of human rights and citizenship.

There were very successful economic initiatives developing the meaning of citizenship which rejected the limited understanding of "good citizenship", constituting compliance with the status quo, and which reached deeper meanings of citizenship at the economic level. From there, the doors were open for a constructive and lively debate on political citizenship, in or-der to reach forms of monetary citizenship. This process was conducted within the framework of human rights and citizenship, and it addressed the Arab level as a whole, whether through politics or through economic analysis. Educational dialogues on women's issues were also established.

Over the years, these practices have resulted in matured visions, teaching us lessons on the principle of addressing citizenship, citizenship education, and citizenship teaching. We can conclude the following:

a. Citizenship cannot be taught in adult education groups.

b. It is crucial to establish a learning environment in which participants are encouraged to table all these topics, and where they are able to analyze them deeply throughout the learning process.

c. The best way to learn is through group projects on human rights, including citizenship.

d. Encouraging initiatives among students is key to bringing them closer to citizenship in all its dimensions, not only as learners but as participants in its formulation, renewal, and application.

e. Women have distinct experiences and views on citizenship. It is important to make their voices heard in study groups.

f. Citizenship, in all its dimensions, is essential in cultivating new and constructive visions of citizenship itself.

The Network faces many challenges in its work. Societal pressure does not support the Network's initiatives at all, yet awareness raising within groups is the basis for launching positive and constructive initiatives on citizenship. Associations responsible for adult learning often do not implement this approach, as some consider it a deviation from the educational goal, others see it as political work differing from our focus, and some perceive that governments will not accept such activities. Lastly, there is a significant risk of slipping from constructive and effective monetary citizenship to "good citizenship".

Certainly, preparations for and the implementation of CONFINTEA have produced numerous recommendations towards citizenship education. They have the potential to establish a new and positive atmosphere that facilitates the process of learning within human rights and within citizenship, even if they do not meet directly with the "citizens". The major challenge remains to disseminate these recommendations effectively to the facilitators and trainers in the adult learning process, including associations and government bodies.

12

Citizenship Education in DVV International projects

Case Study of Jordan and Palestine

DVV International as the leading professional organisation in the field of adult education and development cooperation.

DVV International cooperate with more than 200 civil society, government and academic partners in more than 30 countries in Africa, Asia, Latin America and Europe.

1.   Introduction

Background on the organization and its mission

DVV International is the Institute of international cooperation of the German Adult Education Association. In more than 30 countries worldwide, DVV International supports the development of Adult Education Systems, working at local and country levels as well as regionally and internationally. DVV International, in cooperation with partner organisations, has implemented a variety of activities in Jordan and Palestine since 2010. Over time, DVV International has supported more than 30 community-based public or civil society organisations with the intention of strengthening the provision of Adult Learning and Education (ALE) in Jordan and Palestine. Currently, DVV International cooperates with 15 local organisations representing public institutions, non-governmental organisation as well as ALE structures within universities in Jordan and Palestine.

2.   Policy Scan related to ALE and citizenship education (and related to the theme assigned to the organization)

3.   Learning from the practices of the organization

3.1   What is your definition of citizenship education?

DVV International follows UNESCO's definition of Global Citizenship Education: "Global Citizenship Education (GCED) aims to empower learners of all ages to assume active roles, both locally and globally, in building more peaceful, tolerant, inclusive and secure societies".[1]

3.2   What citizenship education programs is your organization implementing? Who are the target participants?

DVV International builds the capacities of its partner organisations which are ALE providers. Together, DVV International and local ALE providers pilot courses targeted at socially marginalized groups in communities. DVV International's offices in Jordan and Palestine have developed specific ALE approaches based on participative and popular education concepts formulated by Paolo Freire and Munir Fasheh. DVV International's learning activities are not explicitly called citizenship education. Rather, they are integrated in a variety of courses which aim to further learners' employability skills as well as community development. Nevertheless, the approaches used help participants to better understand the world surrounding them. Through developing their social skills, participants are empowered to become more active in their communities.

3.3   What are the objectives of your citizenship education? What contexts does it aim to address?

The objective of DVV International's citizenship education in Jordan and Palestine is to empower people, especially marginalized groups, to realise their needs and opportunities, to take initiative, and to become more actively involved in the social and economic life of their communities.

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1   https://en.unesco.org/themes/gced/definition#:~:text=Global%20Citizenship%20Education%20 (GCED)%20aims,%2C%20socio-emotional%20and%20behavioural.

3.4 What are the methodologies you employ in your citizenship education?

Dialogue is the core of DVV International's approach. Dialogue takes place at several levels: Among course participants, between course participants and facilitators, between facilitators and ALE institutions, and between institutions and the community as well as between all mentioned actors directly.

ALE institutions and their facilitators conduct development and education needs assessments with communities via participatory rapid appraisals (PRA), the core element of which are dialogues. To this end, facilitators engage with community members from municipalities, local businesspeople, educators, and representatives of various social groups. ALE institutions' education work is based on the results of these PRAs.

During the orientation phase of their courses, called Tafakur in Jordan and Mujawarat in Palestine, participants are encouraged to analyse their realities by talking about them and understanding them deeply. They learn that they can change their realities at personal as well as community levels. This process takes place through dialogue amongst participants, facilitators, ALE institutions, and communities.

3.5 What are the skills and knowledge that your educators need to implement the education programs? How do you build the capacities of the educators?

The students' learning process is based on their participation in and the effectiveness of dialogues. Facilitators need to be able to create a space for the free flow of dialogue, and to foster it by asking open-ended questions around participants' daily issues and needs. They need to have the skills to encourage every learner to answer those questions for themselves, and to describe their own reality.

DVV International supports facilitator training through capacity development support provided to partnering ALE institutions. At the moment, the focus lies on documenting Tafakur and Mujawarat approaches. Further details on capacity development tools for ALE institutions are available on DVV International's website.[2]

3.6 How do you assess the effectiveness of your citizenship education?

Participation in Tafakur and Mujawarat contributes to the emancipation process of course participants, especially women. As a result of the project, learners have better opportunities for social and economic integration in the community.

Impact is measured by analysing personal biographies of learners. An external evaluation implemented in Jordan in 2019 stated that the "impact on the empowerment of women has been impressive, resulting in unexpected levels of change at individual, family, and community levels. Impact on men and students has been less".

Communities benefit from the project through activities enabling and supporting dialogue between local authorities and community representatives. Further, personal development of course participants and their improved integration into the social and economic lives of their communities contributes to the development of communities. ALE centres aim to become

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2   https://www.dvv-international.de/en/ale-toolbox

open spaces for exchange and dialogue for people from different social groups.

4. Challenges in implementing your citizenship education

High levels of unemployment and poverty are major challenges for citizenship education in Jordan and Palestine. It is difficult to reach marginalized people who face daily challenges regarding their and their families' nutrition, health, formal education, and other basic needs. For Palestine, another major challenge lies in the ongoing occupation of East Jerusalem, the West Bank, and the blockade of Gaza. The continuous repression and isolation as well as disrespect for human rights result in limited individual freedoms and a lack of perspective for a better future. It is very challenging to build "more peaceful, tolerant, inclusive and secure societies" (from UNESCO's definition for citizenship education) if the framework conditions are completely contradictory to these values.

For citizenship education not to be an abstract concept imposed by external actors, it is important to develop approaches that are appropriate for local circumstances, and which define citizenship education interventions with close regard to people's urgent needs.

5. What are the success factors in effective citizenship education?

A bottom-up approach based on the real needs and interests of people and communities can be very attractive and encouraging to develop a better understanding of citizenship education, and to increase people's participation. Combining educational interventions with the development and implementation of local business and community initiatives by course participants helps to translate learning processes into practice.

6. Recommendations:

What are the lessons from your experiences? What are your organization's recommendations to government towards scaling up your citizenship education?

- Financing of Adult Learning and Education is a major challenge. While governments and the private sector predominantly fund literacy programs, employability skill improvement courses, and professional training programs, citizenship education is mainly supported by international donors in developing countries. An integration of innovative citizenship education approaches in literacy, employability skill improvement, and other educational offers would help to secure funding and to improve the effectiveness of these training programs.

- To increase people's interest in citizenship education, courses on offer need to be aligned with people's and communities' daily needs, and they need to demonstrate how they can support marginalised groups' participation in their communities' social and economic lives.

- Dialogue and appreciative mutual learning should be at the core of any citizenship education activities. Otherwise, those activities might not result in the desired goals.

- Empowerment of local community-based ALE providers and ensuring a sense of local ownership over and collective benefits from ALE courses, are key for popular citizenship education approaches to succeed.

7. What are the next steps in the future (2050) which you think the CSOs should do to promote adult learning and education (ALE) on citizenship education?

Materials used for citizenship education are usually created at international level and then circulated amongst local / grassroots organisations, often without adapting them to the local context. Smaller grassroots organisations lack the necessary resources to fund adaptations themselves, and to consider the local needs in communities. Capacity building of grassroots CSOs and sensitising of international institutions are crucial.

It is important to promote ALE as an integral component of Lifelong Learning and as a tool for "... enabling people to develop the necessary capabilities to exercise and realize their rights and take control of their destinies"[3].

Lastly, it is crucial to reach wider cooperation between ALE actors to agree on common definitions for ALE, GCED, and Lifelong Learning. This cooperation must take place at national, regional but also international levels. Actors from the Middle East have to participate in international dialogues on citizenship education.

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3   https://www.we-are-ale.org/the-ale-campaign/