Mapping Citizenship Education in Egypt
Presentation Outline

• Background

• Research Questions

• Research Design and Methods

• Main Findings

• Conclusion

• Opportunities for further research
Background

• NECE Focus Group: Exchange between Europe and North Africa.

• Partnership Project:

• Mapping process of civic education programs and strategies implemented in Egypt.
Research Team

The project team members are as follows:

- **Shahdan Arram**: Program Manager – DEDI
- **Reem Awny Abuzaid**: Project Officer – DEDI

The EYF Team:

- **Rana Gaber**: Director of Programs – EYF
- **Mennah Reda**: Project Coordinator – EYF

The research team members are as follows:

- Shereen Aly
- Youmna El-Khattam
- Ohoud Wafi
• Research Questions:

- Perception
- Action
- Stakeholders
- Challenges + Aspirations
Research Questions

1. How is citizenship education perceived in Egyptian context?
2. How are these perceptions translated into action on the ground?
   a. Who are the main stakeholders?
   b. What are the initiatives or projects on the ground?
3. What are the key challenges facing the CSOs and related government entities in implementing citizenship education projects?
4. What are the aspirations of the involved stakeholders regarding citizenship education in Egypt?
5. What are the best practices within CE field so far?
Problem Statement

• After some research within the Egyptian literature, there is CE research for the formal sector, within the schooling system. However there is not enough focus on the efforts done for youth through the Ministry of Youth (Central department for Parliamentary and Civic Education) and within the non-formal sector.

• This study focuses on documenting some of the efforts done in the non-formal sector.
Research Design and Methodology

• Qualitative

• Case Selection (to cover):
  – Non-governmental Organizations and civil society initiatives that have implemented citizenship education projects.
  – Donor agencies that are interested in citizenship education projects.
  – Youth who are involved in citizenship education projects, either as participants or as trainers or organizers of workshops or events.
  – Government officials who are involved in citizenship education projects.
  – Experts and academic professors who have been involved as consultants in citizenship education projects.
Research Design and Methodology

• Case Selection (sample details):
  – The total number of participants is 42: with 18 females, and 22 males.
  – The age range of participants is from 19 to 35 with 1 male participant aged 46.

• Data Collection:
  – 9 Semi-structured interviews.
  – 4 Focus groups.
  – Reviewing documents.
Important Findings

I. What is Citizenship Education?

II. How is a citizen defined in Egypt?

III. Ministry of Youth Program.

IV. Mapping of Current efforts.

V. Recommendations.

VI. Challenges
Important Findings

• What is Citizenship Education?
  – "In my view, Civic Education – and here I speak in terms of output- is a learning process that results that the individual is transferred from a normal individual to an active individual that has impact on the people around him“
  – “Our main vision for Civic Education is that extracurricular activities complete the gaps in the Formal conventional or Governmental education in Egypt through NGOs or stakeholders who are interested in providing content or tools for education”
  – Hands-on, interactive, real-life experience, fun, inquiry process.
How is a citizen defined in Egypt?

- "The image of the citizen is one who does more than he talks, who does a lot of effort and build and try to understand notion of responsibility".
- "I will not use the term citizen, because that will mean excluding a lot of people, today I am the citizen tomorrow I am not. For example, Muslim brotherhoods are not citizens anymore, atheists are not so I don’t associate the notion of citizen with loyalty or belonging or nation".
- “there are fully functional citizens who are fully eligible and have the right to establish political parties, publish newspapers and there are other citizens due to politicized laws of the country are oppressed with no access to such rights”
Mapping: An Example

• Ministry of Youth Program:
  – Started in 2006 in partnership with UNICEF.
  – The main program is training with five main components: citizenship, participation, rights & responsibilities, youth & state, youth & development.
  – The program was designed by experts in the field who were suggested by UNICEF.
  – All activities in the program are interactive.
Mapping of Current Efforts

– Some Long Term Programs:
  • Civic Education Program: MoY and UNICEF.
  • Democracy Schools: DEDI.
  • Summer School: CIHRS

– Covering these Thematic areas:
  • Democratic Values and Engagement.
  • Community organizing and helping people negotiate and advocate for their rights.
  • Advocacy for a specific minority group’s rights.
  • Employability skills.
Mapping of Current Efforts: Key Actors

– International NGOs:
  • British Council
  • UNICEF
  • The Danish Egyptian Dialogue Institute (DEDI)
  • GIZ
  • Goethe Institute
  • USAID

– Local NGOs:
  • Egyptian Association for Educational Resources (E-ERA)
  • Egyptian Youth Federation (EYF)
  • El Sadat Association for Social Development and Welfare
  • Nahdet el Mahrousaa
Civil Society Level:

• Cooperation between civil society and the state, based on the fact that the State realizes that CSOs are actually filling a gap that they cannot fulfill, and that they need the development projects that are being done.

• Having technical support for the civil society, so there would be accumulation of knowledge and evaluation to decide which projects work and which don't.

• For the organizations working on CE to focus on specific component or thematic area of CE to avoid duplication.
Recommendations

Research:

- More quantitative mapping of the efforts exerted in the field and their geographic distribution.
- Impact assessment of the current programs to define gaps or new directions.
- Content analysis of non-formal curricula (there is already literature on the formal curricula in schools).
Main Challenges to CE field

- Small number of well trained calibers for design and training processes of CE.
- Poor Content development processes
- Limited documentation
- Scattered Impact assessment and Evaluation efforts
- Restrictive NGO Law
- Challenging Security Situation
Thank You