

"Civic Education (Project Citizen)"

Training Workshop for Teachers, November 14-15 & 21-22.2009

A Workshop series headed by the Konrad-Adenauer-Stiftung Amman office, and the Jordanian Center for Civic Education.

The Jordanian Center for Civic Education Studies (JCCES) signed an agreement of cooperation with the Konrad-Adenauer-Stiftung (KAS) in Amman from April 2009 to November, 2009 to conduct 3 workshops in civic education to newly graduated social studies teachers. KAS and JCCES consider this project a joint project.

KAS and JCCES agreed to carry out this project in order to enhance a proper awareness of civic and political education in Jordan.

Following the first 4 day workshops for University Students which were held from 17. to 18. and from 24. to 25. April 2009 and the the second 4 days workshop for newly graduated teachers, on October 10., 17., 24. and 31. 2009. JCCES conducted the 3rd training 4 days workshop on Civic Education (Project Citizen) for Teachers was held on 14 -15 & 21-22 November .2009, under the direction of Mrs. Mona Al Alami, Director of the Jordanian Center for Civic Education, Amman office.

Mr. Khalil Radwan was the trainer for the workshop where 18- 22 recently graduated teachers from private schools and from the Ministry of Education schools on the concepts of **Civic**

Education (Project Citizen) were trained.

Representatives from KAS:

Ms. Nidaa Al-Shraideh
Mrs. Afaf Maraqa

Representatives from JCCES:

Mona Al Alami
Sanaa Abu Azza
Nawar Murad

The teachers were given an intensive training on how to start working on a project with their students as an extra-curricular activity to support the already existing social studies curriculum.

Introduction to Project Citizen: The principal purpose of Project Citizen is to help teachers to improve their capacity to participate completely and responsibly in the Jordanian political system.

This project provides background information which is useful for the understanding of "**public policy**" and the role of public policy on local and national levels. Teachers should be able to identify the private sphere, civil society, and government as three parts of society after completing the training.

Public policies are often embodied in laws, rules, and regulations or agreed upon procedures used by governments to fulfil its responsibilities to protect the rights of the people and promote the general welfare.

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JORDAN OFFICE

29. November 2009

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Identifying and selecting problems related to public policies in the local community:

The purpose of the first step of this exercise is to share problems which appear on community level and to choose a problem which serves as an example for further training and in-depth research.

Gathering information on the chosen problem:

Now that the class has selected a problem, teachers must decide where to get additional information. They will find that some sources of information will be better than others. For example, if they have selected an environmental problem, they will find that certain individuals and groups know more about that problem in their community than others.

Developing the Students' Portfolio:

Students should now have completed enough research to be able to develop their class portfolio. First their class will need to work together to discuss and answer questions on a series of worksheets that will be used to guide the development of their portfolio. Next, the class should be divided into four groups. Each group will be responsible for developing one part of the portfolio.

Presenting the Portfolio:

After completing the portfolio they have to be presented to the audience. This activity will give the participants valuable experience of presenting important ideas to others and convincing them of their positions.

Reflecting on experience:

At first glance it might appear that Project Citizen is more about procedures or processes and focuses little on the content itself.

By the time they have reached this step they should be aware that much of the "content" of Project Citizen is implicit and much is gained from the experiences they have had in fulfilling the tasks of the program. This content may become more apparent if they reflect upon their experiences. By doing so, they should realize, for example, that they have been exercising many rights and fulfilling many of the responsibilities of citizens of Jordan. They have also been expecting public officials to act in accordance with constitutional principles. They will have learnt something about the importance of civil society, and some of the roles and responsibilities of government at local and national levels.

Why is Citizen Participation important to Jordan? The purpose of this final step is to help them to understand why citizen participation is important to Jordan. They will discuss the importance of participation, how people can participate, and the possible consequences of low participation in their country.

Group Tasks:

The first group: This group is responsible for explaining the problem which was chosen by the class for further studies. The group should also explain why the problem is important and why this problem should be solved on community level.

The second group: This group shall explain and /or present alternative policies designed to solve the problem.

The third group: This group is responsible for developing and justifying a specific public policy which the class agreed on supporting.

The fourth group: This group is responsible for developing an action plan showing how citizens can influence their government to adopt the policy the class supports.

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The objective of this 4 day workshop was to enhance the learning of concepts for teachers who will benefit greatly from training on how to incorporate these issues into their daily lessons. Therefore the training of new teachers has become a vital aspect in supporting the education curriculum while adding extra-curricular activities to enhance democratic concepts.

At the end of the third workshop, the expected result was that the teachers will return to their respective schools and start implementing the programs within their daily lessons. At the same time, it is expected that this will increase and improve the understanding of the Jordanian youths of the important concepts of democracy, rule of law, and civic involvement, thereby contributing to the successful implementation of the democratic process in the Kingdom of Jordan.

On the last day of training the participating teachers were given certificates of participation. The training is evaluated on a daily basis from KAS and JCCES.