



## **Civic Education Program for Pakistan and Bangladesh**

### **Quarterly Programmatic Report April – June 2005**

Under Leader Award No. GEG-A-00-01-00005-00

Submitted by Pact on behalf of the  
Center for Civic Education

As indicated in the corresponding quarterly financial report, the total amount expensed under this sub-award to date is \$190,937. These figures accurately represent amounts reported to Pact for the period ending May 31, 2005.

## I. Executive Summary

The critical necessity of choosing the right local partner is demonstrated both by the continued progress of the project in Pakistan and by the comparatively slow start-up in Bangladesh.

Zafarullah Khan, founder of the Centre for Civic Education Pakistan, and In-Country Director of the Project Citizen program, continues to demonstrate his mastery of the Center's programs, skills as an administrator, and knowledge of the local political scene in advancing the Pakistan program beyond our best expectations.

Bangladesh's political climate and the caution of our local partner in wanting full government support before undertaking the recruitment of a national coordinator has meant that the program has missed the opportunity to train teachers and introduce the program during the current academic year. However, we now have the necessary governmental approvals to move forward in Bangladesh during the coming academic year, under a no-cost extension of the award granted by Pact with USAID and State concurrence.

## II. Background

The Center's *Project Citizen* pilot program in Pakistan and Bangladesh focuses on the development among teachers and their students of an understanding of the fundamental values, principles, and institutions of constitutional democracy; fostering a reasoned commitment to those values and principles; and developing the knowledge, skills, and attitudes required for competent and responsible participation in democratic self-government.

*Project Citizen* is a civic education program for middle school students promoting competent and responsible participation in local and provincial government. It actively engages students in learning how to monitor and influence public policy and encourages civic participation among students, their parents, and members of the community.

The curricular program focuses on the role of local and state/provincial government, involving an entire class of middle school students in a series of structured, cooperative learning activities guided by trained teachers and adult volunteers. Working in cooperative teams, the class learns to interact with their government through a five-step process that includes:

- Identifying a public policy problem in their community
- Gathering and evaluating information on the problem
- Examining and evaluating solutions
- Selecting or developing a proposed public policy, and
- Developing an action plan

Student work is displayed in a class portfolio containing a display section and a documentation section. As a culminating activity, the class presents its portfolio in a simulated legislative hearing to a committee composed of civic leaders and parents, thereby demonstrating its knowledge and understanding of how public policy is formulated. Classes may also have the opportunity to enter their portfolios in a local or provincial competition or showcase.

The program includes various components:

1. Initial site visits to engage with local stakeholders and identify project partners.
2. Selection, assessment and agreement with local partners.
3. Translation and cultural adaptation of *Project Citizen* materials developed by the Center.
4. Training a group of educators selected from Pakistan and Bangladesh to serve effectively as *Project Citizen* teacher trainers in their respective countries.
5. Training of selected teachers in Pakistan and Bangladesh in the content and methodology used by Pakistani and Bangladeshi *Project Citizen* trainers.
6. Implementing *Project Citizen* in selected schools of Pakistan and Bangladesh.
7. Conducting *Project Citizen* showcases.
8. Evaluation of program impact.

### **III. Key Results for this Period**

#### **Bangladesh**

In May 2005 the Center sent an agreement to Dr. Mizanur Rahman Shelley, Chairman, Centre for Development Research, Bangladesh, the organization identified to implement the pilot *Project Citizen* program in Bangladesh.

Dr. Shelley responded that CDRB would sign the agreement, but suggested certain alterations in the program budget deemed necessary for effective program implementation. The Center considers these changes to be necessary and legitimate, and a final agreement between the Center and CDRB is expected soon.

Under a no-cost extension, the Center is confident that program activities can be implemented.

#### **Pakistan**

Achievements in Pakistan this quarter include the following:

##### *Teacher training*

CCE Pakistan completed teacher training in Islamabad on April 15-17 for teachers and principals from 20 schools (10 in Rawalpindi and 10 in Islamabad). Four Center-trained, CCE Pakistan trainers conducted the training, and the Minister for Education officiated at the opening.

##### *Project Citizen implementation in schools*

CCE Pakistan implemented *Project Citizen* in all participating schools in both Islamabad and Rawalpindi, as planned, by June 2005.

##### *Project Citizen showcases*

CCE Pakistan successfully conducted competition showcases that included more than 2000 participating students representing their classes from the twenty participating schools of Islamabad and Rawalpindi

##### *Evaluation*

CCE Pakistan gathered data in Islamabad and Rawalpindi schools for evaluating the impact of the *Project Citizen* program.

## IV. Comparison of Planned and Actual Accomplishments

Activities Planned for This Quarter	Original Timeline	Current Status
<i>Bangladesh</i>		
• Selection of participating teachers and principals	Jan-Feb 2005	Jul-Aug 2005
• Training of trainers	Jan-Feb 2005	Aug-Sep 2005
• Teacher training	Feb-Mar 2005	Sep-Oct 2005
• Project Citizen implementation in selected schools	Mar-May 2005	Nov 2005-Jan 2006
• Evaluation	Jan-Mar 2005	Nov 2005-Jan 2006
<i>Pakistan</i>		
• Training of trainers	Dec 2005	Completed
• Teacher training	Dec 2005	Completed
• Project Citizen implementation in selected schools	Jan-Mar 2005	Completed
• Evaluation	Jan-Mar 2005	Underway

### *Training of trainers*

CCE had previously hoped to conduct the training of trainers in Bangladesh during this quarter, following the hiring of Mr. Haque as the In-Country Director for Bangladesh. However, various delays have resulted in the rescheduling of the training for September or October.

## V. Activities Planned Next Quarter

### **Bangladesh**

As soon as an agreement is returned to the Center by Dr. Mizanur Rahman Shelley, Chairman, CDRB, the following program activities will go forward:

- 1) Selection of participating teachers and principals, representing schools in the Dhaka area
- 2) Training of 16 educators to serve as trainers, to be conducted in Dhaka
- 3) Training of 60 teachers and principals

### **Pakistan**

All programmatic activities will have been completed by the July 14, 2005, original grant end date. This includes evaluation now being completed.

## VI. Success Stories/Lessons Learned

Zafarullah Khan, Centre for Civic Education Pakistan, and In-Country Director, Project Citizen, sent the following letter to the Center on June 9. Mr. Khan is describing the outcomes of various classes of students as they explained their public policy problem portfolios at the Project Citizen competition showcases conducted at the Holiday Inn, Islamabad May 29-30, 2005.

(Please note that, although actually obtaining government solutions to public policy problems that are studied by students is not a feature of the Project Citizen curricular program, some classes in the United States and internationally are energized sufficiently to persuade government officials to carry out the solutions the students advise.)

*Dear Ron Morris,*

*I can't resist sharing the impact of Project Citizen: None out of the 2,000 participating student[s] "asked the Army to solve their problems." Isn't it amazing? I think this project has succeeded in inculcating "democratic thinking." I sincerely hope that the Project Citizen will be instrumental in a long term democratic changes in Pakistan.*

*Secondly we had very good media coverage as well (two television stations, one FM radio and 22 newspapers). I have given copies to Neha [Rastogi, former Assistant Director, International Programs]. See Attachment C.*

*You will be happy to know that in Sagri — a village 45 kilometers from Rawalpindi — people saw a municipal garbage collection truck for the first time. The girls of school in Sagri were also surprized [sic] at their potential to solve a lingering problem in their community.*

*Kids of another school got a "speed breaker" outside their school to ensure safety of the students. Mayor (Nazim) of Rawalpindi contacted CCE-Pakistan to know what we were doing as for the first time kids were approaching him for the solution of their community problems. BTW he attended the showcase ceremony and promised to support the program. Similar was the response from many other government departments.*

*Besides these two success stories (I don't believe in self-praise, but aren't they), one school got sports facilities, another clean water filters, the third more books for school library.*

*The kids picked [out] interesting topics ranging from corporal punishment to environmental concerns in the community. I have requested the participating schools to share kids ideas with concerned authorities. May be we have many more success stories.*

*Zafarullah Khan, Director, Centre for Civic Education Pakistan*