



**Palestine National Authority
Ministry of Education and Higher Education**

Report on Enhancing Civic Education Curriculum



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Gratitude and Appreciation

This important document is considered a major benchmark in enhancing and developing the Civic Education curriculum for the elementary school level in Palestine. We believe that civic education and educating students on principles of citizenship, on which the Civic Education curriculum emphasizes is a process of enlightenment that aims at helping students acquire a new culture that is centered on civic values and good citizenship and based on a system of rights and civic duties, respecting human rights, democracy, justice and rule of law. This process also aims at endowing students with new civic and knowledge values, ideas, perceptions and attitudes that refine their awareness and create convictions as to the importance of the new civic culture so that it can be established on the level of behavior as well as practice.

This transition towards democracy and respect of human rights, rule of law and justice reflects the goals and aspirations of the majority of Palestinian society in which equal citizenship is the basic precedent for the social presence of individuals and groups in the proud Palestinian state. Establishing this transition requires first reformulating the goals and objectives of the Civic Education curriculum in line with principles that are in harmony with building the state of law and institutions. The secondly requirement calls for re-evaluating the Civic Education curriculum and teaching and planning methods, as well as reviewing the evaluation methods. All of this is a preamble to a new phase of developing the Civic Education curricula process.

The transition of the Palestinian society to the state phase established along the principles of democracy where law, justice, security and social solidarity prevail, essentially requires a new curriculum in form and content through which the next generations can acquire their cultural and national identity, as well as knowledge and practices that regulate and define patterns of relationships and social interactions in the society, between the individuals in society and between other societies and nations.

This report is a comprehensive review and evaluation of the Civic Education curriculum outlines, teacher manuals, book content as well as teaching, planning and evaluation methods. Three surveys were carried out in Palestinian schools for the purpose of viewing closely the opinions and attitudes of principals, teachers of Civic Education and ninth grade students regarding the Civic Education curriculum from different perspectives.

The Ministry of Education and Higher Education would like to extend its gratitude and appreciation to all those who contributed towards making the report of the Civic Education Curriculum Reform a reality. We would especially like to thank the General Directorate of Curricula and the Netham Project staff, as well as the United States Agency for International Development (USAID) for their support. We would also like to express our gratitude and appreciation to the team who reviewed, analyzed and evaluated the curriculum outline and the Civic Education textbooks for grades (1- 9). We would also like to thank the field team who conducted the surveys and the other statistical activities required to complete this great achievement.

All our gratitude and appreciation for your great efforts.

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Gratitude and Appreciation

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Civic Education Curriculum Evaluation Committee

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Introduction:

Civic and citizenship education is a process of awareness-raising and enlightenment, aiming at helping students to acquire a new culture focusing on strong civic and citizenship values, based on a system of rights, civic duties, respect of human rights, democracy, justice and the rule of law. Civic Education also aims at providing students with values, thoughts, and perceptions of modern civic trends that can contribute to developing their consciousness and help them develop convictions regarding the significance of the newly-developed Civic Education so as to instill in them as a practice and behavior.

Democratic change, respect of human rights, rule of law and justice are the goals and expectations of the majority of the Palestinians where equality in citizenship is the main test for the individuals' and groups' social presence in the Palestinian state. Implanting and instilling this change requires first reformulating the objectives and goals of the Civic Education curriculum to match the current stage of rule of law and state institutions. Secondly, this calls for re-evaluating the Civic Education curriculum, teaching methodologies, planning and reviewing the evaluation methods. Third, formulating a teacher's reference manual that unifies the concepts of Civic Education following a modern basis to prevent concepts from becoming subject to the teachers' personal ideologies. This task will also help the teacher to implement practical activities that reinforce these concepts amongst the students. Fourth and last, to integrate Civic Education concepts with other curricula, not limiting it to the Civic Education curricula only.

The political change towards endorsing democracy, justice, rule of law and citizenship, with its contemporary context, expresses the attempt to move away from the traditional structure and its inherited cultural system and to access a modern political and contemporary citizenship stage to which the modern Palestinian state belongs. Herein is the significance of Civic Education in the Palestinian society whereas:

The first is linked to the society's context and formulation, within the framework of its historic formation. The second is linked to the international cultural context from which we cannot isolate ourselves. It can be said that within the framework of building a modern democratic state, as well as developing and modernizing the society, Civic Education and familiarity with all its fields form a significant entryway that cannot be bypassed or ignored, which is impossible without developing the future generations' capacities, skills and knowledge scientifically, culturally and enhancing their know-how. Hence, Civic Education is one of the most significant mechanisms to build the knowledge and culture of individuals as well as the society.

The change towards a stage of modernity and a patriotic democratic state requires change and development of the specific scope of the next Palestinian generations' mentality, their trends and reactions away from the concepts and culture of tribalism/ clannishness/ sectarianism. The shifting of the Palestinian society from the stage of no state and its determinants, the stage of customs and traditions, and from its limited narrow perimeter to the stage of a state based on democracy where law, justice, security and social solidarity makes Civic Education necessary for individuals and the next generations to acquire their national and cultural identity; moreover, gaining knowledge and the culture which will regulate and define the trends and relations between the state and the society, and among members of society and other societies and nations.

The Significance and Objectives of Evaluating the Curriculum:

After nine years of implementing the Civic Education curricula for the first through ninth grades, and after training teachers, several problems related to Civic Education still emerge from different perspectives; such as the extent of appropriateness of the curriculum, training and rehabilitation of teachers, teaching methods and aids with the modern objectives of Civic Education and citizenship education.

The reality of dealing with Civic Education has imposed the need for a review and evaluation of this curriculum and the teaching methodologies practiced, and also a review of the concepts, civic values and their conceptual sequence in the elementary stages. It has also imposed the significance of the presence of a curriculum reference guide, which contributes – in addition to the exerted efforts regarding teacher rehabilitation – towards reaching real outcomes for Civic Education that is capable of creating a Palestinian

citizen aware of the nature of the relationship with his/her political system as defined by the Palestinian Basic Law, and furthermore, a citizen that is aware of his/her rights and obligations, armed with knowledge, skills, attitudes which could contribute to a responsible citizen playing a major role in the development process regardless of position. The significance of evaluating the curriculum lies in the following:

1. Presenting feedback to decision makers concerning the Civic Education curriculum.
2. Results will form an essential basis for supporting the efforts of developing the Civic Education curriculum.
3. Reveal the perceptions of principals, teachers and students which have a significant impact on the quality of implementing Civic Education curricula, and which will draw the attention of decision makers in the Ministry of Education and Higher Education to the need to review its policies regarding the methods of implementing Civic Education curricula, especially those related to training teachers and principals on Civic Education curricula concepts, educational and teaching strategies and evaluation.
4. Raising the awareness of the local communities and the parents of students regarding the Civic Education curriculum, the significance of its concepts and values.
5. Raising the awareness of decision makers regarding developing Civic Education.

The reform of the Civic Education curriculum in the Palestinian education system aims at the following:

1. Identifying the basic components of the broad lines as indicated in the analysis of its contents.
2. Identifying the most important objectives included in the broad lines of the curriculum.
3. Identifying the contents on which Civic Education books focus and the extent of their harmony with the broad lines of the curriculum.
4. Identifying the methodology of the presentation of Civic Education books and the organization of the content on which it focuses, to what extent can these books help students acquire civic facts and concepts, the ability to analyze and extrapolate civic values and how to embody the Civic Education curriculum in the classroom.
5. Identifying to what extent Civic Education books take into consideration individual differences and alternative concepts.
6. Identifying to what extent these books fulfill the standards of a good book.
7. Identifying the extent of services provided by the teacher's guide-book and how helpful it is to the teachers in teaching Civic Education concepts.
8. Identifying the changes which can be introduced to develop teachers' guide-books.

The survey aims to identify the opinions of principals, Civic Education teachers and ninth grade students concerning the different aspects related to the Civic Education curriculum in the elementary and secondary stages in terms of content, teaching methods and evaluation, etc. in order to find reference indicators of the Civic Education curriculum in Palestine to be utilized to deal with a series of issues related to the educational policy, and to understand the reality of Civic Education in Palestine, the amount of attention it is given, methods of teaching and its impact on students' knowledge, skills and attitudes. The survey presents information and indicators to help class teachers and those related and concerned in the Civic Education fields, specifically, work teams who review and evaluate the Civic Education curriculum. The survey also helped the teams develop the reference manual for teaching the curriculum

The following are the most important objectives of the survey.

1. To identify the most appropriate methods of teaching the Civic Education curriculum, the school's educational environment, the degree of importance given to teaching Civic Education and the issues that should be given attention, developing and improving the Civic Education material and its priorities, in addition to the level of satisfaction with the educational methods, as well as to identify the framework within which the curriculum is taught from the point of view of the three parties involved in the educational process.

2. To identify the level of students' participation in class based on extracurricular activities and the type of these activities to reinforce Civic Education concepts.
3. To identify the role played by the parents, their councils and the local community and civil society institutions in the education process and the horizons of activating and developing their roles.
4. To identify the aspects of the teachers' planning of their classes in teaching Civic Education and the evaluation methods followed to evaluate students' performance in order to enhance planning and evaluation methods.
5. To identify the cognitive skills acquired by the students from the different civic values, citizenship values and the extent of their impact on students' trends, perceptions and conduct in their daily lives.
6. To identify the extent of the familiarity of students with the significance of the democratic system, justice, rule of law in political life and in the students' daily lives.
7. To identify the extent of the familiarity of students with the responsibilities carried by the government and its role in public life, and the level of their trust in the official and international institutions and civil society institutions.
8. To identify the skills of students and their behavior in relation to their local community and their relatives, and their attitudes towards justice and rule of law.

The Methodology of Evaluating the Curriculum and Survey

Different methodologies were used during the evaluation process and according to work requirements. The mechanisms of analyzing the curriculum content have their own specific methodologies, while each of the class observations, interviews and surveys has its own methodology. The following is a brief on these methodologies:

1- Methodology of content analysis:

A framework of content analysis for each of the books, the broad outlines and teachers' guide books was prepared. The analysis process was conducted according to the following steps:

1. Training a group of teachers and supervisors on the content analysis methodology (capacity building).
2. Preparing training material related to the objectives of content analysis, its components and levels.
3. Dividing participants into groups (one group assigned for the teacher's guide, another for the broad outlines, and three other groups for the school books) with supervision from an evaluation expert.
4. Conducting a preliminary analysis then followed by a re-analysis to ensure the stability of the analysis.
5. This was followed by reading the analysis so as to be presented as part of the results.

2- Observation and Interviews:

The committee in charge prepared questions for the teachers' interviews, and other questions for the students' interviews, to check to what extent the teachers and students interact with the Civic Education curriculum in the classroom, and to identify the difficulties and obstacles behind the implementation of the Civic Education curriculum in reality, whereby this tool (classroom observations) is considered complementary to other tools as it either reaffirms the results or contradicts with them, which is known as 'triangulation.'

Organizing school visits and conducting interviews which have been chosen in coordination with the directorates of the Ministry of Education and Higher Education in the different areas. One team member

posed a question to the teacher or the student, while the other took notes, which facilitated the process of data collection. The research team used a special form to take notes and to identify the following:

1. The nature of the flaws in the curriculum according to specific standards.
2. Identifying how the teacher administers the class and observing the students' interaction with the content of the curriculum and with the teacher.
3. Identifying the methods of teaching Civic Education by the teachers and if the Civic Education curriculum is the only source of knowledge, and if there is a lack of tools and capabilities that should be available at the time of teaching the curriculum.

An entire educational day was allocated for each selected school, whereby several means of data collection were used, such as class observations and interviewing Civic Education teachers and students, taking into consideration that observed classes included both sexes and students from different districts, as follows:

Ramallah directorate: four teachers from four boys and girls schools.

Bethlehem directorate: three teachers from private schools.

Hebron directorate: four teachers from four boys and girls schools.

2.1 Class observation:

Class observations included a number of lessons according to the daily school program. Therefore, there were sometimes two classes, at other times there was one class. Some of these classes were given in the classroom and they dealt with various in the Civic Education curriculum. Some differences between schools were noted related to their progress in the curriculum. Another point is that teachers had the authority to delay or introduce topics according to what they saw as appropriate. Class observations aimed at identifying a number of elements which include:

1. The teachers' ability to draw the students' attention and link what they have previously learnt with what they are currently learning and the extent of the teachers' success in linking the Civic Education subjects being taught with the students' daily lives.
2. Observing the obstacles hindering teachers from implementing the Civic Education curriculum such as how to implement activities, pose questions, in addition to the administration of the class and the extent of the teachers' attention to individual differences.
3. Identifying patterns of student learning, and if teaching focuses on the curriculum without using other knowledge sources.
4. Observing if the curriculum is loaded with concepts without deeply delving into them or that the proposed concepts are more advanced than the students' level.
5. Identifying the practical applications present in the curriculum since the nature of the Civic Education curriculum makes it imperative for the teacher to use teaching aids and varied strategies and teaching methods.
6. Observing the method for the reform of students in the Civic Education curriculum with the formation as well as the final reform.

Students were observed while teachers were teaching their Civic Education classes by two members from the observation committee in each school. Students' conduct was examined during the Civic Education class in terms of their abilities and involvement in learning inside the classroom and the extent of their interaction with the teacher, and with the content presented. In addition, the significance of the concepts presented were taken note of, and to which degree learning Civic Education interests the students, in order to monitor the flaws, should there be any, in the Civic Education curriculum and the extent of the connection of the flaws to the teacher's skills in presenting facts and concepts.

2.2 Methodology of Interviews

2.2.1 Student interviews: Based on the class observations and a number of questions previously prepared by a committee of specialized educators, interviews were conducted with the students whose classes were observed. The answers of each student were managed by two members of the team; one posed the questions and the debate, while the other recorded the information. Students were selected for the interview on a random basis inside the classroom. Activities carried out by the students were identified in terms of their type, number, and if they were practical or theoretical and if these activities were suitable for the level of the observed students, and if the time allocated for teaching the material was adequate to implement the various activities. Also, the different methods used by the teacher inside the classroom were discussed and if the teacher was flexible in the presentation of the material and of the other activities inside the classroom. The students' questions focused on the following issues:

1. Do students see that Civic Education material as useful on the practical level and why?
2. Did the students benefit from learning the subject of Civic Education through participating in projects or competitions locally or internationally? Should the answer be positive, explain extensively.
3. Did anyone or a group of students develop a computer program based on their learning of the Civic Education material? If the answer is yes, what is it?
4. Was there a part of the content that the students did not comprehend after an explanation of the lesson? Students were also asked to give examples if there were any.
5. Students were also asked about the sections of which the curriculum was composed of as a whole and if any family member helped them with their lessons.
6. Did the material help them to change their directions towards the future by acquiring a certain job, or solving problems in their daily lives and what materials from the Civic Education curriculum that they wished to be omitted or added and their justifications.

2.2.2. Teacher Interviews

Based on the class observation and through a number of questions previously prepared by the committee of educational experts, interviews with Civic Education teachers whose classes have been observed were conducted. The responses of each teacher were managed by two team members; one raised questions and the debate while the other recorded the given information. Initially the teacher was asked about his/her specialization, qualifications, experience and the classes he/she teaches or has taught. The teachers' questions were focused around the following:

1. What do you think of the Civic Education curriculum and what is it that you like and/or dislike about the curriculum and could you mention the advantages and disadvantages? Data was taken extensively from the teachers through posing other related questions to the main question to verify the correctness of the information.
2. Posing open questions such as: if you were a member in the Civic Education curriculum development team, which points would you suggest modifying or deleting and why? A discussion was held with the teachers regarding the different axes included in the Civic Education curriculum asking for a logical justification from the teachers regarding each piece of information provided regardless if it was negative or positive concerning the curriculum and its implementation.
3. Posing questions related to the students and the curriculum such as: How do you see your students in the Civic Education material regarding their readiness and their interest and passion to attend classes with practical activities, the availability of needs, and what do you do in case these needs are not available?
4. Questions were posed related to the teacher's method of assessment and if they assessed the practical part in the monthly and quarterly examinations with an accurate description, and what issues do they generally focus on in their assessment of the students.

5. Some general questions were raised about the Civic Education curriculum and the extent of benefit the teachers privately get from teaching Civic Education, for instance: Did teaching Civic Education help you in resolving life problems on the personal level and in schools and in the society on another level? And did this help you gain experience that developed you professionally? And other similar questions.

3- Methodology of the survey to teaching Civic Education

This survey deals with the context of teaching Civic Education in Palestine. The survey included principals, teachers of Civic Education and ninth grade students and aimed to gauge three axes: the level of the students' awareness of the concepts of Civic Education, democratic values and rule of law, acquired skills while studying the curriculum, and the perceptions of the targeted groups including students, teachers and principals to Civic Education concepts in the curriculum, teaching methods and evaluation. The following are the sample properties:

3.1 Target groups and sample size:

The survey of the context of Civic Education targeted three main groups as they represent the axis of the educational process in the Civic Education curriculum and this includes:

- 1- Principals of schools that include ninth grade. Principals were selected so as to study their perceptions of the Civic Education curriculum since they are the party that is largely responsible for the educational process, and are also responsible for enhancing the quality of education through following up the teachers' performance, monitoring the development of students, providing the school with logistic, financial and moral support, supporting and reinforcing communication among the teachers, between the teachers and the students, and the parents and the local community. Experience has proven that successful principals (leaders) are a key factor in creating a successful school in the different aspects of the teaching and learning process.
- 2- Civic Education teachers considering that they are the most informed group regarding the reality of the curriculum in terms of content, teaching methods and evaluation, and to what extent they prepare students to play their role as active citizens while assimilating the basic skills which benefits them in their personal and professional life.
- 3- Ninth grade students who concluded nine years of Civic Education considering that students are the axis of the educational process and the results of all that they have assimilated of knowledge and skills in the field of civic values should be identified.

3.1.1 Sample size of principals and its properties:

The sample was selected on the basis that the school is the sampling unit. A cluster sample from a hundred government, UNRWA and private schools which included nine grade classes was selected. A survey of one hundred principals was conducted. The following are the most important properties of the sample of principals:

- The number of targeted principals is equal to the number of sampled schools which is one hundred principals, whereas the number of principals who filled the form is 99. The percentage of males is 46.5%, and the percentage of females is 53.5%. The schools which they represented were 47.5% girl's schools and 29.3% boy's schools and 23.2% of the schools were co-ed. It's worth mentioning that the sample is somewhat biased to the girls schools since the percentage of girls schools in the overall sample is 40%.
- The majority of principals are B.A. holders and their percentage is 61%, whereas holders of a Masters degree and higher is 19.2% and those holding a diploma is 15.2%, and those holding a higher diploma is 5.1%. The sample was distributed over the education directorates according to the size of the directorate in its community. The highest percentage of schools in the sample was obtained by the directorate of Nablus which was 17% followed by the directorate

of Ramallah 16%, followed by the directorate of Jenin which was 9% while the lowest was the directorate of Jericho which with only 1%.

- The majority of the sample schools were governmental schools with an average of 92%, UNRWA schools 2% while private schools consisted of 6%. Most of the sample schools are secondary schools including elementary and secondary grades, including the ninth grade, with an average of 71% while the elementary schools in the sample average was 13%.
- The majority among the sample principles had five years or less of experience, with an average of 42%, among which 21% have two-years or less of experience. The average of experienced principles ranges between 6 – 9 years and consists of 16%, while the persons with 10 – 14 years of experience averaged 26%, and the experienced principles with 15 years and above averaged 13%.

3.1.2 Size and properties of the sample of Civic Education teachers:

A survey of all Civic Education teachers in the sample schools was conducted. The following are the most important characteristics of the Civic Education teachers in the sample:

- The size of the sample of the Civic Education teachers in the survey reached 219 teachers, both males and females; the number of sampled schools was 100, meaning 2.5 teachers in each school. The rate of male teachers was 43.1% while the rate of female teachers was 56.9%. The teachers were distributed among the schools where boy's schools got a percentage of 32.45% of the teachers while of 45.2% for girls schools, and co-ed schools got 16.9%.
- The sample was distributed among 16 directorates, among which Ramallah directorate got the highest percentage of teachers in the sample of schools, a percentage of 13.7% followed by Nablus directorate with a percentage of 13.2%. The Qabatiah directorate had 8.2% while Jericho directorate had the lowest rate of one teacher from one school.
- There are no specialized teachers in Civic Education, and priority to teach this subject is given to social science teachers. Hence, the majority of university degrees of Civic Education teachers are in history and geography and this constitute more than half the teachers with a percentage of 51%. This is followed by degrees in Arabic language with a percentage of 10.5% and social sciences with 8%. There is a number of other degrees with varying percentages such as math, science, art, sports and English language etc. Additionally, there is a small percentage of teachers not exceeding 35% who have attended training courses to introduce them to the concepts and methods of teaching Civic Education while 65% did not enroll in any courses, which means that these teachers come up with their own definitions of these concepts and methods of teaching.
- The majority of Civic Education teachers do not like teaching Civic Education for different reasons such as that the subject is not part of their specialization and is not dealt with seriously neither by the school nor the students. A small group of teachers whose numbers do not exceed 25% teach this subject willingly while the rest 42% find themselves forced to teach it and 33% just complete their class quorum which is 26 weekly classes.
- The majority of Civic Education teachers have little experience where the percentage of teachers with experience of five years or less is 74%; 45% of which have two years of experience or less, while 29% have experience between 3 – 5 years. The hold relatively high level of experience with 6 -9 years of experience with 20% and 6% have more than nine years.

3.1.3 Sample of students and its characteristics:

The number of West Bank schools targeted in the survey, which have ninth grade classes is 982 sample schools while the number of ninth grade students is 58,000 and 800 male and female students during the 2007 / 2008 school year. The number of surveyed students from the ninth grade is about 3200 girls and boys constituting 5.4% of the students in the sample.

This school sample constitutes 10% of the West Bank schools that have a ninth grade class and their number is 100. One class was selected from each school that had more than one division for the ninth grade. Hence, the number of targeted classes equaled the number of targeted schools, which is 100. The number of ninth grade students who were surveyed and who filled the form was about 3200 students from all sampled schools. To save time and expenses, ten forms were randomly chosen from each of the sampled schools rendering the number of forms i.e. the number of surveyed students and credited to represent all the surveyed students' 1000 students, constituting 33% of the total of students surveyed. The following are the properties of the student sample:

- The number of male students randomly selected from the total sample is 420; 42%, while the number of female students is 580 constituting 58% of the total number of students.
- The number of students in male schools is 304, constituting 30.4% from the sample. The number of students in female schools is 471 students constituting 47%, while the number of boys and girls in co-ed schools is 225 comprising 22.5%.
- The sample represents all the 16 education directorates in the West Bank. According to the directorate, the size of the students' sample is appropriate to the size of its community. The highest obtained result in the sample was achieved by the Nablus directorate which is 19% followed by the Ramallah and Al-Bireh directorate which is 17% of the total sample. the Jericho directorate, the smallest directorate in the West Bank achieved 1% which is the lowest result.

3.2 Survey tools

The three survey forms (principals, teachers, and students) in relation to the subjects included in the fields of Civic Education and citizenship and circulated concepts were adapted from an international survey form conducted in the year 1999 in 28 countries under the supervision of the International Commission to assess the context of Civic Education in these countries from the perspective of the different parties related to Civic Education, namely principals, teachers, students and parents. The three forms were modified to suit the Palestinian context to add issues that were particular to Palestinian schools. The following is a description to the tools of the survey:

3.2.1 Principals' form:

The form includes two main sections. The following are the most important of these sections:

First Section

General information: This section includes background information about the principals, related to their sex, age, qualifications, years of experience in the field of education and experience as a principal. This section also includes information about the school which they direct, implemented programs and their relationship with Civic Education and citizenship programs.

Second Section

Principals' trends: This section is made up of six parts that explore the direction of principals on the different issues that have a direct relationship with Civic Education, its concepts and methods of teaching. Each part includes a number of questions. Here is a summary of these parts:

- First part: This section asks about the nature of the student committees in the schools that contribute towards giving a chance to the students to participate in the different activities. It also poses questions on the presence of ten central committees in the school.
- Second part: This part aims to identify the method that should be used to teach the Civic Education curricula in schools from the perspective of principals and includes five questions.
- Third part aims to identify the way to implement the regulations and instructions at schools. This part is made up of eight questions.

- Fourth part aims to identify the extent of the parents' participation in the school life. This part is made up of eight questions.
- Fifth part aims to identify the extent of the prevalence of certain negative phenomena in the schools and this part includes 12 of these negative phenomena.
- Sixth part aims to identify how students participate in the extracurricular activities and includes eight questions.
- Seventh part aims to identify the degree of the principals' satisfaction with the Civic Education curriculum and includes nine questions.

3.2.2 Civic Education teachers' form:

The teachers' form included four parts each of which included a number of sections comprising the different aspects of Civic Education and citizenship issues. The following is a summary of the parts of the form:

The first section: It includes some background about the teachers related to their sex, age, qualifications, specialization, years of experience in the field of education and in teaching Civic Education and the subjects they teach other than Civic Education, the type of courses that they attended on the subject of Civic Education during their service, the classes they teach and the activities that they have participated in related to training on methods of teaching Civic Education and other subjects.

The second section: this section aims to identify the points of view of Civic Education teachers and their opinions regarding the Civic Education curriculum. This section includes fields related to the following subjects:

- First field aims to identify how to teach Civic Education from the perspective of its teachers and includes 13 questions.
- Second field aims to identify the teachers' points of view regarding the importance of teaching some subjects in the curriculum, and includes ten questions.
- Third field aims to identify the subjects that should be focused on in the Civic Education curriculum and the degree of focus they should be given from the perspective of teachers. This section includes nine questions.
- Fourth field aims to identify what the students actually learn in the Civic Education material and includes eight questions.
- Fifth field aims to identify what students should learn in the subject of Civic Education from the perspective of its teachers and it includes eleven questions.

The third section: this section aims to identify the importance of the Civic Education material under study and the degree of the readiness of Civic Education teachers' to deal with this material and the opportunity for students to benefit from it. This section includes three fields of common questions, a total of 20 questions regarding significance, readiness and the level of the students' benefit.

The fourth section: this section aims to identify the activities and methods of evaluation and planning used in Civic Education. This section includes five fields which are:

- First field aims to identify the extent of activities used in teaching the material of Civic Education in class and as an extracurricular activity. This field contains 14 questions and a number of activities.
- Second field aims to identify the aspects of enhancing Civic Education from the perspective of the teachers of the material. This field includes 14 questions.
- Third field aims to identify the significance of planning in teaching Civic Education and the elements of planning. This field includes seven questions.

- Fourth field aims to identify the methods of evaluating the students in the subject of Civic Education. This field includes 11 questions.
- Fifth field aims to identify the degree of difficulty in teaching the Civic Education curriculum from the perspective of its teachers. This field includes six questions.

3.2.3 Ninth grade students' questionnaire

The students' questionnaire, which was adapted from the International questionnaire, was modified to suit the Palestinian situation. Some questions were added to it related to the educational environment in the field of Palestinian law, rule of law and the independence of the judiciary. Other questions that measure the cognitive ability of students to extrapolate conclusions from the information they study through their ability to remember and understand and absorb the material and apply it in real life were added. These questions also aimed to measure the students' ability of reaching conclusions through analysis and evaluation of information. The questionnaire includes three sections, each comprising a number of fields that are made up of all aspects of Civic Education and citizenship issues. The following is a summary of the questionnaire sections:

The first section: includes the students' background related to their sex, type of school in which they study, their age, number of family members, the level of parents' education, and the number of hours they spend with friends and in watching television.

The second section: aims to measure the degree of students' knowledge and their assimilation of civic values. This section includes 20 cognitive questions. Students are required to choose one correct reply out of four choices. These questions measure two cognitive skills which are:

1. Extrapolation skill which aims to identify the extent of the students' understanding of the civic values and their ability to assimilate them and to measure their ability to remember the material.
2. Deduction skills: identifying the students' ability to analyze information, deduction and evaluation.

The third section: It includes nine fields that aim to identify the inclinations and behaviors (skills) of the students regarding civic values, the curriculum, methods of teaching and evaluation. The following are the fields which the section addresses.

1. The first field includes 20 questions on the values of democracy, good citizenship and government responsibilities.
2. The second field includes 13 questions which measure how important it is to reinforce citizenship values from the students' point of view.
3. The third field comprises 13 questions aiming to identify the extent of the students' familiarity with the responsibilities of the government and its role in society.
4. The fourth field includes 12 questions that measure the degree of trust in the official and unofficial institutions.
5. The fifth field comprises seven questions that measure student trends towards the school environment.
6. The sixth field includes eight questions that measure the students' trends regarding the way teachers of Civic Education deal with them in the classroom.
7. The seventh field comprises 10 questions that identify the students' point of view regarding the Civic Education curriculum.
8. The eighth field is made up of 10 questions that measure the extent of the students' participation in the national and social activities.
9. The ninth field comprises six questions that measure the students' skills in issues related to rule of law and justice.

4- Parameters used in the questionnaire:

In the three questionnaires, several measurement tools were used including bilateral, trilateral, quartet and quintet tools according to the nature of the question and the requirements of targeted indicators in the survey. Several types of parameters were used in the questions seeking information in the three questionnaires. Some of these are bilateral whereby the reply is (yes or no), others were trilateral, quartet and quintet tools. In the students' questionnaire, in the field of questions seeking information, four choices were used, one of which is the right answer. Non ranking quartet and quintet parameters were used in the questions related to concepts of democracy, rule of law, and the government's role and responsibilities.

5- Computerization and data analysis:

The Excel computer program was used as a package for data entry, verification, storage and for the purpose of analysis and scheduling, then the data was exported SPSS. Data analysis included the frequency, analysis of variance and other statistical tests. Results were also presented in the form of tables and other illustrations (graphics) for the purpose of obtaining a complete explanation about the results.

6- Survey management

In coordination with the Ministry of Education and Higher Education/ General Directorate of Social Sciences, an agreement was reached regarding the methodology of surveys for the principals, teachers and students. The General Directorate of Educational Planning selected and approved a representative sample of the educational data base for the academic year 2008/2009.

The three surveys – principals, Civic Education teachers, and students were implemented by the General Directorate of Educational Planning through the heads of the planning divisions in the directorates. They were all invited to a meeting at the Ministry of Education and Higher Education on May 7th 2009, in which the aim of the questionnaire, the survey tools, and number of schools in the sample according to the directorate were provided to them. Additionally the three questionnaires were distributed among them according to the size of schools in the sample, each according to its directorate. The survey was implemented during the period of July 18 – 21, 2009. The three questionnaires were collected at the Netham Project for computerization, analysis, and report writing. Experts from Netham project analyzed the data, wrote the report and submitted it to the Ministry for discussion.

7- Quality of data:

The three surveys implemented by the Netham Project, funded by the United States Agency for International Development (USAID) and in cooperation with the Ministry of Education and Higher Education, specifically with the General Directorate of Social Sciences and the General Department of Planning and Development in the Ministry whose credibility is high, and properly represented the educational reality of the Civic Education curriculum, in addition to the accumulated experience of the Ministry staff and the team of experts at the Netham Project in follow-up, verification, computerization and data extraction. Added to this, the survey tools have passed through many stages, each with its specific tools of verification and auditing from start to end have helped to a large extent in raising the technical quality of data and the level of credibility.

Conclusions and Recommendations of the Survey

First: Conclusions and recommendations related to analyzing the broad outlines of the curriculum:

1- Conclusions related to analyzing the broad outlines: the following are the most important results of analyzing the broad outlines of the curriculum:

- The broad outlines did not include the main components which should normally be included in broad outlines, since they represent what is called the curriculum document, which, if properly prepared should help the author find the track smoothly and easily.
- The lack of coordination and follow-up between those who prepared the outline and the authors of the book. This is apparent in the lack of harmony between the components of the curriculum document and the books which are supposed to embody them.
- The outline does not tackle the appropriate teaching methods of the Civic Education curriculum.
- The outline authors lacked awareness of the significance of their planning and of who would benefit from it when they laid out the standards of the book and the teacher's guide. The standards and the guide do not help the author to find out what is intended and what can be benefited, whether in developing the book or in developing the teachers' guides.
- Although the objectives of Civic Education have not been clarified as required, they are worth studying and do comply with the specifics of Palestinian society and with the noble concepts to which all societies aspire to have instilled in their children.

2- Recommendations related to the curriculum broad outline:

- To construct a curriculum document that is comprehensive of all the necessary elements, and to also clarify and detail all broad outline items.
- Lay down a clear mechanism that explains how to follow up on the composition process, (embodying the broad outline in the books, teaching methods, evaluation and teachers' guides.)

Second: Conclusions and Recommendations for the teachers guide

- **Conclusions on the teachers guide:** the survey response to the question related to the extent of help that the teacher's guide – if available - provides to the Civic Education teachers in teaching Civic Education concepts and the changes that can be introduced to develop the guide; the following are the most important results:
- Endeavoring to construct a guide for the first elementary grade was weak and could not be described as a helpful guide in teaching Civic Education concepts in an objective fulfilling manner.
- The second grade book guide with the section that is allotted to Civic Education is an attempt to clarify the activities included in the school book. However it does not constitute a guide that is clear to the teacher and that contributes towards diversity in presenting concepts and new methods of teaching. It does not constitute either an enriching material or diversified reform methods or methods related to developing the students' intellect. Added to this, it does not help teachers identify the previous knowledge of the students.

1. Recommendations for the teacher's guide:

The following are the most important recommendations based on the results of the teacher's guide analysis:

- Limiting the concepts contained in the Civic Education curriculum, and laying down a clear mechanism to define and explain the meaning of these concepts in detail and to assist the teachers in clearly explaining these concepts.

- Laying out a mechanism to adopt teaching methods that are appropriate for each of these concepts, preparing clear examples, establishing study plans, whether daily, quarterly or annually and methods of implementing the related lessons.
- The guide should comprise methods that help teachers identify the students' previous knowledge, and explain the essential prerequisites necessary for teaching civic concepts.
- The guide should comprise a mechanism helping teachers to use evaluation methods that are appropriate to the concepts, and on how the students' weaknesses and strengths are progressing.
- The guide should include enriching topics to help implement the curriculum.
- The guide should include a mechanism that would help teachers to link between the various concepts contained in the Civic Education curriculum.
- The guide should cover all classes from grades 1 to 9.

Third: Conclusions and recommendations related to the analysis of the Civic Education book content

The survey answered the following questions: what's the content on which the Civic Education books focus? Does it abide by the curriculum outline? How do the Civic Education books present and organize the content on which they focus? To what extent do these books enable the students to acquire facts, civic concepts and the ability to think? Do these books take into consideration individual differences and alternative concepts? To what extent do they fulfill the standards of a good-book?

1. The study reached the following conclusions based on the analysis of the books (1–9):

- Civic Education books confuse the teachers regarding how to lay out the class objectives, levels and scopes, taking into consideration the absence of the guide for grades (3 – 9) and the insufficiency of the first and second grade guide books which hinder the teachers from choosing the teaching and evaluation methods.
- The books deprive the students of good assimilation to the concepts contained in Civic Education books considering that they do not present a summary of facts, concepts and main ideas.
- Evaluation methods are missing in the first three grades, while they are present in other grades though they are not comprehensive and do not take into consideration individual differences. Added to this they do not help the teachers verify the students' comprehension of the concepts and how to link them.
- The activities included in the books are diversified but traditional. However, this diversity can be described as a modest attempt to take individual differences into consideration, especially in the first three books.
- There are modest attempts to develop thinking but these attempts are not up to the required level. It should be mentioned here that there is a need to develop social and civic thinking.
- The books lacked utilization of the most appropriate methods in teaching the concepts of Civic Education such as audio-visual methods and others.
- Civic Education book authors did not consider including civic dialogues that would enable teachers to detect students' alternative concepts and deal with them.
- The books did not consider a process of sequence and integration among the different units that are closely linked and incorrectly indicates to the students that these concepts are separate and unrelated.
- The books did observe the levels of development of students in certain aspects.

- The concepts present in the books are worth attention on the condition that they are taught in an appropriate manner.
- The technical production layout of the book is suitable.
- The majority of books were not in harmony with the study plan in the broad outline.
- The absence of evaluation in the first three books and lack of diversity in the evaluation methods in addition to the absence of performance assessment in the evaluation.
- The absence of introductions in the book units and the direct entry into the lessons except for the seventh grade and part of the units of the eight grade.

2. Recommendations for the Civic Education books

The following recommendations have been reached based on the results of analyzing the Civic Education books.

- Outlining clear objectives for each unit and lesson in the Civic Education books for the different class levels.
- Generalizing evaluation to include all classes, lessons and units including formation and final evaluation.
- Diversifying the used evaluation methods such as using sequential verbal evaluation steps and concept maps to help the students' link concepts.
- Incorporating audio-visual aids together with the books and explanations to where and how to use them and the concepts they tackle.
- Summarizing facts, concepts and main ideas at the end of each lesson or unit at least to help the students assimilate and revise them.
- Including dialogue within the books through which it would be possible to introduce the students to alternative concepts.
- The images included should be clear, natural, and impartial.
- Preparing a concept plan for each book and for the books of all classes before writing or developing them which contributes towards linking subjects and concepts in a way that would establish links, sequence and integration between them.
- To take into consideration the standards of a good book when preparing and writing Civic Education books.

Fourth: Conclusions and recommendations related to observation (curriculum teaching) and how the Civic Education curriculum is embodied in the classroom?

1. Most important conclusions of classroom observations:

- Teachers lacked deep and comprehensive understanding of the concepts of the Civic Education curriculum.
- The methods used in teaching Civic Education are mostly traditional and do not commensurate with its concepts and topics.
- Some teachers have alternative concepts that prevail over those present in the Civic Education curriculum.
- Lack of suitable training for teachers in the appropriate methods for teaching civic concepts made memorization the prevailing method used in the classroom.
- A large number of teachers lacked the use of appropriate methods to attract the students to the lesson and prevent their distraction.

- The majority of teachers did not plan for their lessons. On the contrary, the lessons were given haphazardly.
- Lack of serious attitude by teachers towards the material of Civic Education although they have said it was important.
- It cannot be said that the observed classes included the basic elements of teaching regarding the introductory and concluding process.
- Lack of training of teachers to teach Civic Education is evident in terms of how they deal with this subject.

2. Recommendations related to observations (teaching the curriculum)

- The necessity of holding courses appropriate to the nature of professional education and based on the training needs of teachers.
- Inception training of teachers to teach the subject of Civic Education.
- Holding workshops and seminars to instill in teachers the need and importance of Civic Education.

Fifth: conclusions and recommendations related to teachers' interviews: How do teachers regard Civic Education as demonstrated by interviews?

1- Most important conclusions drawn from the results of the teachers' interviews

- There's a contradiction between teachers' practices related to the methods of teaching Civic Education and what they believe to be appropriate to teach its concepts.
- Possibly, the inadequate training of teachers gave them a feeling that they were teaching an insignificant subject and that they were forced to teach it.
- Some teachers don't feel confident or secure in their jobs which prevents them from dealing with certain concepts related to society and issues that might be sensitive to the local community. Possibly the absence of a clear definition of these concepts (tolerance, acceptance of the other, etc.) which are construed as acceptance of the occupation and dealing with it with tolerance, in addition to the lack of a pro-active relationship with the parents could be contributing factors.
- Completing the curriculum, holding traditional exams and having students memorizing the material are all what constitute a major objective for most of the teachers.

2- Most important recommendations of the results of the teachers' interviews

- The need to training and qualify teachers before and during the service.
- Holding workshops that join teachers and parents together to discuss and consult with one another regarding the Civic Education concepts and the proper planning for such workshops so that they may succeed, and to involve civil society organizations and community leaders in these workshops.
- Involving teachers proactively in designing the Civic Education curriculum.
- Assessing the training needs of teachers before holding the different courses related to Civic Education.
- Clarifying the concepts present in the Civic Education to the teachers and explaining their importance and meaning so that they are not misconstrued and linking the concepts to suitable religious concepts.

Sixth: conclusions and recommendations of the students' interviews: How do students view Civic Education as illustrated by the interviews?

1. Most important conclusions of the results of the student interviews

- Students aren't sufficiently aware of the significance of Civic Education in their life and in forming their personality. Perhaps the reason for this is the method of teaching and the way teachers deal with the material.
- The negative view towards academic specialization has caused students to have a negative view regarding this subject and its importance.

2. Major recommendations of student interviews

- Drawing the students closer to civil society organizations through organizing student visits to these organizations. Holding seminars at schools might comprise a basic factor to better understand their significance.
- Varying teaching methods to enable students to embody the concepts and values of Civic Education in a better way.
- Cooperating with and involving parents in the education of their children might contribute to promoting awareness regarding Civic Education concepts.

Seventh: conclusions and recommendations of the principal interviews

1. Most important conclusions from the results of interviewing principals:

- It can be concluded from the principal interviews that the principals are aware of the significance of Civic Education, though it was not apparent that they had a deep understanding of its significance and content, and its impact upon shaping student character. This could be attributed to the fact that the teachers were not engaged in clarifying the objectives of Civic Education nor were they involved in training related to it.
- Cooperation between the school and parents is low and below the desired level.
- We can conclude that there are matters that are outside the principals' jurisdiction that influence the nature of how they deal with the issues and problems that the Civic Education curriculum poses.

2. Major recommendations for the principals:

- The need to involve principals in the Civic Education training to familiarize them with its objectives and implementation needs.
- Giving principals a degree of flexibility in implementing school regulations enabling them to draw up policies for their schools in the field of cooperation with the students, the parents, and civil society institutions to enable them to promote the teaching of Civic Education topics in their schools.

Eighth: Conclusions and recommendations of the surveys of the principals according to the survey questions

1. Conclusions and recommendations on the method of teaching Civic Education in schools

1.1. Most important conclusions:

Results indicate that there's no consensus among the principals on the method of teaching Civic Education. There is a wide disparity of views. This could be due to the way the educational system in schools and parents deal with the Civic Education curriculum on the basis of the following:

- Principals and parents deal with Civic Education as if it is a secondary and marginal topic and do not deal with it with the required seriousness. This marginalization is embodied in assigning Civic Education to teachers who are not specialized to complete their quorum, or using allotted classes to Civic Education to give subjects that are considered more important.
- Parents deal with Civic Education as a subject that raises their children's average grades, while at the same time they are not familiar with the methods of teaching it and they do not look at it as a subject that helps their children improve their conduct.
- The reason for the lack of consensus among the principals on the method of teaching the curriculum could be attributed to the fact that there are no clear objectives and goals for Civic Education due to the presence of a huge gap and serious contradiction between what is taught in the curriculum and what is practiced in real life. This contradiction is due to the culture, the prevailing practices in the Palestinian society and the practices of the Israeli occupation.
- The absence of serious studies that clarify the role of teaching Civic Education in improving the behaviors of the students and in developing their skills in the different fields. This renders this subject as less important than the other subjects from the view point of the educational system and parents.

1.2. Most important recommendations:

Any change in the method of teaching Civic Education stems from the clarity of its objectives and goals to the educational system, parents and students. Clear objectives and goals define the degree of significance which this subject gets, in addition to other factors related to the methods of teaching which are mostly based on extracurricular activities and the different evaluation methods

In this regard we recommend the following:

- Since Civic Education is based on acquiring student knowledge and skills of civic values and concepts affecting their daily life, and weighs heavily in improving their behaviors; therefore, it is necessary to learn these values not only through a specific curriculum, but also through the other curricula without exception.
- Conducting quality studies related to the outcome of teaching Civic Education, and the extent of the achieved objectives in making students acquire the planned skills. This will enable us to objectively judge the extent of success or failure of the methods used in teaching this material. Otherwise, the controversy regarding the method of teaching will remain unanswered.

2. Conclusions and recommendations on means of implementing school regulations and rules

2.1. Most important conclusions:

There are quite an unspecified number of regulations, instructions and procedures for many school educational operations and activities, originating from all the levels in the ministry. They address the different aspects of the educational process at the level of schools starting with teachers, administrators, students, student committees and ending with parent councils, the local community and others...

Many of these regulations, instructions and procedures are either old dating back to the Jordanians or Egyptians or they have been issued by the public administrations after the National Palestinian Authority took over and issued specific instructions to deal with individual cases. Many of these instructions overlap and contradict. There's also a lot of repetition in the instructions and procedures issued by the public administrations in the ministry which are addressed towards the education directorates and schools; all due to the lack of coordination between them. Mostly, these instructions are issued without taking into consideration the objective circumstances of each directorate, causing confusion due to the multiple, and hence, clashing authorities issuing these instructions.

Most regulations and instructions are issued centrally, specifically by the Ministry of Education and Higher Education to all the schools through the different education directorates. The principals' role in putting these instructions and regulations is very limited. Principals however, have a say in the

method of implementing these instructions especially those with a local nature. Some principals abide by these instructions to the letter and don't take advantage of the authority given to them, while others implement them according to the circumstances of their schools. The following are the most important results of the principals' survey:

- Usually schools announce regulations and instructions issued by the ministry or the directorate through the school announcements or through placing them on the bulletin board, and the mechanisms of implementation, and not the content, are usually discussed with the teachers. However, in most cases, they are not discussed with the students.
- The majority of principals are committed to implementing the approved laws in resolving problems among the students and between the students and the teachers including punishment. However, only 20% of principals make use of the role given to them in implementation and they strive to solve problems without literally abiding by the approved regulations.
- It is assumed that implementing regulations and resolving student problems should be carried out with the help of the school counselors, which is one of their main tasks. One third of principals insisted that they resolve the students' problems without the counselors' help, or sometimes with their help. It should be said that resolving most problems that occur among the students and deciding upon the appropriate punishment is the counselors' responsibility, although this, normally does not happen.
- 10% of principals believe that the regulations are not suitable for the types of conflicts that take place at school. Perhaps this is due to the fact that the regulations and instructions have not been updated quickly and in a way that is appropriate to the developments in the schools.

2.2. Most important recommendations:

When regulations and instructions are issued centrally, they should not be detailed; a role should be left for the school administrations to strive to think about the implementation mechanisms. Additionally, each school should be given the chance to put its own regulations and instructions according their circumstances in a way that they do not violate the central regulations. In this context, we recommend the following:

- There's a need to involve teachers, students, parents and the local community through the student and parent committees in laying out the regulations, instructions and implementation mechanisms including punishment, particularly regulations that affect daily school life in a manner that is appropriate to its circumstances. This would help put an end to each party explaining individually the content and mechanisms of implementation.
- Forming student committees and giving them the needed authority to review and resolve their problems whether in their relationships amongst one another or their relationships with their teachers or the school administration. Also, parents' committees should be given wider authorities, and the schools' relationship with the parents should be strengthened in relation to administrative and regulation matters.
- School counselors should be given a larger role in carrying out their tasks when dealing with the student problems. This role should not only be limited to receiving and implementing instructions, but also to issuing and implementing those instructions.

3. Conclusions and recommendations to involve parents in the educational process:

3.1. Major conclusions:

The majority of the principals' answers regarding parent participation in their children's education are average (i.e. sometimes participate), which means that their involvement is mainly subject to their mood without a clear methodology for effective participation within the framework of a plan with clear objectives for the role of the parents where they can participate in laying out such a plan

to reflect their attitudes and needs towards their children. The following are the major conclusions from the survey:

- There's a lack of interest from the parents' in attending the meetings with the teachers to discuss their children's issues. 81% of the principals stressed that the parents never attended the meetings with the teachers or that they sometimes attended, however intermittently. This could be due to the fact that these meetings are not serious enough, whether in terms of subjects discussed during meetings, or their timing, or the method of managing and regulating the committee work and those in charge of teaching staff, or possibly due to the fact that the objectives of these meetings are not clear to the parents, or due to the lack of the parents' awareness of their role in the education of their children.
- More than 1/3 of the principals (37%) believe that parents never elect their committees or that they might do that sometimes. It should be mentioned that electing parent committees is done nominally, and not on methodological democratic principles. In general, the organizational and administrative structures, the roles, the tasks and the objectives of the parent committees are ambiguous.
- Some people still believe that the committee's role is limited to collecting donations from the parents to improve the school infrastructure, and 58% of principals believe that inviting parents to a meeting is sometimes or mostly for the purpose of collecting school donations.
- The majority of principals believe that calling parents to meetings mostly aims at discussing the educational and behavioral problems of their children. Parents are normally called when behavioral or educational problems take place. Parents' needs towards their children and role-distribution, however, are not examined systematically to address the problems in general between them and the school.
- The administrative structure of the parents' committees is non-independent, due to the fact that schools dominate the committees through their principals and as they do not have any significant authority. 99% of the principals mentioned that parents are not involved or they might be involved in some of the administrative issues in the school.

3.2. Most important recommendations:

The educational process with all its dimensions is an interactive equation where roles are divided among the different parties, most significantly the family, the home and society, all working together to fulfill this educational mission. This does not come about except through strengthening the relationship between the home and the school. One of the reasons that require the establishment of such close collaboration is the students for whom schools are established as they represent the most important responsibility or interest that parents and the rest of the local community care about. Education is a social issue in which all parties should be involved (family, school, all society members and its different institutions). In this context, we recommend the following:

- Involving parents in the administrative and educational school plans, and giving them a bigger role to contribute towards supporting the educational process through their constant support and follow-up of their children's academic achievements and behavior at school and at home. Schools can't develop their work and fulfill their objectives and continue with their work without planning and organized joint efforts with the parents and the local community institutions.
- Teachers and the school administration are required to develop individual and group communication skills to be used with parents from different cultural environments. This communication should take place on a regular basis regarding the students' educational and behavioral performance. Teachers should use different methods of communication to present reports to the parents through sending them notes or electronic mail or the telephone, meetings, the communication copybook or selecting specific days to meet the parents.
- Activating the parents' participation in extracurricular activities through preparing programs for these activities throughout the school year and intensifying media campaigns which target parents highlighting the significance of their involvement and the benefits which their children

reap and the harm done as a result of their lack of cooperation and how this reflects negatively on children.

- Changing the system on which parents' committees were formed, an independent formation from the administration, since these committees represent the interests of the students and their parents, and they can hold the school administrations and the teachers' unions accountable in educational and union issues.
- Forming committees qualified to work inside and outside the schools on educating the parents and the local community in general regarding the significance of the educational process and the significance of parent committees. In addition, they should hold open meetings with the parents to explain the role of committees in forming helping committees for parents' committees in all the areas to develop interest in this important and influential aspect of student life.
- Conducting an objective survey to diagnose the reality of the parent committees and to monitor the challenges and problems facing their work as well as to define the level of administrative efficiency and level of performance. In addition, to suggest solutions to activate the role of the parent committee to enable them to carry out their role as efficiently as possible.

4. Conclusions and recommendations concerning the prevalence of negative phenomena at schools.

4.1. Most important conclusions:

Negative phenomena exist in all the Palestinian schools and their intensity and prevalence vary from one area to another and from one school to another. Most common of these among students is the phenomenon of smoking. The Ministry of Education and Higher Education conducted a survey in cooperation with Centers for Disease Control and Prevention (CDC) out the phenomenon of smoking in schools among all ages in 2002. The survey results indicated that the percentage of smokers of any kind of tobacco products (cigarette and water pipe) was 23.5% of the total number of students. (Males 34.7%, females 12.6%). The majority of students smoking any kind of tobacco products at the age of 12 years old was 37.6%, and aged 18 years and above was 34.1%. Next in line is the phenomenon of dropping out of school reached to 2% of the total number of students in the elementary stages. The reasons for dropping out of school are numerous, most important of them for girls were early marriage while for boys was finding a job and weak school achievements.

The principals' evaluation of these phenomena from their own perspective should be taken with caution since the evaluation depends on the personal factor for each principal and is not mostly based on documented information. At the same time, the principal tends not to magnify or inflate estimation of the spread of phenomena in schools. Generally, the results indicate the existence of a real problem concerning some of the negative phenomena at schools. The following are the most important of these results:

- Most common of the negative phenomena at schools from the principals' perspective is the students' destruction of school property such as damaging school seats, breaking window panes and destroying gardens and other property. 12% of the principals believe that this is an extremely common phenomenon at schools, and more so in female and secondary schools (elementary and secondary).
- Dropping out of school is a common phenomenon in the majority of government schools, 4% of principals said that the phenomenon was common at a high level, while 19% of them said it was at a moderate level. According to principals, dropping out of school for girls is higher than that at co-ed and male schools by six points compared to co-ed schools and by three points in comparison to boy schools.
- The phenomenon of physical and psychological violence among students themselves and between the teachers and students is extensively common at schools. Several surveys were conducted to monitor this phenomenon and identify its extent, types and reasons. 4% of the

principals said that this phenomenon was highly common, while 25% said it was common at a moderate level. This phenomenon is common in male schools at a percentage that is higher than at female schools by five points, and at co-ed schools by seven points, and at elementary schools by six points compared to secondary schools.

- The phenomenon of lack of concern for a clean environment also constitutes a problem. 44% of the principals believe that such a problem exists; 4% of them think it exists at a high level while 40% think it is moderate.
- 21% of principals admit that the phenomenon of disobedience of rules and regulations is common at a moderate level while the rest say that it is slightly common.

4.2. Most important recommendations:

School administrations and the educational system, in general, and the parents and the civil society institutions play a major role in reducing negative phenomena. In this regard, we recommend the following:

- To reduce the intensity of the negative phenomena at schools, school administrations are required to be firm, and at the same time flexible, democratic and just when implementing school rules and regulations. This requires improving communication between the educational system schools and the students through holding discussions to raise their awareness of the significance of abiding by rules and regulations considering that they are significant members of the school landscape. The student committees may play a significant role in reducing the negative phenomena at schools through granting them the necessary powers in decision-making whether in the mechanism and follow-up of the implementation of regulations or in imposing punishments on violators.
- The school staff and administration should set an example for their students by being at the forefront of those abiding by the school rules and regulations. When we talk about the phenomenon of school violence (physical and verbal) or the phenomenon of smoking or aggression, the school staff should be committed to refraining from violating the school laws and regulations.
- Improving communication with the student's parents and civil society institutions, activating parent committees, and raising their awareness regarding school rules and regulations and involving them in their drafting is essential. School counselors and teachers can play the role of bridging the gap between the schools and parents, and activating the relationship between them and the civil society institutions. Without this relationship the campaign to reduce this negative phenomena cannot succeed because they flourish outside schools and the students bring them inside.
- There is a need for the schools to look into the nature of the negative phenomena common at schools in terms of their source, the characteristics of those involved, their reasons, and defining the priorities within a work plan to address them; a work plan in which all the related parties take part. Reducing the phenomenon of dropping out of school for example needs a long-term plan which affects the teachers regarding improving the level of the students who are at risk of dropping out. The plan stretches to include the families who need continuous awareness-raising related to the dangers of early marriage or their sons' joining the labor market, which are major reasons of dropping out of school.

5. Conclusions and recommendations on the modality of the students' participation in extracurricular activities:

5.1 Most important conclusions:

Most of the principals' answers regarding the participation of the students, the parents and civil

society institutions in the different extracurricular activities related to the subject of Civic Education lean towards the average; that is, they sometimes participate or initiate communication which means, first: the invitation to participate or to initiate is personal, subject to the desire of the teacher or principal. Second: There is a lack of a clear and definite system that everybody is aware of that defines the nature of participation and the roles of the different parties in the extracurricular activities: the students, teachers, parents, parents committees and civil society institutions. The following are the most important conclusions:

- When 20% of the principals affirm that students sometimes participate in the activities without discrimination, especially discrimination related to scholastic achievement, this means that there's some sort of discrimination regarding the students' participation in the activities. 2% of the principals insist that such discrimination exists in boys' schools more than at girls and co-ed schools.
- Looking through the results, the participation of the students, the parents and civil society institutions seems nominal. 59% of the principals insist that the students' opinion is taken regarding the type of activities. However, their opinion is not taken regarding the content of activities, their objectives, the participants and the mechanisms of implementation, and others. Other than that, the parents and parent committees might call for an activity but have no role in it.
- Most of the civic education related activities which take place at schools, are implemented by related civil society institutions, and are funded by external parties. Usually, these programs lack sustainability and are linked to funding and are rarely established within the school programs, and are therefore not permanent.

5.2 Most important recommendations:

Involving the students, the parents and the civil society in the school extracurricular activities requires first, changing the teacher's and the school management's concept of the objectives of these activities. These activities do not complement the Civic Education curriculum, but they are a successful educational means to refine the students' awareness of civic values and bring about a change in their attitudes to develop their life skills through practice and acting in real life situations and learning from their successful experiences in addition to the failures. Second: Involving the students and their parents in planning for the activity and managing it down to the smallest detail, reinforces the students' and parents' interest in it and increases the chances of its success and fulfilling its objectives as this activity will become theirs and they will be responsible for its success or failure. In this regards, we recommend the following:

- The activities should be planned with well-defined objectives, and clear to everybody. The plan should be developed in participation of all the related parties in which everybody takes responsibility.
- A mechanism should be developed to publicize successful activities among all the schools so that they will be a part of their educational program.
- The extracurricular activities should consider the students' needs, their achievement and physical abilities without discrimination. They should be diverse and gain the students' satisfaction and they should be open for their suggestions.
- Work should be conducted with the local committees so that school activities become part of their programs and plans. They should not be mere participants, but have a proactive role in designing and funding the activity from their budget.

6. Conclusions and recommendations on the degree of satisfaction with the Civic Education curriculum from different perspectives:

6.1 Major conclusions:

The level of the principals' satisfaction with the Civic Education curriculum can be categorized according to three levels, which are:

- A moderate degree of 78% for the principals' satisfaction with some of the aspects of the Civic Education curriculum related to the performance of the teachers of Civic Education, especially the aspect relative to involving the students in the activities of preserving the environment. 66% of these had a high level of satisfaction, while 12% had a very high level of satisfaction. Also, those satisfied with the performance of the teachers of Civic Education and their level of satisfaction was high, 66%, and 9% for those with a very high level of satisfaction.

As for implementing the concepts of Civic Education at schools:

- The level of satisfaction was relatively low especially concerning the methods of teaching Civic Education. Only 54% of the principals had a high level of satisfaction, while 2% had a very high level of satisfaction.
- There was dissatisfaction with other aspects of Civic Education related to the extent of the local community's concern with the curriculum. 57% had a low level of satisfaction and 26% had a very low level of satisfaction. 64% had a low level of dissatisfaction regarding the parents' lack of concern, while 26% had a very low level of dissatisfaction.
- In general, principals with long experience (14 years and more) were more optimistic than others and more satisfied with the Civic Education curriculum.

6.2 Most important recommendations:

Principals bear the main responsibility for the educational process with its different elements; the student, the teacher and the school. Principals have the responsibility of improving the quality of education, through following up on the teachers' performance, monitoring the progress in the students' achievement, providing logistic, material and psychological support, and supporting and reinforcing communication among the teachers, and between the teachers and the students, the parents and the local community. **Experience has proven that a successful principal (leader) builds a successful school in all the practical aspects of the process of education and learning.**

In this regards, we recommend the following:

- The necessity of developing scientific and strict standards in the choice of principals. The main standard that should be considered is the moral standard embodied in a sense of belonging, a deep faith in the school and its mission, a strong sense of responsibility and love of others. Furthermore, principals should believe in the concept of partnership in work. They should be democratic, firm, and a good listener.
- Principals are required to plan for their work and to define objectives based on the situation of their schools, to allocate responsibilities and delegate to professionals, to follow up on implementation and evaluate performance according to definite objectives and to prevent pursuing endless problems.
- Principals are required to perfect communication with the teachers, students, parent committees, the local community and its institutions and to establish a systematic relationship with them whereby they define their roles, responsibilities and authorities.

Nine: Conclusions and recommendations of the survey to the Civic Education teachers according to the questions of the survey:

1. Conclusions and recommendations on the method of Civic Education teaching from the perspective of the teachers:

1.1 Most important conclusions:

The results revealed that there was no consensus amongst the teachers of Civic Education regarding the teaching methods related to Civic Education, especially teaching it as an independent topic. The results did not also indicate alternatives that the teachers could agree on, specifically National Education. This could be due to the unclear goals and objectives of the Civic Education program, as there exists a wide gap and a deep contradiction between what is being taught in the curriculum from one side and what the reality presents. This contradiction stems from the cultural and other prevailing practices in the Palestinian society and the practices of the occupation authorities. In spite of this, there is a semi-consensus on some of the following issues related to the curriculum, and they are as follows:

- Results showed that the vast majority of teachers (88%) see that teachers should be left to decide upon the teaching techniques the way they see as best appropriate. There is a variance in what female teachers think, they are more in support of this opinion compared to male teachers i.e. 93% for females and 82% for males. This attitude is correct and it can be acceptable if the Civic Education concepts and values, on which the teaching methods are built, are defined, in order to prevent teachers from striving individually to define concepts and values, hence subjecting them to the teachers' personal ideologies.
- Results indicated that 71% of the teachers see that there's a disparity in the Palestinian society regarding what should be taught in the Civic Education. This disparity is a result of the lack of seriousness with which the material is regarded by the educational system, in general, and by the parents and the local community, specifically. 69% of the teachers agreed that decision-makers do not regard Civic Education with the sufficient degree of seriousness.
- More than half the teachers (57%) agreed that Civic Education should not be taught as an independent subject, but as part of the students' activity, while 56% said that it should be taught within the framework of other subjects such as history, geography, Islamic Religion, National Education and others, and not as an independent subject. Others said that its concepts should be integrated with all the subjects taught at school. There were others, a minority who disagreed. Results indicated that teachers do not agree on the method of teaching Civic Education and that male teachers were more in agreement than their female counterparts.
- A small number of teachers whose number does not exceed one third of the total number of teachers believed it essential to teach Civic Education as an independent subject and that more than one class a week should be allotted to it, while 75% were not in favor of this.
- Results indicated that about half the teachers of Civic Education (48%) lack the conviction of the importance of taking the students' opinion on what should be taught in Civic Education. The teachers' negative attitude indicates that they do not recognize the significance of listening to children's opinion on the subjects and teaching methods. Neither, does the teachers' attitude help them acquire the skills that they would like to have to confront the different issues in their day to day life.

1.2 Most important recommendations

Civic Education is important not only because it is educational material that aims to comprehensively build the students' personality and in a balanced manner within the context of a positive upbringing so that they will become aware of and receptive to national values, open to cultures, interactive with events locally, regionally, internationally and respectful of all opinions and views, but also aims to help the students acquire the basic knowledge of institutional principles upon which the society builds

and which develops in them the basic capabilities of active participation socially and politically. In this context, we recommend the following:

- It is necessary not to treat Civic Education as a group of values and concepts that students memorize and deal with as merchandise that is consumed and forgotten, but as life skills which they acquire to face the demands of life. Therefore, these concepts should be accompanied by curricular and extracurricular activities that reinforce knowledge and create within them positive attitudes to reflect on their daily skills and behavior and reinforce their role in changing and building society.
- The students' education should not be restricted to civic concepts, values and life skills through Civic Education. It is also necessary that this knowledge and skills be incorporated with the other curricula such as Religious Education, Arabic and other subjects that students learn at school.
- Organizing training programs for the teachers of other subjects especially for the teachers of Islamic and Christian education, Arabic language, Art, Sports and Social Sciences, etc. which link the concepts and values of Civic Education with the with values of religion. Spreading the concepts and values of Civic Education should not be restricted to the subject only, which will contribute to restoring the Civic Education subject the position it deserves in creating a good citizenship.
- Teachers should set a good example for students to bridge the gap between the values and concepts students learn and their application in real life, since this gap between the theory and reality develops a deep feeling of isolation and causes rebellion against values among students, regardless of where they originated.
- The necessary of providing teachers with a reference guide that includes several curricular and extracurricular activities that helps the teacher in teaching the subject and reinforces awareness of the values and concepts of Civic Education, which contributes to enhancing student practices and attitudes.
- It is essential to give attention to the family and the local community, and to find the best means to reach them and raise their awareness of the civic values and concepts to help bridge the gap between what children learn at school and what they learn from the family and the local community.

2. Conclusions and recommendations on the importance of teaching Civic Education from the perspective of students:

2.1 Most important conclusions:

Most Civic Education teachers agree on the importance of Civic Education for students. However, the degree of importance for the students, from the teachers' perspective varies according to the type of civic values that the subject tries to convey to students. This agreement includes in most cases teachers from both sexes regardless of their level of experience. The basic civic values which the material tries to communicate to the students have been organized according to their significance for the students from the perspective of the teachers. Results indicated the following priorities:

- The civic value related to identifying the students with their rights and duties received first priority in terms of what is important for the students. Only 8% of the teachers objected to this priority.
- The teachers ranked as second in terms of importance to the students, the value of respect to the law and order. 90% of the teachers agreed on the significance of this value.
- It's clear from the results that the Civic Education teachers are confused as to their understanding of the students' perceptions of life skills because this value was given ninth rank, one rank before the last, while all the civic values under study were considered part of the life skills that the students should acquire from the subject and which have the utmost priority in terms of significance in their practical life.

- Results indicated that the teachers with extensive years of experience (10 years and longer) in the field of teaching Civic Education are the persons most capable of understanding its significance for the students in comparison to the other teachers who are less experienced.
- Results indicated that the teachers who chose to teach Civic Education of their own free will are the most capable of understanding its significance for the students compared to other teachers who were forced to teach the subject or those who completed their quorum by teaching Civic Education.
- The teachers who had training in Civic Education are best placed to recognize its significance for the students compared to the teachers who did not enroll in any training course related to the subject.

2.2 Most important recommendations:

One of the major problems of teaching Civic Education is the lack of specialized teachers in Civic Education and methods of teaching it. Teachers of social sciences are normally the teachers who teach this subject and have the priority of teaching it, and they do not have other options. Sometimes they are obliged to teach it, even if they are not willing to do so.

These are the most important recommendations based on the results:

- It is essential to work in the future and in cooperation with the universities to find teachers who are specialized in teaching Civic Education and to put to an end the obligation which binds the teachers of social sciences to teaching Civic Education.
- Discontinuing the practice of giving teachers of Civic Education classes to complete their quorum or forcing them to teach this subject against their will, which indicates that the lack of seriousness regarding the subject is not only limited to schools, but it stretches to the level of decision-makers.
- Raising the awareness of the teachers of Civic Education regarding the concepts and methods of teaching life skills to improve the students' behavior through linking the students' knowledge of the concept and creating an attitude with their impact upon the students' daily behaviors and practices.
- Finding creative ways to reach the students' families and the local community to raise their awareness of civic concepts and values through linking civic values with religious values considering that one complements the other.
- Developing strict regulations and instructions at schools to monitor the teachers' behaviors which mar their images prevent them from being good models for their students to bridge the gap between the values that students learn and their application in real life.

3. Conclusions and recommendations on the issues that should be emphasized in Civic Education and the required degree of emphasis:

3.1. Most important conclusions:

The degree of emphasis on civic values in the subject varies according to the degree of emphasis and repetition in the content and the volume of curricular and extracurricular activities associated with the curriculum and the methods of teaching it. The degree of emphasis required in the curriculum according to the point views of teachers of Civic Education relies on the teachers' knowledge and their experiences in teaching the subject and their students' needs with which they are familiar. It also relies on the necessary skills which they acquire and which affect their daily and future lives to help them better understand their reality and the world around them, and interact positively with them. The following are the most important results:

- A great majority of the teachers of Civic Education (94%) believe that the value of human rights is the value that is mostly emphasized in the subject. This value did not get the teachers' priority in terms of the required degree of emphasis. However, it ranked fourth and the teachers proposed

identifying the students with the citizen's duties as a priority to be emphasized in the subject rather than human rights.

- Results indicated that the teachers are not sufficiently aware of the significance of democracy in society as they ranked it third in terms of the emphasis which the curriculum gives it, whereas it came tenth and last in terms of the required degree of emphasis in the curriculum. This means that democracy was not part of the required priorities to be emphasized in the curriculum.
- Results indicated that there is not enough awareness of the linking process between the concepts of civic values and the complementary relationship between them, specifically the relationship between the values of democracy on the one hand, and human rights, critical thinking, justice and rule of law, on the other.
- 2/3 of the teachers believe that the role of the civil society institutions is not emphasized in the subject, or that it is, but only moderately. Added to this, the required degree of emphasis in the curriculum from their viewpoint came eighth and as the last value that should be emphasized. This result indicates either a lack of awareness of the significance of the role played by the civil society institutions, or the lack of trust in these institutions and their role in reinforcing civic values in the society.
- 57% of the teachers believe that justice and rule of law are not focused upon, or that they are, albeit moderately. While 69% of the teachers proposed the need to give them a high degree of emphasis, 8% believed that there's no need to concentrate on them in the subject. Female teachers were more concerned with the role of the civil society institutions rather than their male counterparts.
- 3/4 of the teachers (76%) thought that Civic Education does not concentrate upon the skill of the students' critical thinking or that it does, but only moderately, whereas 55% of the teachers called for the need to give it a high degree of attention in the subject.

3. 2. Most important recommendations:

It's necessary for the selected Civic Education teachers to believe in the civic values that they teach, and to be available and ready to teach it, and to set an example for their students. Teachers should not be forced to teach it, and neither should it be given to them as a subject to complement their quorum.

The following are the most important recommendations:

- Teachers of Civic Education should monitor their students' positive and negative conduct and concentrate on the civic values related to the behavior that the subject did not address, or it did, however, briefly, so that they can identify the civic values that should be focused upon in the subject; for instance, if teachers notice an increase in violence among the students, they should focus on the values of dialogue, acceptance of others, pluralism, democracy, etc.
- It is essential for teachers of Civic Education to be trained not only in the concepts, methods of teaching and the accompanying activities; but, they should also know the core of the relationship linking these concepts together and their impact upon each other. They should also benefit from the implemented activities so that they will serve the majority of civic values that they give to their students.
- It is essential to concentrate in the subject upon the concepts of justice and rule of law as all the civic values are based upon these two values and problems are solved through them.
- Raising awareness of the role that civil society institutions play in society and concentrating upon them in the subject is essential, in addition to organizing student activities to interact with them and participate in the voluntary activities.
- It is essential to focus on the skill of the students' critical thinking, which according to the results, did not receive much focus despite its significance in the students' life and their future careers.

4. Conclusions and recommendations on what students actually learn in Civic Education:

4.1 Most important conclusions:

What Civic Education concepts students actually learn are determined, first by the concepts in the subject, and the degree of focus they receive in terms of content; and second, by the teachers of Civic Education and their methods and the degree of focus they give them. The following results indicated the teachers' opinion of the extent of the students' learning of the concepts of Civic Education:

- The majority of teachers i.e. 85% believed that the students learn to love their country and to be loyal to it. 15% disagreed and gave this civic value first ranking as to what students learn in Civic Education, which is a normal matter imposed by the political circumstances of the area.
- Safe-guarding rights and commitment to duties came next as a value regarding what students learn in Civic Education. 87% of the teachers agreed to include this value in the educational material to be given to the students, while 13% disagreed. This value has a special significance imposed by the political reality of the region.
- The students' involvement in the issues of their society and interacting with its problems were according to the viewpoint of teachers of Civic Education, the last of the values that students learn, for the percentage of those in agreement that students actually learn this value came up to 73%, 13% of which strongly agreed, whereas 27% disagreed, which is not a small percentage compared to the importance of this value in creating good citizens who are influenced by what goes on in their society which they also impact.
- Results indicated lack of concern related to what students learn of what happens in other countries. About half of the teachers disagreed that students learn this value in Civic Education. Maybe this is due to the fact that the subject does not contain this value or that teachers are not concerned with it although it is very important, since what happens in the other countries, especially those neighboring us, impacts the Palestinian society directly whether politically, economically, socially, or otherwise.

4.2. Most important recommendations:

Civic values and the degree of emphasis they are given, should be categorized according to the priorities reflected by the objective need of the Palestinian society on the one hand, and on the particulars related to the school environment of each school and the circumstances of the local community, on the other, so that whatever students learn of these values and the degree of focus they're given are not subject to the teachers' mood and their personal evaluation. This means that there should be flexibility in the degree of emphasis given to these values. For instance, in the schools where violence is a common phenomenon, the values of dialogue, respect of the other's opinion and cognitive pluralism should be on the scale of civic value priorities which the students learn at these schools, without, however neglecting the public and national values. In this context, we recommend the following:

- It is essential to identify the priorities of Civic Education and to emphasize them, each school according to its circumstances, in which case, the problems and challenges faced by each school are diagnosed and monitored through cooperation between the teachers of Civic Education and the educational counselor, and the school management, in addition to involving the students in the diagnosis and analysis of the situation.
- Some form of cooperation and coordination should be established between the teachers of Civic Education and teachers of the other materials such as Religion, Arabic, Art and Sports and others, all aiming at cooperation in raising the students' awareness of the positive values to raise good citizens, so that the teaching of civic values will not solely be the responsibility of Civic Education teachers, since the civic education values could not be separated from the values of religions.
- It is essential to give attention and concentrate in the students' education upon the values of participation and interaction with the local community which are considered some of the most important values which students have to learn considering the great role they play in refining

their personalities and developing their future professional careers. This could be achieved through organizing voluntary school programs to serve the local community and encourage students to get involved in the relevant civil society institutions.

5. Conclusions and recommendations on what students have to learn in Civic Education:

5.1. Most important conclusions:

There's a wide agreement among the teachers of Civic Education regardless of their sex and experience that the concepts and values of Civic Education mentioned earlier should be taught. However, the degree of agreement regarding priorities somewhat varies. The following are the most important results:

- The teachers placed first that what should be taught to students is justice, obedience and rule of law, as the great majority making up 91% agreed to the need for students to learn this civic value. Those who disagreed did not exceed 9%. Previous results indicated that the degree of focus on the issue of justice and rule of law were not commensurate with the degree of the need according to the attitude of the teachers of Civic Education.
- Results indicated a great interest among Civic Education teachers in the issue of elections and voting to reinforce democracy as 91% of the teachers affirmed the necessity of teaching this subject to students. 90% of the teachers affirmed in the previous results the necessity of focusing on the value of democracy in Civic Education.
- Results indicated the teachers' great interest in the necessity of teaching the students participation in society service activities as 90% of the teachers asserted the need of teaching them to students. Actually, the degree of concentration on this value in the curriculum is eight points less than the required degree of concentration according to the opinion of the teachers.
- Results indicated a weakness in the teachers' linking process between the value of respecting a persons' opinion, the other's opinion and the other related values such as the means of calm dialogue, respecting state representatives (the Authority) even if they hold different opinions, and others.

5.2. Most important recommendations:

All Civic Education concepts are linked, like other concepts which are related to the social circumstances, contentiously and it's not possible to separate them. Therefore, they should be taken as a whole package as it is impossible to teach students about justice and rule of law in isolation from other values such as the concepts of democracy, elections, voting, rights, duties, human rights, respect of the other's opinion and other concepts. In this context, we recommend the following:

- Training teachers of Civic Education on civic values as a whole and developing their ability of analysis, deduction and linking these values to the reality through activities and events which promote a change in their attitudes and improve their skills so as to convey their experiences to the students frankly and honestly.
- There is a need for schools to adopt activities that are related to community service such as voluntary work in coordination with the Civic Education teachers and other teachers. These activities should be part of the school curriculum because extracurricular activities are part of the educational learning process in Civic Education.
- Since teachers are concerned with the elections and voting and their relationship with democracy, and ranked this topic as second on the scale of priorities as to what the students should learn, it is therefore essential to concentrate on them in the curricula and to implement elections related activities at schools and to publicize the elections project in all the schools; a project which impacted positively the students' knowledge and skills.

6. Conclusions and recommendations on the importance of the issues taught by teachers and their readiness to tackle them and students opportunities to benefit from them:

6.1 Most important conclusions:

Results indicated that all issues and civic values addressed by the survey are important in terms of their readiness to tackle them and the students' opportunities in learning from them. However, the level of importance, readiness and available opportunities vary between the different subjects as evaluated by the Civic Education teachers. Generally, the following are the most important conclusions:

- The degree of importance for the different issues and the twenty civic subjects under study vary between 50% of the teachers as a minimum and 84% as a maximum from the teachers' viewpoint. A small percentage of teachers who considered these issues not important varied between 3% as a minimum and 13% as a maximum. Also a percentage of teachers ranging between 12% as a minimum and 36% as a maximum evaluated its importance as average.
- The degree of the teachers' total readiness to deal with the different issues and the twenty civic values under study varied between 46% of the teachers as a minimum and 73% as a maximum. A small percentage of teachers who showed reluctance to deal with the material ranged between 3% as a minimum and 11% as a maximum. A percentage of teachers whose level of readiness was average, ranged between 22% as a minimum and 45% as a maximum.
- As for the learning opportunities available to students through the different issues and the twenty values under study from the perspective of teachers, great learning opportunities for the students ranged between 32% of the teachers as a minimum and 53% as a maximum. A percentage of teachers who believed that students did not have too many opportunities to learn from the topics under study ranged between 4% as a minimum and 18% as a maximum. A percentage of teachers who believed that the students' benefit from learning topics was average, ranged between 39% as a minimum and 57% as a maximum.

There are differences in the priorities from the perspective of Civic Education teachers according to the topic and type of civic values under study in terms of the degree of importance, level of the teachers' readiness to deal with them and the possibilities of the students learning from them. Results indicated that there's a gap in the majority of the topics and civic values in terms of the degree of their importance on the one hand, and the teachers' level of readiness to deal with them and the opportunities of students learning from them on the other hand. The level of importance of civic values from the teachers' perspective is based on their personal understanding of the significance of this value formed from their culture, the school environment, the family and the community where they live. The following are the most important results:

- Results indicated that reducing physical and verbal violence received first priority in terms of importance and the degree of the teachers' readiness to deal with them. Learning and benefiting from them were also indicated as a priority among the students. 84% of the teachers considered this issue as the most important; 73% of the teachers indicated their total readiness to deal with this material, and 53% of the teachers considered it a great learning opportunity. Teachers agreed that priority should be given to this issue regardless of their level of training or their experience in teaching Civic Education or implementing the citizenship project (was implemented by a Palestinian NGO "Teachers Creativity Center" in cooperation with the Ministry of Education and Higher Education) at some schools.
- The value of equality and non-discrimination is the second value which got first place among the other issues in terms of importance. 84% of the teachers considered it important, while the teachers' readiness to deal with the issue scored second place, and 73% of the teachers were completely ready to deal with it. This value scored fourth place in terms of the opportunities open to students to benefit from it. Teachers who were trained on Civic Education are more ready to deal with this issue compared to the other teachers who did not get any training. There wasn't any difference in opinion based on experience or implementation of the citizenship project.
- The issue of justice and rule of law were among the issues considered the most important categorized by the teachers as third in terms of importance. 79% of the teachers considered this

issue important. As for the teachers' readiness to deal with this issue, it's much less than its level of importance since 35% of the teachers were not ready or even partially ready to deal with the issue. As for the opportunities available to students to benefit from it, it's the worst as 65% of the teachers believed that there weren't too many opportunities for students to benefit from it, or if there were, they were limited. The level of the trained teachers' readiness was better than that of the untrained teachers, and there wasn't much difference of opinion in terms of the teachers' experience in teaching Civic Education.

- The issues related to the Palestinian situation in the three axes were not prioritized from the view point of teachers, especially the axis of importance compared to the other issues. For instance, the issue of the Palestinian Basic Law ranked sixth in terms of importance, and ranked twelfth in terms of readiness, and ranked thirteenth in terms of learning opportunities. Similarly, the issues of the Palestinian election system, methods of voting, folklore and national heritage ranked tenth in terms of importance, whereas civil society institutions in Palestine ranked fifteenth in the three axes. The official government institutions in Palestine also ranked eighteenth in the three axes.
- Interestingly, the issue of the international resolutions relevant to the Palestinian rights did not get the teachers' interest and it ranked seventeenth, at the end of the other issues in terms of importance. It did not attain the required level of readiness or the learning opportunities; it therefore ranked sixteenth in both axes; readiness and possibilities of learning.
- There's a low level of interest among teachers regarding the international organizations and their emanating institutions. They are also not ready to deal with the subject and students' learning opportunities of learning this subject were low. This issue ranked at the end, the twentieth in terms of importance, and the level of readiness and learning opportunities.
- Results indicated the shortcomings of teachers in their understanding of the controversial relationship that links the different civic issues and values together. For instance, teachers gave priority to the value of equality and non-discrimination while they did not give the values of respecting cultural pluralism and minorities much attention despite the close ties between them.

6.2 Most important recommendations:

The importance of Civic Education values should not be regarded from a static point of view. They should be flexible enough to reflect the needs of the Palestinian society generally, and the needs of Palestinian students specifically, in accordance with the school and the family environment. Many of the civic values are of common importance that all students need to improve their knowledge and attitudes and develop their skills in such values as the value of equality, non-discrimination, justice, rule of law, equality in duties and rights as well as other issues such as the Palestinian Basic law and the system of elections and the civil society institutions, and others. Added to this, there are values that are particularity linked to the school environment and the society whether in cities, villages or refugee camps. For instance, schools where the phenomenon of violence is prevalent, should be focused upon to develop the skill of dialogue, acceptance of the other's opinion and other related skills, whereas the areas where the phenomena of tribal bigotry and political and sectarian partisanship are common, attention is given to the issue of customs and traditions, cultural diversity, dialogue, etc. This requires surveys to be conducted at schools to diagnose their situation from the different aspects. In this context, we recommend the following:

- The necessity of categorizing the subjects and the civic values in accordance with priorities in terms of level of importance and concentration, while giving teachers the chance to deal with those subjects in the manner they see as appropriate, providing that they have received adequate training and have the readiness to deal with such subjects.
- It is essential to give attention to and concentrate on the concepts of democracy in the subject since the students' correct understanding in this regard impacts positively a large number of skills that students need in their daily life and future careers. Results indicated that the teachers do not give these values enough attention. Also, the level of their readiness to deal with these values is weak.

- There is a need to concentrate on the issues and values relevant to the Palestinian situation in respect to official and unofficial institutions, and the civil society organizations, charters, international resolutions relevant to the rights of the Palestinians, justice, rule of law and including them within the scale of priorities since results indicated that teachers do not give them enough interest and that the degree of their readiness to deal with them is not adequate, as well as inadequate student learning opportunities to benefit from this subject.
- It's essential to give attention to international organizations, and their emanating institutions since the results indicated that teachers do not give them enough attention and that their level of readiness to teach them is not adequate; the teachers need to be trained in this issue and other related issues.
- There is a need to train teachers of Civic Education by following a new strategy based on providing training in all the civic concepts in the subject all at once and clarifying the controversial relationship between those concepts and training the teachers to use extracurricular activities to clarify the nature of this concepts' relationship.
- Results indicated that teachers experienced in teaching Civic Education are the most capable of defining priorities in terms of the importance of the civic values related to their schools and they are the most ready to deal with the material compared to those with little experience. Therefore, it is necessary that selected teachers be experienced in teaching these values especially, and in teaching, in general.

7. Conclusions and recommendations on activities and methods of evaluation and planning used in Civic Education:

7.1. Most important conclusions:

Curricular and extracurricular activities in and outside schools are considered part of the Civic Education curriculum, and fundamental in teaching this material, since Civic Education is basically teaching life skills which the students acquire through practice in addition to instilling its concepts in their consciousness through learning and work. If teaching Civic Education was restricted to rote-learning and memorizing its concepts, students would deal with these concepts as a product that is consumed and forgotten. The following are the most important conclusions:

- Solving the questions in the school book is the most common activity implemented in Civic Education teaching. 2% only of the teachers do not use this activity; 11% use it sometimes and the rest of the teachers use it always and in most cases. This is not the most ideal activity in teaching the material and acquiring skills.
- Allowing discussion in the classroom on controversial issues and students listening to one another's opinion are considered good activities which develop the students' skills such as freedom of expression, expressing one's opinion, respecting others' opinion and listening. Results indicated that the majority of teachers use this activity, and female teachers use this activity more than their male counterparts, and teachers with little experience use it more than others; however, a quarter of teachers never use it, or sometimes use it.
- Role-play and simulation are considered some of the most effective curricular activities in learning and acquiring student life skills. Results indicated that 6% of the teachers never use this in- class activity and 42% use it sometimes. Female teachers' use this activity by about 21 points compared to their male counterparts, and is more often used by highly experienced teachers compared to the others with different experiences.
- Extracurricular activities conducted outside the schools within the framework of teaching Civic Education are some of the most effective activities impacting the students' attitudes and improving their skills, additionally, students like and enjoy them. Results indicated that this activity comes as the last on the scale of use, meaning that teachers rarely employ it, since a percentage which does not exceed 2% use it all the time. Male teachers use this activity more than the females, and so do those with experience of ten years and longer.
- Activities related to serving the local environment -- especially related to voluntary work ranked

eighth on the scale of use despite its importance in developing student skills and raising their awareness of their duties towards society. 11% of the teachers never use this activity, while 14% always use it. Teachers whose schools implemented the citizenship project used this activity more often compared to the teachers whose schools did not. Similarly, teachers with longer experience used this activity more than others.

- Assigning worksheets to students is one of the activities that develop the students' quest for knowledge, reading and the method of scientific research and search for information from different sources. This activity is semi-neglected by Civic Education teachers and ranks the last of the prioritized activities; 18% of the teachers never use this activity while only 6% of the teachers always use it.

7.2. Most important recommendations:

Teachers implement curricular and extracurricular activities within the framework of the other curricula such as physical, technical and vocational education, and the other subjects such as social sciences, science and others, all of which aim at enhancing the students' knowledge and skills, which are the same lofty goals of Civic Education. Therefore, it is necessary to coordinate between the teachers of the other subjects and the Civic Education teachers to refine the different activities and methods of their implementation to maximize the benefits from these activities. We recommend the following based on the previous results:

- This survey presented several curricular and extracurricular activities and the priorities of their employment were categorized from the perspective of Civic Education teachers. The priorities of using these activities are not necessarily the preferred activities from the educational aspect; however, the activities which ranked at the end of the scale of priorities are not also the least favored activities. This categorization reflects the real situation related to the use of activities. Therefore, it is necessary to construct a scientific reference guide to teach Civic Education which includes activities for each educational value or educational issue that is taught in the subject as this activity fully reflects the goals of the civic value or the issue that is taught.
- A number of activities have a common character and it is not possible to pass up the implementation of activities such as role-play, simulation inside the classroom, the students' preparation of worksheets, and starting debates inside the classroom in selected topics. Outside school, carrying out organized voluntary activities – not only on occasions- serve the society and enhance its environment. Also, there are activities which have a particular character and are defined on the basis of each school environment and its needs, as at schools where violence is common it is necessary to organize activities which simulate this phenomenon and highlight its disadvantages.
- There is a need to diversify implemented activities and not repeat them over a long period of time since repetition of the activity causes the students to lose interest and regard it as part of the boring curriculum.
- There is a need to ensure students' participation in designing, and proposing activities as they are the most capable of recognizing activities which motivate and interest them for team work. In addition, the students should be involved in the process of evaluating the activity, defining the problems and difficulties which they face and how they overcame them and benefited from lessons learned regarding the implemented activity.
- There is a need to plan for activities taking into consideration the type of activity for each civic value in terms of objectives, mechanisms of implementation, follow-up and evaluation without losing sight of engaging the school management, students, parents' committee and the families, should there be a need and in accordance with the nature of the activity.

8. Conclusions and recommendations on the aspects of enhancement and its necessities with respect to Civic Education:

8.1 The most important conclusions:

The answers of the majority of teachers of Civic Education - and in most aspects of development and improvement in Civic Education – tend to be the average rating (necessary to some extent) which means either because there's uncertainty in the impact of these aspects on the process of improvement and development or that the process of improvement and development is not necessarily urgent as demanded by the curriculum. Results indicated a general level that male teachers are inclined towards improving and developing the subject compared to female teachers. Also, teachers with long experience are more inclined towards the process of improving and developing the curriculum. The following are the most important results:

- Results indicated that the existence of a teacher's reference guide for Civic Education is urgently needed to improve and develop the curriculum. This is a tool to improve Civic Education teaching and gained the highest degree of consensus among the teachers. Only 10% did not consider this aspect necessary to the process of improving the subject.
- The majority of teachers agreed to the need to conduct some improvements on the school environment to be in harmony with the requirements of the subject and to be commensurate with the civic values which they teach. Hence, the teachers gave the physical and virtual school environment great attention and it ranked second in terms of level of necessity.
- 88% of the Civic Education teachers considered the need to modify the concepts in the subject to suit the capabilities of students as very essential and essential to some extent. This means that the conceptual sequence of the subject of Civic Education according to the age is not in harmony with the capabilities of the students whether on the level of difficulty of the concept itself or the words that have been formulated to define the content.
- The majority of the teachers agreed that it is necessary to give teachers some independence in the method of teaching. 41% of the teachers considered independence very necessary to improve the teaching of the subject; 47% considered it as necessary to some extent, whereas 12% did not consider it necessary.
- About half the teachers wished to undergo more training in the concepts and methods of teaching Civic Education. They considered this very necessary and more than a third (34%) considered it necessary to some extent.
- 1/3 of the teachers (34%) stressed the need to review the standards of Civic Education teachers and not to restrict them only to the teachers of social sciences. They considered this as very necessary; about half of them considered this necessary to some extent.
- 1/3 of the teachers stressed the need for an increase in extra-curricular activities in teaching the subject, and considered this as very necessary, while 44% considered this necessary to some extent.
- While the great majority of teachers agreed to the importance of Civic Education for the students as it helps them acquire knowledge and life skills that are of benefit to them in their social and professional life, they did not show enthusiasm regarding an increase in the number of weekly classes to teach the material; 54% considered it unnecessary to increase the number of classes, while 28% considered it necessary to some extent.
- The great majority of teachers expressed their unwillingness for supervisory visits; 85% consider it unnecessary or necessary to some extent. They also preferred that the visit be part of the social sciences and not Civic Education.

8.2. Most important recommendations:

Given the fact that the Civic Education subject does not have a reference guide to help teachers teach this material and assimilate and comprehend its concepts correctly in order to avoid guesswork

in the phrasing of concepts, a guide that is reinforced with curricular and extra-curricular activities is urgently needed to facilitate the students' assimilation of these concepts and to develop their skills instead of relying on memorization and rote-learning. Hence, the teachers gave the reference guide the priority in respect for developing Civic Education. In the context of improvement and development, we recommend the following:

- The issue of the teachers' independent methods of teaching Civic Education has gained the interest of the majority of the teachers. In this respect, we recommend that teachers be given more independence on condition that a reference guide is made available to the teachers to prevent guesswork in defining the concepts and types of activities that are of help in teaching.
- To bridge the gap between civic values students learn and the school environment which is suitable to the requirements of the subject, efforts must be exerted to improve the infrastructure of the schools through reducing class overcrowding, improving toilets, sport facilities, and cafeterias to prevent student friction, and to help them pour their energy into sport activities and social work. Work is also needed to improve the structure of the educational system at schools through their practical practice of Civic Education values and putting an end to discrimination between the students on the basis of achievement, tribal discrimination and others issues, in addition to listening to the students' opinion and respecting it, banning smoking in front of the students and other negative habits.
- There is a need to review the ministry's regulations and instructions related to the methods and standards of evaluating students in Civic Education and proposing alternative mechanisms for the current evaluation system which is based on memorizing and solving the questions in the book and the number of school hours per week. Added to this, a review and evaluation of the curriculum of Civic Education should be conducted for all classes both in terms of form and content. Furthermore, the conceptual sequence of civic values should be revised according to the age of the students to solve the problem of concepts which are above the students' level; a problem addressed by Civic Education teachers.
- Since other subjects such as Religious Education, Arabic, Art and others that are being taught to include civic values, this requires that a mechanism of cooperation be found between Civic Education teachers and other teachers, and integrating the concepts of Civic Education with the other subjects so that its concepts will not be restricted to Civic Education only. This in turn will give respect back to Civic Education helping it regain the seriousness that it deserves among the school staff as well as school management.
- It is essential to conduct a survey to look into the reasons for the reluctance of the teachers of Civic Education concerning supervisory visits despite their significance to the teachers. It is also essential to seek solutions to this problem.

9. Conclusions and recommendations on employing methods of evaluation in Civic Education:

9.1. Most important conclusions:

Teachers use different evaluation methods to give students their grade for Civic Education. Teachers have a wide margin within which they can evaluate the students' grades and their performance related to their knowledge and skills. Results indicated that the most frequently used method of evaluation is the students' participation in class, which means students' interaction with the teacher in class and their participation in the discussion. The teachers agreed that they all use this method of evaluation all the time or sometimes without exception. Adhering to this method has its negatives especially if it is the only means of evaluation. One of its negatives is that it measures only the students' level of knowledge in the civic values while it does not measure the acquired skills. The following results were indicated in the methods of evaluation:

- The great majority of Civic Education teachers employ traditional exams to evaluate their students. Hence, this method comes second in terms of the frequency of use. 58% of the teachers emphasized that they employ this method all the time, 37% employ it sometimes, and only 5% do not employ it. This method assesses the students' level of knowledge while it does not assess their acquired skills.

- Giving students an assignment whereby they prepare a work paper is a method of evaluation that is also widely employed by Civic Education teachers. One third of the teachers employ it all the time and more than half employ it sometimes, while 10% never employ it.
- Despite the importance of participation in activities outside the classroom as a method of evaluation, 20% of the teachers never employ this method; its significance lies in the fact that it makes it easier for teachers to assess the students' level of the civic skills which they have acquired while studying.
- Oral exams are the least employed of the evaluation methods among Civic Education teachers; 34% of the teachers never employ it, while 48% employ it sometimes. This method of evaluation has special significance despite the length of time that teachers need to test all students. The significance of this method lies in the fact that it assesses the level of the students' knowledge, their linguistic skills and their ability to express and discuss their opinions, etc.

9.2. Most important recommendations

There is no preferred method for the evaluation process. Each method has its positives and negatives. Therefore, it is necessary for teachers to diversify their methods and not to restrict the evaluation process to one method only. Based on this, the following should be systematized: the distribution of the student grades according to their level of knowledge, their understanding of civic values, the extent of change that Civic Education has brought to their attitudes and their acquired skills.

In this context, we recommend the following:

- To assess the students' level of knowledge of Civic Education, assessment tools such as a written or oral exam or discussion or other methods should be employed. The questions should be chosen not for assessing the students' ability to memorize concepts but for testing the extent of their understanding and their assimilation of these concepts besides their ability to analyze and find conclusions.
- To assess the students' attitudes towards Civic Education concepts and to what extent they reflect upon their behavior and skills, it is necessary to employ curricular and extracurricular activities including drama, simulation, playing, voluntary work, field trips and other activities.
- Employing self-evaluation as an assessment tool necessitates teachers' training to enable them to identify its methodology and explain its method of use, not an easy feat as one would expect. Students should be trained and prepared for self-evaluation as how to be objective in their judgment of themselves and others. This tool is one of the most important tools that teach students the skill of analysis, deduction and identification of their strong and weak points, etc.

10. Conclusions and recommendations on the level of difficulty regarding several aspects of Civic Education teaching.

10.1 Most important conclusions:

Six issues directly related to Civic Education teaching have been selected to identify the level of difficulty of teaching them from the perspective of the teachers. The most difficult issues in teaching the subject as seen by the teachers are implementing curricular and extracurricular activities in addition to activities addressed earlier in this survey such as projects outside school; for instance, voluntary work, activities of benefit to the local environment, school activities such as role-play, simulation, team work and preparing work sheets, etc.. The reasons of difficulty are due to the fact that the period is limited by a time span of 45 minutes, therefore it is difficult to implement an activity that will give results and fulfill its objectives during this limited time. Results indicated the following:

- The second difficulty faced by the Civic Education teachers is linking the contents of the subject to the students' needs. 32% of the teachers find it very difficult especially for those teachers who did not receive training on the subject. The difficulty lies in finding out the students' needs

in terms of knowledge and skills which requires conducting studies to categorize these needs according to their priorities.

- More than 1/3 of the teachers (35%) think that it is difficult to link the subject content to the students' level especially teachers who are not trained in Civic Education. We noticed in this survey that the majority of teachers believed that Civic Education concepts as presented in the curriculum in addition to their conceptual sequence are much higher than the students' level which makes it difficult for teachers to teach them and makes it difficult for the students to assimilate them.
- 21% of the teachers find it difficult to understand the objectives of the subject, generally and the objectives of the civic values, specifically, which makes explaining the material to students challenging.
- About 1/4 of the teachers, especially male teachers find it hard to organize activities that are linked to the subject and are suitable to the objectives of civic concepts. They also find it difficult to select the activity which expresses the objective of the concept from all its aspects.

10.2 Most important recommendations:

The time allotted to Civic Education is one class weekly which does not exceed 45 minutes. Therefore, implementing activities is worrisome for Civic Education teachers regarding their ability to implement activities within the limited time. In this respect, we recommend the need to implement extracurricular activities outside official school time whether they are group or individuals so as to give each activity enough time to fulfill its objectives. We also recommend looking into the possibility of increasing the weekly classes to cover classroom activities. Coordination and cooperation between Civic Education teachers, Sports and Art is advised so that they may implement joint activities that reflect the objectives of each.

- There is a need to study the case of each school separately to identify the problems which students face. This would help to specify the skills which students need to acquire through focusing on them and giving them priority in the subject. For instance, schools where factions and political and tribal struggles are common phenomena, stress should be made on the values of respecting the opinions of others, freedom of expression, respect of pluralism, and organizing curricular and extracurricular activities that reinforce students' values, etc.
- There's a need to focus on training Civic Education teachers and designing systematic training programs that reflect their basic needs in teaching this material. This is because results indicated that trained teachers face less difficulty than the untrained teachers in assimilating Civic Education concepts and values and their methods of teaching them.
- There is a need to seriously and urgently work on evaluating the Civic Education curricula whether regarding the school book or the subject as a whole, and to identify the conceptual sequence of civic values and the extent of their suitability to the educational level and age of students.

Ten: Conclusions and recommendations for the Ninth Grade students survey according to the survey questions:

1. Conclusions and recommendations on the students acquisition of knowledge of the Civic Education concepts, in general:

1.1. Most important conclusions:

The methodology of assessing students' knowledge acquisition in Civic Education in this survey reveals the serious faults in the teaching method, not only of Civic Education, but also of teaching other subjects knowing that memorizing and rote-learning do not have positive results and do not fulfill any of the educational objectives especially regarding the students' acquisition of life skills that are of benefit to them in their daily life and their future careers.

Results indicated that students have a problem with the basic knowledge skills represented in their ability to extrapolate information based on recalling, understanding, assimilating and the ability of application; added to this, their ability of deduction based on analysis, synthesis and evaluation. The following explain the weak aspects of this field:

- Results indicated the existence of a positive and strong correlation between extrapolation and deduction (0.59). The relationship between extrapolation and deduction is controversial, one impacting the other, meaning that students who understood and assimilated the concepts of Civic Education which they studied, would be able to analyze and evaluate, and the same applies if students did not understand and assimilate the material; they would find nothing in their consciousness to analyze and evaluate.
- Results revealed that 33% of the students were not able to extrapolate the information which they studied, either due to their inability to recall the concepts of civic values, or to their lack of understanding and assimilating these concepts. 37% of the students could not recall the concept of social solidarity or the objectives of the human rights. Poor memory was due to the inability of understanding the material and assimilating it. 41% of the students did not assimilate the principles of the foundation of the state though they memorized them in the lessons of citizenship. 41% of the students did not assimilate the most important objective of the United Nations.
- Results revealed that some students were weak in their ability of deduction due to their inability to analyze and evaluate the information. 86% could not analyze the information and separate between the truth and points of view. 65% could not analyze the cases where respect of the law was required.
- 21% of students were not able to evaluate the cases when school regulations were fair, while 15% were not able to evaluate the impact of respect of school regulations.
- 24% of students could not define the conduct of the teachers who discriminated among students and who violated the laws of Human Rights (discrimination based on academic achievement, sex and faith). 32% of the students did not know that it was not allowed to resolve differences by using force no matter what the reasons are.
- Results indicated that males acquired less knowledge than females. The boys were weak in all aspects of knowledge related to extrapolation and deduction. The depth of the difference in recalling between the two sexes is indicated through the percentage of wrong answers given by the boys to memory questions, 35% while the wrong answers given by girls were 28%. Similarly, the wrong answers related to understanding and assimilation given by boys reached 41% and 35% among girls. As for evaluation, the percentage of wrong answers given by boys was 27%, whereas it was 16% among girls.
- The differences related to acquisition of knowledge in Civic Education between boys and girls are significant and in favor of girls. These differences pose several important questions about the reasons for these differences and their repercussions. Are these differences due to the teachers, the schools, the students themselves, or the families and society, etc.? These are questions that are in need of answers.

1.2. Most important recommendations:

Civic Education from its future perspective is called upon to create a generation of experiences, skills and ideologies that enable them as individuals and social entities to compete with the other nations through their possession of basic skills enabling extrapolation of information and deduction based on analysis, extrapolation, assessment and then evaluation. These skills are based first and foremost on the students' ability to understand and assimilate the concepts and the contents of civic values correctly. This is not achieved through memorizing and rote-learning, but through new methods of learning based on in- class practical activities and outside the schools. In this context, we recommend the following:

- Ending the memorization and rote-learning of civic values and concepts and dealing with Civic Education as material that should not be learned by memorization but as skills that students

should acquire to help them in their professional lives and careers.

- The necessity of making students and teachers understand that the goal of teaching Civic Education is not knowledge acquisition and achieving the highest grades in the exams, rather it is the method to help students acquire life skills of benefit to them in their careers and professional life and to develop their capacity for extrapolation and deduction.
- Reviewing the Civic Education teaching methods based on theoretical lecturing in the classroom and replacing them with practical activities outside the classrooms to facilitate the embodiment and the content of civic values through means that address the mind and conscience.
- Reviewing evaluation methods which are based on traditional exams and replacing them with self-evaluation and an evaluation that is based on the students' capacity of analyzing information and deduction.
- The improvement of knowledge acquisition that is based on the extrapolation and deduction of Civic Education requires creative well-practiced teachers that set an example for their students and are capable of bridging the gap between theory and application, finding common factors between modern civic values and society values and bridging the gap between them should they exist, with an open mind that accepts diversity.

2. Conclusions and recommendations on the students' attitudes towards democracy and rule of law concepts.

2.1. Most important conclusions:

Results generally indicated in relation to the questions that measure the extent of the students' recognition of the relationship between the different civic values and democracy and rule of law that there's a general weakness in the understanding of this relationship and the extent of its positive and negative impact on democracy and rule of law. Added to this, 16% of the average of students selected answers that indicate skepticism or moderation in determining the nature of this relationship which has no room for a moderate answer (sometimes negative and other times positive related to democracy and rule of law) indicates a lack of deep understanding of the concept of civic values under study and their relationship to democracy and rule of law.

The following are the most important results:

- More than half the students (54%) do not know that the inequality between the rich and poor harms democracy and rule of law in any country. Results revealed that females are more aware of the inequality between the rich and the poor considering it as negative in the democratic society by a difference of 13 points.
- The majority (69%) realize that the fact that teachers do not allow students to express their views freely harms democracy. The rest, 31% are ignorant of the relationship between freedom of expression and democracy, or they are skeptic. Females are more aware than males of the importance of freedom of expression in the democratic systems by a difference of 11 points.
- 57% of the students do not realize that teachers physically abusing students as a means of punishment harms democracy due to their belief that physical abuse is possible and allowed. This is in violation of – first – school rules and regulations, and second, physical abuse does not lead to reform. Females are more aware than males by a difference of 17 points that physical abuse is a negative method of punishment in the democratic system.
- 42% believe that student's taking the law into their own hands is sometimes possible. This high percentage emphasizes that students still do not realize the importance of rule of law and that people should not take law into their hands. Males are more aware than females of the negatives of students taking law into their hands rather than the rule of law by a difference of 18 points.
- More than a quarter of the students, 26% do not have the correct information about the role of the police in public life and its maintenance of security, protecting public property and the relation between this role and the importance of rule of law.

- About 2/3 of the students, 65% do not know or they are not sure that taking a job through nepotism is a negative phenomenon that harms the democratic system where the law prevails over everyone. The spread of nepotism in society on a large scale suggests to the students that it is a natural phenomenon in any society due to their insufficient awareness of its dangers in that it deprives qualified people from acquiring posts appropriate to their abilities.
- Results revealed that there's a complete ignorance among the students where the independence of the press from the government or the Executive Authority is concerned. The great majority of the students, 86% believe that the independence of the press from the government is bad for democracy and the rule of law contrary to the prevailing logic, which indicates that the Civic Education subject did not address this issue.
- Results indicated the ignorance of the students regarding the role of civil society institutions in public life and the democratic system where rule of law prevails. 68% of the students considered the increase in the number of people joining civil society institutions as bad for democracy. This indicates students' ignorance of their role in society and maybe they could not differentiate between them and the other organizations.
- Students were not fully aware of the concept of standing up to oppression and unjust laws and the means to defend their rights. Only 33% of the students answered correctly and considered that a peaceful protest against an unjust law was positive for democracy and the rule of law, while the remaining 66% were either skeptical or did not know or considered it as negative for democracy. This could be construed as indifference on the part of the youth that characterizes them or lack of knowledge of the subject.
- The great majority of the students, 72% know that providing equal work opportunities to men and women is considered as positive for democracy in the social system since results indicated higher awareness among females than males in this issue.

2.2 Most important recommendations:

The general weakness among students in understanding the nature of the relationship between the civic values and the values of democracy and rule of law is attributed to two reasons, the first is the teachers' failure to recognize and understand the nature of this relationship and its reciprocal impact, hence incompletely conveying these concepts to the students and the teacher is unable to link between the concepts and their impact on the values of democracy and rule of law. The second reason is due to the curriculum itself. To correct this flaw, a review of civic values as a total package and not as separate values is required, to understand the nature of the relationship between these values and how they impact one another, the total of which serves the democratic system and democratic behavior and reinforces the rule of law in the society. In this context we recommend the following:

- Results indicate total ignorance among the students on the modality of the distribution of wealth in the society and the widening gap between the rich and the poor and its redistribution through income taxes and the impact of the widening gap on the democratic system and rule of law. This issue has to be reviewed comprehensively; for instance, when we explain to the students about the poor and the rich, we have to address the reasons for the evolution of such a situation and the redistribution of wealth (government action) and its impact on the democratic system and the other civic values, etc.
- Conducting case studies at the school level to understand the nature of problems which students face related to civic values and behaviors, and to organize these problems according to priorities and limit them through studied programs and plans, such as the problems of school violence and sabotage of public property, discipline and abiding by school rules and regulations, the impact of security chaos upon students' relationship with the school, discrimination against students and others.
- Despite the positive attitudes of the students towards communal activities, generally, and considering the importance of the subject, it is necessary to concentrate upon these activities on a wide scale, especially those voluntary activities, in addition to raising the students' awareness to their importance, not only from the aspect that they serve the society and reinforce the values

of democracy and rule of law, but that they also develop several of these skills and reinforce the positive behavior of the students.

- Implementing activities inside and outside schools to enable students to identify the negative semblances in the society in terms of their origin, their dangers and means of dealing with them such as the dangers of violating the law, taking the law into one's hands, absence of security, the problems of nepotism, administrative and financial corruption and their reciprocal impacts upon order and democratic behavior and rule of law.
- Results revealed a great weakness in the understanding of the independence of the press from the government, which necessitates that it be given more attention in the subject in addition to linking it to the independence of the judiciary, and of the dangers of the state's interference with the courts and the judiciary, in addition to its interference in the personal affairs of individuals, concentrating on justice in terms of the concept and application, privacy and responsibility.
- Concentrating in the curriculum and in activities on the importance of objective dialogue, peaceful expression of opinion, acceptance of the other, and spreading the values of tolerance. Emphasis should also be made on the importance of participating in social protests against oppression, gagging expression, defending rights and their relationship with the democratic system and democratic behavior and the rule of law.
- Conducting a serious survey to understand the reasons causing female students to be more positive and aware of civic and democracy values compared to male students to help rectify the program of teaching civic values related to male students.

3. Conclusions and recommendations on the students' attitudes towards the values of good citizenship:

3.1. Most important conclusions:

Results revealed a great interest among students in citizenship values since they reinforce good citizenship. However, there are some important values that students don't give much interest to, maybe because they aren't aware of the depth of their dimensions. The following are the most important conclusions:

- The majority of students, 89%, are aware of the importance of respecting laws as they reinforce their understanding of citizenship. However, 11% do not give the law any attention. Both sexes are equally interested in respecting the law.
- 27% of the students still don't give any attention to elections and voting issues though they are a fundamental pillar of democracy. This applies to both sexes.
- Students are not sufficiently aware of the importance of political factions and political organizations. The majority; 63%, do not wish to join any party, especially females, where 67% of them are not interested to join any party. Perhaps the political factions and organizations do not instigate credibility among the majority of the students due to their political and social performance.
- The vast majority of students have a strong patriotic feeling as 93% of both sexes are interested in learning about Palestinian history. This strong feeling of patriotism could be invested in reinforcing good citizenship in voluntary work, serving the society and deepening the respect of laws, this is proven by the students' interest in participating in the voluntary activities that serve society.
- There is a percentage that is not less than 18% of those who are indifferent towards the laws that violate human rights, especially among males.
- Students are highly respectful of their parents and the elderly. Almost all students consider respecting parents and the elderly as one of the fundamental pillars of good citizenship.

3.2. Most important recommendations:

Considering that the students do have a strong feeling about some of the values which reinforce good citizenship, it would be possible to use it as a basis for the deep rooting of other values of good citizenship that are weak. The following are some recommendations in this field:

- It is necessary to work on raising the students' awareness of the importance of elections in terms of nomination and in terms of voting through implementing related activities such as the children's parliament so that it can be implemented in all schools. In addition, student elections should be conducted so that students can choose their councils that represent them including social, sport and health committees and others, all aiming to diffuse the culture of democracy through legitimate elections for student representatives.
- The necessity to exert more efforts to raise students' awareness of the importance of respecting laws and not to stand still in front of human rights violations. This requires that teachers respect these laws to be a good model for their students. It also necessitates to start working on raising students' awareness in respecting school rules and regulations, involving and consulting them on these regulations before they are enacted so that the students will become partners in setting them up and more involved.
- To build on the students' strong feelings of patriotism and belonging to the homeland and to utilize it in developing the spirit of cooperation and active participation to serve the society through voluntary and social programs and activities and to develop the spirit of solidarity among students.

4. Conclusions and recommendations on the extent of the students' knowledge of the government's responsibility and role in the society:

4.1 Most important conclusions:

Results generally revealed that students were not sufficiently aware of the government's role and responsibilities in the society since the majority of the students could not differentiate between the exclusive responsibility of the government which may not be shared by any party, and the responsibility in partnership with the various community groups. In addition, a significant percentage is completely unaware of the government's role and responsibilities in the society. This is either because they did not know the answer to the question or because they totally denied the government's role. The following are the most important results:

- Results revealed that 20% of the students did not realize that the government bears the responsibility of providing jobs for job seekers through adopting a developmental policy that opens the door to more job opportunities. Also, 41% were skeptical about the government's role in this field.
- 65% of the students do not realize the government's exclusive role in reducing the differences between the poor and the rich through a wise tax and development policy. 27% of the students do not see any role for the government in this field, while 38% are skeptical of its role and responsibilities.
- 27% of the students do not realize the exclusive role of the government in safe-guarding the security and stability in the country, while 11% do not consider it the government's responsibility or they do not know whose responsibility it is.
- Results reveal that students are not sufficiently aware of the government's responsibility in preventing bribery and nepotism and punishing perpetrators. This is considered the government's exclusive responsibility and it is not permissible for any party to punish perpetrators other than the government. 30% of the students do not know the role of the government in this field and this includes both sexes.
- Results revealed ignorance on the part of the students regarding the role of the government and its exclusive responsibility in imposing and collecting taxes from the population and the fact that it is not permissible for any party to share this responsibility. Only 30% answered correctly

and insisted that it was the government's exclusive responsibility whereas the remaining 70% were skeptical of the government's responsibility or they did not consider it the government's responsibility.

4.2. Most important recommendations:

There's a need to review the subject related to the government's role and responsibility in public life considering that it is the Executive Authority which is responsible for administering all aspects of public life in the country in partnership with the different community groups. However, there are exclusive tasks and responsibilities that no party can share with the government and any sharing is restricted to support and cooperation. In this context, we recommend the following:

- There's a need to raise students' awareness of the nature and the boundaries of the relationship between the government's work and responsibilities and the role of the other non-governmental institutions. This separation of responsibilities clears the confusion regarding the work of each party so that students would comprehend the boundaries and nature of each party.
- There's a need to raise students' awareness of the exclusive responsibilities restricted only to the government without the involvement of other parties; such as imposing and collecting taxes from the population, preventing bribery, nepotism and punishing perpetrators.
- Organizing student visits to government institutions, ministries, the cabinet to closely view the government's role and responsibilities in public life, in addition to organizing visits of governmental officials to schools so that they can explain the government's responsibilities and its relationship with unofficial institutions and individuals.

5. Conclusions and recommendations on the students' degree of trust of the official, unofficial and international institutions.

5.1. Most important conclusions:

The degree of trust of the institutions is linked to the extent of awareness of their work, method of work, objectives and the services that they provide in terms of quality, quantity and the people in charge. When the information was broader and more attainable, the judgment was more objective and trustful. Accordingly, the results indicate the following:

- The educational institution (schools) scored the highest degree of trust, as 79% of the students trust it all the time and in general. This is due to the fact that this institution provides them directly with the service, they know about it and they trust its staff; hence, their trust is based on information that they are familiar with and they co-exist with.
- Students highly trust the judicial system, 72% trust it consistently. Possibly this trust is based on the information they get from the school or what they hear about the courts in Palestine; in general, their attitudes towards the judicial system is positive.
- Results revealed a weakness among a significant group of students related to knowing the role and responsibilities of the police in the society. 40% of students indicated that they did not have confidence in the police or that they only sometimes have confidence in the police. This common attitude towards the police includes both sexes and with the same degree.
- Results indicated a weakness of trust in the Legislative Council on the part of the students. 38% of the students, males and females expressed their lack of trust in the Legislative Council. Perhaps this is due to the lack of information or that they're influenced by what they hear on the street.
- Results revealed that students lacked knowledge about the institutions of the United Nations and the services they provide in the different fields including teaching. 47% of the students do not have any confidence in the United Nations institutions. Often, the students formed their opinion based on the United Nations' position regarding the Palestinian cause. This is their right; however, organizations of the United Nations such as UNICEF and UNESCO play an important role in the education around the world.

- Results indicated a significant lack of confidence in the political factions and organizations. 64% of the students don't have confidence in these factions and organizations. It is the responsibility of the factions and the organizations to enhance their image among the students.

5.2 Most important recommendations:

To enhance students' attitudes towards both, official and unofficial national institutions, and increase their trust in them requires, first, an increase in the students' awareness and understanding of the nature of these institutions, their role and responsibility in the society is necessary. Second, there is a need to improve the means of communication in real life and not relying solely on theoretical lessons in class. In this context, we recommend the following:

- Organizing field trips for the students to official and unofficial institutions to view the nature of their work and the services they provide to the public, in addition to organizing meetings with officials to explain the work of the institutions.
- Organizing visits for officials to give classroom lectures about the objectives of their institutions and the services they present and to answer the students' questions and queries and to link the theory with the practical aspect.
- Assigning to students the task of conducting field research regarding the work of these institutions through meetings with officials and through discussing the work sheets in the classroom so that everyone can benefit.
- Given the students' low level of confidence in the political factions and organizations; it is necessary that these factions work on enhancing their image among the students through raising awareness on their significance in democratic life which has to be accomplished through communicating directly with the students.

6. Conclusions and recommendations on the students' attitudes towards school environment:

6.1 Most important conclusions:

In general, students showed a high level of cooperation and solidarity amongst themselves and a strong sense of belonging to the school for the sake of enhancing their school environment. Despite this, there was a small group of students who were negative and indifferent and who did not have any sense of belonging to school and who were isolated and did not like team work and cooperation. The percentage of this group varied between 6% as a minimum and 55% as a maximum, meaning an average of 19%. Also, an average of 3% of the students showed that they did not have any knowledge, either because they really did not know or that they were not willing to express their opinion. The following are the most important conclusions in this context:

- Results indicate that the concepts of solidarity, collaboration and joint work among students for the sake of improving their school environment are confused, selective and not based on systematic scientific principles in the students' awareness. At one point the spirit of collaboration in solving school problems goes up, while at another, it goes down when talking about solidarity with classmates who were not treated justly by a teacher and so on, despite the controversial link between the two values.
- Limited awareness among students regarding issues related to elections, selecting representatives by democratic means and their significance in making their opinions heard on school problems and ways of dealing with them. 30% of the students don't believe that elected student representatives can solve the students' problems.
- Female students were more optimistic and positive than male students. They were the best in terms of participation and working as a team and in terms of their sense of belonging to school and protecting its property.

6.2 Most important recommendations:

The civic values related to social solidarity and support among the students and working together with the spirit of a team and developing the sense of belonging to school are values that should be taught as part of one package that cannot be separated or taught individually. It is necessary to highlight the dialectical relationship between its elements and its reciprocated impacts. In this context, we recommend the following:

- It is necessary to focus on the indifferent groups who care only about themselves and are isolated from the others preferring to work on their own. It is also important to raise the awareness of these groups and to get them involved with others in team work. The values of collaboration and teamwork are acquired skills that children learn from an early age and acquire through learning and practice.
- Schools on the other hand are called upon to involve the students in the decisions which affect them directly whether through listening to their opinion or through the activities they implement inside and outside the school which will develop the values of joint work, collaboration and solidarity among themselves.
- Teachers are called upon to be good models to their students, getting them involved in decisions and giving them the chance to discuss these decisions and express their opinions. Teachers should also show their sense of belonging to the school and their enthusiasm for team work and collaboration with others.

7. Conclusions and recommendations on the students' attitudes towards the teaching methods of Civic Education teachers in class:

7.1. Most important conclusions:

Results indicated that the teaching methods preferred by students are the methods that are motivating and stimulating and that are interspersed by dynamic and drama activities connected to the living environment away from memorization and rote-learning. The same for the methods which allow students to discuss and hold dialogues making it possible for them to express their opinions freely and for their opinions to be received with respect and appreciation regardless of what their opinions are and without discriminating between the students, especially on the basis of achievement. The following are the most important results:

- The majority of students, 80%, expressed their satisfaction with the Civic Education teachers because they respect the students' opinion and are always encouraging them to express their opinion freely. 20% of students, however, mentioned that the Civic Education teachers never respect their opinion and do not encourage them to express it and that they don't learn through dialogue and discussion.
- The traditional method of evaluating students is still prevalent at schools. More than half the class, 52% insisted that Civic Education teachers give high grades for the exams that are based on memorizing the material. This evaluation method is followed in boys' schools more than girls' schools.
- Results indicated that 40% of students do not implement different activities during Civic Education classes and that the classes are mainly restricted to memorizing and rote-learning.

7.2. Most important recommendations:

- The teaching methods favored by the students are those that reject memorization and rote-learning, and those which move away from the traditional methods in conveying their educational message through making teaching methods more exciting and stimulating and more connected to the students' living environment.
- The teaching methods favored by students are those which nurture and respect the individuality of students and help them to achieve self-realization and develop their love of exploration and their skills in analysis and discussion.

- Teaching methods popular among students are when teachers respect their students' opinion and urge them to freely express their opinion as well as their needs. Also popular, is making evaluation methods more objective and diversified and not restricted to exams, involving students in the evaluation process and setting the standards and to stimulate and teach them self-evaluation.
- The modern teaching methods rely on developing the mechanisms of self-learning which enables students with the ability of deploying learning skills with high efficiency thereby contributing to developing them behaviorally, knowledge-wise and existentially. This concept stems from the simple rule that is based on "teaching students how to learn what they themselves want to learn." This means students should be taught how to carry out an educational activity that is self-driven by their desire to develop their aptitudes, abilities and capacities.

8. Conclusions and recommendations on the students' attitude towards the school curriculum:

8.2. Most important conclusions:

The majority of students said that they studied most of the values in the curriculum and which the survey has addressed, but to varying degrees between the different values. Nevertheless, the question that should be asked is: what type of education did they get and what skills did they acquire from the values they studied and did they alter their attitudes towards school and teachers in general and parents and classmates? The results of the first section of the survey indicated that students did not know some of the values that they studied and in extrapolating and analyzing in addition to understanding and comprehending some of these civic values. The following are the most important results of this section:

- Results revealed that females were more able to learn the different civic values under study within the framework of the curriculum than males specifically those related to the values of teamwork, by a difference of 10 points in favor of females, and those activities related to activities which reinforce national rights and human rights by a difference of 12 points.
- Results indicated weakness among more than one third of students in terms of their identification with, and interest in what goes on in the other countries.
- More than one quarter of students, 29% did not learn in the subject about voting in the national and local elections such as municipality elections and some of the students did not know anything at all about this issue.
- Results indicated that the majority of students agree that they have learnt some values from the subject such as understanding the difference in ideas and opinions meaning pluralism and diversification, the value of participating in solving problems of the society, the value of safeguarding rights, commitment to duties and the value of respecting the law.

8.2 Most important recommendations:

When teaching Civic Education, the objectives of this material which are embodied in forming capable Palestinian citizens who have acquired the skills of analysis, creativity, the spirit of democracy in dealing with others, respecting the law and its authority, in addition to the skills of discussions, dialogue, pursuing rights, and commitment to duties should be kept in mind. The material objectives should also include instilling the values of tolerance, equality, justice and belonging to the homeland and to school. Accordingly, we recommend the following:

- There's a need to concentrate on teaching civic values to males and give more attention to teaching them these values so that they come up to the level of the females who have already learnt these values.
- There's a need to pay attention to the issue of voting, national and local elections and increasing awareness among students on this issue through implementing elections of the student councils and student committees at schools so that theoretical knowledge of the importance of this issue is combined with the applied aspect as well.

- Giving more attention to issues in other countries to enable students to look further than their self-existence that is limited to the boundaries of the villages, cities or refugee camps where they live, hence giving them a real picture about the world they are living in and to which they belong, thus, helping them become aware of their role in the world community.

9. Conclusions and recommendations on the extent of the students' conviction regarding participation in the national and social activities and their conviction of the rule of law concept:

9.1. Most important conclusions:

Organizing curricular and extracurricular activities and the participation of students are considered a fundamental part of teaching Civic Education and part of its contents. Added to this, the students' enthusiasm to participate in these activities is an indicator of their fondness of the material and their desire for understanding it and acquiring skills that will benefit them in their public life and future careers. The following are the most important conclusions:

- Students are sufficiently aware of the significance of voluntary work that serves the society especially the poor and the elderly, families of prisoners and martyrs, since the great majority, 91%, expressed their readiness to participate in voluntary work. However, 10% of the students were indifferent and were not ready to participate in these activities. Females were also more ready to participate in these activities compared to their male counterparts.
- The students' readiness towards participating in social occasions (happy and sad occasions) is far greater than their readiness to join national celebrations, by a large percentage of 13 points.
- There's a significant percentage of students, 28% who are not ready to do social service or who do not know what work to do within the context of civil society institutions though in general they are ready to serve their society, which indicates that they do not know how these institutions work and what their role is in society.
- More than a third, 36% are not sufficiently aware of the importance of the elections and about participating in these events which are organized in their areas. Females are more isolated than males by more than 10 points in such events.
- 23% of the students are not sufficiently aware of the appropriate way of expressing their opinion peacefully and are willing to disrupt traffic or to destroy shop windows to express their protest.
- About half the students would refuse to testify in court against a guilty friend. These students could not distinguish between a testimony whereby they have to say the truth, which is one of their fundamental duties towards their society, and the sense of betraying their friends.
- More than one quarter of the students usually do not confront their parents. They could not be convinced of the importance of telling the truth regardless of the results and due to which their guilty friend would be a victim. Females are more daring when it comes to facing parents compared to males by a difference of 10 points.

9.2 Most important recommendations:

There is a certain percentage of students, no less than 25% who belong to the group that could be named the group of the "indifferent and passive" towards their society. They do not participate in any activity and do not express their opinion calmly as they are always angry with themselves and everyone around them. These students need special attention and more work should be done in raising their awareness of such issues in cooperation with their parents to reduce their isolation or their rebelliousness. In this context, we recommend the following:

- Concentrating on students who have positive attitudes towards their society and who participate in the activities organized by the schools, in addition to activities and voluntary work organized by civil society institutions. More attention should be given to them so that they will be pioneers and a good model for their classmates. Also utilizing their abilities to spread awareness among their classmates, and to urge them to participate in serving their society. This would help draw

out their isolated or rebellious classmates because they are more persuasive and influential than others among their generation.

- There's a need to carry out an intensive awareness promotion as to the significance of the civil society institutions and to clarify their role in community service through field trips to these institutions or organizing visits for their officials to schools. During such visits these officials would explain to the students their goals and role in serving their society and inviting them to the events and activities which they organize, meaning the consolidation of the relationship between the society and the civil society institutions.
- There's a need raise students' awareness of the significance of elections and voting in democratic systems and participating in the activities and election campaigns in their areas. Work should be done to intensify activities which establish democratic values through electing student councils and committees at schools instead of theoretical lessons which encourage memorizing and rote-learning and do not help the students acquire the required skills.
- There's a need to concentrate in the curricula on the significance of testimony in courts and telling the truth whatever the results, because reinforcing this culture among the students consecrates the concepts of rule of law and justice.
- There's a need to concentrate in the subject on giving students the skill of being daring in presenting their views and expressing them peacefully away from chaos and destroying public property, without fearing parents or classmates especially in telling the truth.