



Citizenship Education: Civic Engagement, Digital Citizenship

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List of Abbreviations

AFDC	Association for Forests, Development and Conservation
AI	Artificial Intelligence
ASP Net	Associated Schools Project Network
CE	Citizenship Education
CPD	Continuous Professional Development
CRDP	Centre de Recherche et de Développement Pédagogiques
DC	Digital Citizenship
Dig.Com	Digital Competence Framework
ESD	Education for Sustainable Development
GCED	Global Citizenship Education
GO	Government Organizations
ICT	Information and Communication Technology
INGO	International Non-Government Organizations
KPI	Key Performance Indicators
LNCU	Lebanese National Commission for UNESCO
LNFGPE	The Lebanese National Framework for General Pre-University Education
MEHE	Ministry of Education
MOSA	Ministry of Social Affairs
MOYS	Ministry of Youth and Sports
NGO	Non-Governmental Organization
OECD	Organization for Economic Cooperation and Development
OER	Open Educational Resources
PLC	Professional Learning Communities
RFCDC	Reference Framework of Competence for Democratic Culture
RFCE	Reference Framework for Civic Education

SD	Sustainable Development
SDC	Social Development Centers
SDGs	Sustainable Development Goals
SEL	Social Emotional Learning
UN	United Nations
UNODC	United Nations Office for Drugs and Crime
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children’s Fund

Executive Summary

This study supports the ongoing efforts of the Centre de Recherche et de Developpement Pedagogiques (CRDP) to integrate citizenship education into the national curriculum, particularly as a comprehensive curriculum reform is currently underway. Specifically, the study aims to: (1) indicate how citizenship education can develop democratic values, (2) review the most effective strategies for teaching citizenship education, (3) identify the key challenges faced in its teaching and learning, (4) examine the roles and collaborative efforts of stakeholders, and (5) explore international frameworks and best practices for implementing citizenship education.

The study followed a mixed-methods research design, combining both quantitative and qualitative approaches to gain a comprehensive understanding of citizenship education in Lebanon. The research used three instruments for data collection: (1) structured questionnaires distributed to key stakeholders, i.e. students, teachers, parents, and school principals; (2) in-depth interviews with experts, decision-makers, and NGO representatives actively involved in non-formal citizenship education; and (3) document analysis of policy documents, curriculum frameworks, educational materials used in Lebanese schools, and reports and publications from NGOs engaged in non-formal citizenship education. The sample included 248 schools across nine governorates, representing both public and private sectors; the responses received were from 190 schools. Thus, the study included a total of 4,454 students, 245 teachers, 2,897 parents, and 190 school principals.

The questionnaire data was analyzed using descriptive, frequency distribution and means, and inferential statistical methods. Descriptive statistics provided an overview of respondents' perceptions and experiences. Cross-tabulation was used to compare responses across different demographic groups. Interview transcripts were coded then analyzed thematically. Key themes related to citizenship education in non-formal contexts were identified.

This study provided an in-depth analysis of citizenship education in Lebanon, focusing on civic engagement, participation, and digital citizenship, as perceived by key stakeholders: students, teachers, school principals, parents, and experts. It identified structural barriers, such as outdated curricula, resource scarcity, and limited collaboration, which hinder the implementation of citizenship education effectively in Lebanon.

Findings revealed that while Lebanese learners possess a strong theoretical understanding of citizenship, their active participation is constrained by time limitations, few opportunities, and insufficient resources. Teachers and principals emphasized the need for curriculum reforms that prioritize practical applications, community service, and discussions on social and political issues. Continuous professional development for educators and leadership training for principals were also essential. Parents, especially younger, educated ones, played a pivotal role in accepting civic responsibility but faced challenges such as time constraints and difficulty in addressing sensitive topics. The study also highlighted the importance of integrating digital citizenship into the curriculum, addressing issues like responsible online behavior, digital safety, and privacy.

Recommendations included enhancing collaboration among stakeholders, adopting interactive teaching methods, and strengthening partnerships between schools, families, and communities. Additionally, this study advocated aligning curricula with international frameworks, incorporating themes like global and climate citizenship, and encouraging participatory approaches to curriculum design. Ultimately, the study results showed the need to come up with a comprehensive, collaborative approach to citizenship education, with an emphasis on interactive learning and equitable resource distribution. Furthermore, it highlighted the importance of having a positive school climate to enhance civic responsibility and social cohesion.

Chapter One: Introduction

I. Background

The past few decades have seen a rise in the importance of incorporating citizenship education in most pre-university educational curricula globally. Implementing effective citizenship education is rather urgent in a country such as Lebanon as it is a nation defined by its rich cultural diversity and complex socio-political landscape. In fact, the country's complex composition emphasizes the necessity of adopting a holistic and inclusive approach to citizenship education. However, the existing national curriculum is outdated; it does not prepare learners for active participation and engagement in civic life. Moreover, technology is not fully integrated in it. There is a crucial need to critically review the curriculum in general and citizenship education in particular in order to address digital citizenship within the large context of citizenship education.

II. Aim and Objectives

The aim of this report is to support the committees working on the development of the new curricula in Lebanon with evidence-based findings regarding citizenship education, namely civic engagement, civic participation, and digital citizenship. The main outcomes of this study include the following:

1. A review of available educational policies and best practices on rendering the learning environment conducive for efficient implementation of citizenship education.
2. A set of citizenship education competencies to be integrated into the curriculum as transversal and specific competencies and incorporated into extracurricular activities.
3. A list of recommendations regarding effective teaching and learning approaches based on insights from various stakeholders in citizenship education.

To this end, the objectives of this study are as follows:

1. Explore stakeholders' (i.e., learners, parents, educators, and school principals) understanding, perceptions and suggestions regarding enhancing civic engagement, participation, and digital citizenship.
2. Identify the challenges faced by stakeholders, i.e., learners, educators, parents and school principals to implement citizenship education.
3. Examine the role of parents and their collaboration with schools and communities in helping incorporating citizenship education in the curriculum.
4. Address the role and support that international and local Non-Government Organizations (NGOs) can provide to encourage citizenship education.
5. Collect information from decision-makers and experts regarding the educational policies and reforms needed to ensure effective implementation of citizenship education in the curriculum.

III. Significance of Study

The study is urgently needed as it should provide the needed incentives for policy makers and educators to promote national unity in Lebanon. In fact, incorporating civic concepts such as human rights, equity, equality and justice in school curricula is an effective way to achieve social and political stability in the country. Furthermore, citizenship education may contribute to building a new generation of Lebanese citizens capable of dealing with contemporary political and economic challenges that the country is facing. Citizenship education is an essential step in shaping critical citizens who are qualified to contribute to building a modern democratic state and to ensure its sustainability.

This study has a significant potential to enhance citizenship education at both the educational and societal levels in Lebanon. On the educational front, it aims to bridge existing curricular gaps by identifying areas where citizenship education can better prepare learners with the knowledge, values, and skills required for active and informed civic participation. This is essential in Lebanon, where diverse social and political identities coexist, and where schools have a unique role in ensuring understanding, tolerance, and national cohesion. On the societal level, the study encourages learners' engagement in practical civic activities and motivates adolescents to participate actively in their communities to promote a shared sense of responsibility and social unity. By exploring both formal and non-formal educational approaches through diverse stakeholder perspectives, this paper aims to inform policy adjustments that align citizenship education with Lebanon's complex societal needs, ultimately supporting a generation capable of contributing positively to Lebanon's future stability and development.

This study is timely needed as it contributes effectively to the CRDP's efforts on incorporating citizenship education in the school curriculum specially that a reform for the national curriculum is underway; this is achieved by, (1) informing how citizenship education can promote the values of democracy, (2) reviewing the most prominent strategies used in citizenship education, (3) identifying the major challenges that can be faced in teaching and learning citizenship education, (4) identifying the role and the ways of collaboration of stakeholders, and (5) exploring international frameworks and best practices on citizenship education implementation.

Chapter Two: Review of Literature

I. Citizenship and Citizenship Education

Citizenship is a multifaceted concept that goes beyond being a member of a country to include active engagement, participation, and respect for human rights (see El Massoudi, 2024). It promotes a sense of belonging and responsibility within communities and societies. To fully understand the significance of citizenship, it is essential to explore its various dimensions, which contribute to the development of inclusive and democratic societies where individuals can participate in positive change and have their voices heard.

The three interconnected pillars of citizenship education are knowledge, skills, and values. Together, these elements empower individuals to become informed, active, and responsible citizens.

- **Knowledge and Comprehension:**

Citizenship education equips learners with a general understanding of critical topics, such as laws, democracy, media literacy, human rights, diversity, economics, sustainable development, and global interconnectedness. Key concepts such as justice, equality, freedom, and the rule of law are central to this knowledge base (Lee, 2012).

- **Skills and Competencies:**

In order to translate knowledge into action, citizenship education emphasizes the development of essential skills and competencies. These include critical thinking, information analysis, effective expression of opinions, participation in discussions and debates, negotiation, conflict resolution, and active engagement in community initiatives (Lee, 2012)

- **Values and Attitudes:**

Citizenship education also seeks to instill values and attitudes that promote respect for justice, democracy, and the rule of law. It encourages openness, tolerance, and the courage to defend one's viewpoint while at the same time having the willingness to listen to, collaborate with, and advocate for others (Lee, 2012).

Thus, the most effective form of citizenship education involves active, interactive, and participative methods. These approaches prioritize experiential learning, discussions on real-world issues, independent thinking, group work, and meaningful student involvement in the learning process. Such methods not only enhance understanding but also enhance learners' sense of responsibility (Mulder, 2023).

II. Importance of Citizenship Education

Citizenship education aims to stabilize diverse societies as it contributes to preparing learners to be active citizens of society, committed to the values of democracy and human rights. Due to the political and social challenges facing the world today, it has become necessary to promote the concept of citizenship education as part of the school curriculum, since studies indicate that countries which adopt citizenship education programs are witnessing a significant increase in civic

participation and political awareness (UNESCO, 2022). Citizenship education is not limited to theoretical knowledge only, but it also includes the development of critical thinking skills, dialogue, respect for pluralism, and active participation in public life.

This growing interest in citizenship education comes in response to the challenges facing global societies, such as climate change, migration, and cultural conflicts. In this context, citizenship education contributes to enhancing understanding between different cultures and reducing conflict leading to a higher level of tolerance and social inclusion (OECD, 2023).

In Lebanon, reforms to the education system as part of the Lebanese National Framework for General Pre-University Education (LNFGPE) issued in 2022 place a particular focus on the inclusion of citizenship education as part of the overall educational process. This is necessary in order to build a generation capable of facing national and international challenges; citizenship education contributes to enhancing political and social awareness among learners, which qualifies them to become active participants in public life.

Citizenship education is also linked to the United Nations Sustainable Development Goals, especially Goal 4.7, which focuses on promoting Education for Sustainable Development, Global Citizenship Education, Education for Peace, tolerance, equity, equality and respect for human rights. The 2023 UN report noted that citizenship-focused education can lead to up to a 25% increase in political participation among young people in countries that have adopted inclusive education programs in this area (United Nations, 2023).

In this context, citizenship education plays an effective role in engaging learners in critical thinking and informed decision-making skills; thus, it encourages learners to participate effectively in public affairs and contribute to political and social decision-making. In addition, citizenship education contributes to building more cohesive and sustainable societies, as it promotes the values of cooperation and solidarity among members of society, which in turn contributes to reducing conflicts and increasing understanding between different cultures.

III. Civic Engagement and Participation

In a democratic society like Lebanon, citizenship education should go beyond simple conceptual understanding; it should actively prepare learners to participate meaningfully in civic and political life. This should focus on both developing participatory skills and cultivating civic dispositions, which are essential for bringing up responsible and engaged citizens.

Participatory skills encompass the ability to interact, monitor, and influence political and civic processes effectively while civic dispositions refer to character traits such as civility, honesty, tolerance, and commitment to the common good (Matthieu & Junius, 2024). To instill these skills and dispositions, educational experiences must be designed carefully with an aim in mind which is to provide learners with opportunities for real-world engagement and collaboration (Matthieu & Junius, 2024). Some examples include participation in democratically conducted school organizations, curriculum-integrated community service projects, and cooperative learning activities that address public issues or local community challenges (Edinyang et al. 2023).

One exemplary program that followed this approach was ‘Project Citizen’ (Eric.ed.gov, 1999). This initiative empowered learners to develop participatory skills and civic dispositions by engaging them in identifying public issues, conducting research, evaluating alternative responses, and taking action to influence practical solutions. Through such experiential learning opportunities, learners gain the competencies needed to actively engage in civic and political life, thereby contributing to the vitality and sustainability of democracy.

IV. Democratic Citizenship Education

Democratic citizenship education must be holistically integrated into the national educational system, addressing both the content of the curriculum and the methods of teaching (Mulder, 2023). A comprehensive approach ensures that learners are not only informed about democratic principles but also equipped with the skills and values necessary to practice them. To achieve this, it is essential to create an inclusive education system that prioritizes equitable resource distribution and provides support to disadvantaged schools to ensure that all students have access to quality education.

A. Objectives of Education for Democratic Citizenship

At its core, education for democratic citizenship aims to develop individuals who can actively participate in public life, defend their rights, and adopt responsible behaviors that contribute to society. This form of education engages learners in critical thinking activities, encourages respect for diverse opinions, and promotes the use of non-violent solutions to conflicts. By instilling these values, democratic citizenship education lays the foundation for an equitable and harmonious society (Council of Europe, 2022).

B. Education for Democratic Citizenship in the School System

Schools play a pivotal role in shaping learners in becoming active, responsible citizens. As social institutions, they are tasked with providing learners not only with academic knowledge but also with spiritual and civic development. In the context of rapid social changes, schools must adopt innovative curricular projects that address the evolving needs of society. These projects should aim to prepare learners for the difficulties of modern civic life while equipping them with the tools needed to be active members in society.

C. Achieving Democratic Citizenship Education in Schools

Achieving democratic citizenship education requires the implementation of various approaches that extend beyond formal classroom instruction. Some examples are as follows:

- **Student-Led Initiatives:** Activities organized by learners outside of formal teaching contexts, such as clubs, projects, or advocacy initiatives, provide practical opportunities for civic engagement (see Al Nakib, 2017).
- **Daily School Life:** Everyday interactions within the school environment offer opportunities for cooperation, collaboration, and conflict resolution, helping learners internalize democratic principles.

- **Curricular Lessons:** Structured lessons that teach discipline while simultaneously transmitting civic values and skills are essential for promoting a deeper understanding of democracy and citizenship.

By integrating these elements into the school experience, learners can develop the practical skills and ethical frameworks necessary for active citizenship.

D. Pedagogical Approach and School Environment

Democratic citizenship education is not confined to what is taught in the classroom; it extends to the broader school environment and culture. A participatory and democratic pedagogical approach is critical for engaging learners in societal issues. This involves actively involving learners in decision-making processes within the school, giving them a voice in shaping their educational experience.

E. The Role of the School Environment

Geller et al.'s (2013) study suggests that citizen engagement significantly influences learners' perceptions of their school climate. The researchers reported that learners who actively participate in citizenship activities tend to evaluate the school environment as positive, which contributes to improving their overall educational experience. Godfrey and Grayman (2014) pointed out that the open classroom environment encourages learners to express their opinions and discuss social and political issues. Hence, curriculum designers can leverage these findings to develop instructional strategies that encourage dialogue and discussion.

Al-Qahtani and Tayeb's study (2018) examined the role of school administration in promoting the values of citizenship among secondary school students in Al-Quwayiyah Governorate in Saudi Arabia. Results showed that a significant impact of the school administration on promoting the values of citizenship, as interactive activities and school events contributed to encouraging community participation. The study also emphasized the importance of providing a positive learning environment that supports dialogue and discussion on citizenship issues.

While democratic citizenship education provides the foundation for understanding democratic principles, active citizenship emphasizes the practical application of these principles through research, action, and reflection.

F. Active Citizenship

Active citizenship can be a legal status and an active role within society. At its core, active citizenship refers to the engagement of individuals in democratic societies, where they contribute positively to political, social, and public life through deliberate actions and initiatives. By following a pedagogical approach, active citizenship provides individuals - often learners - with practical experiences that encourage them to take part in their local or global communities.

Prati et al. (2020) discuss active citizenship which is based on participatory action research. It is an innovative approach to promote political and social awareness in individuals through active participation in the analysis of societal issues. In fact, this type of citizenship enables learners to interact with their community critically and constructively, contributing to decisions that affect

their daily lives. Thus, participatory action research becomes a tool to deepen their responsibility towards society and strengthen learners' belonging.

Active citizenship is a dynamic process built on three interconnected components, research, action, and reflection. When these three components are integrated, then active citizenship becomes a holistic process that motivates learners to contribute effectively to their communities.

As societies become increasingly digitalized, the concept of active citizenship extends into the digital realm, where digital citizenship plays a pivotal role in equipping individuals with the skills and values needed to navigate and contribute to the digital world responsibly.

a. Active Learning

Akar (2014) states that active learning aims to engage school children in a learning environment that encourages active participation and lively discussions on civic issues. An example of such methods is a simulation of a parliament session where the students learn how to draft and negotiate laws.

b. Collaborative Learning

Participatory learning involves engaging learners in direct community projects, such as volunteering or organizing awareness campaigns. Project-based learning is one of the most commonly used methods in this context, where learners are asked to identify a civic or social issue and work to find solutions within teams. This type of education promotes leadership skills, teamwork and creative thinking, which are vital elements of active citizenship.

c. Complementary Learning Strategies

Levine and Kawashima-Ginsberg (2017) emphasized the importance of six proven civic education practices as a fundamental pillar in education.

1. Include full courses on citizenship education and related topics into the curriculum to provide opportunities for learners to engage more deeply in the other five practices,
2. Engage learners in thoughtful classroom discussions about current events and current controversial issues allow learners to develop critical thinking skills and systematic debate,
3. Provide opportunities for learners to participate in service learning, especially those that link community service to the core academic topics of the course,
4. Encourage learners to have student associations led by the learners themselves, with high degrees of independence, participation and common purpose,
5. Create a school environment that enables learners to express their opinions regarding the climate and school policies that affect it,
6. Provide high-quality educational simulations of civic roles for middle and high school learners, such as elections, mock trials, games and electronic simulations.

The researchers also pointed out that educators should consider three complementary practices in light of changes in civic life and public education:

1. High-quality literacy education in news media: It is essential for learners to have an advanced education in media literacy, as the rapid development of the news and social media industry is changing the way citizens access information and participate in civic life; the ability to deal with this effectively has become essential for modern citizenship.
2. Researchers call for an increased focus on so-called ‘Action Civics’, which goes beyond traditional service projects, as it aims to encourage learners to identify and address issues in society while considering how to influence institutional policies as part of the proposed solution.
3. Increased focus on social-emotional learning (SEL) which has become a point of interest in many countries. This type of learning contributes to enhancing the social and emotional skills of learners, putting them in a better position to become more ethical and effective citizens. Participation in real civic educational experiences may also contribute to the enhancement of these skills that help learners understand others from different backgrounds and encourage them to work together and interact positively with their community (Driscoll, & McClusker, 2022).

G. International and Regional Experiences on Citizenship Education Integration

Many countries have reported on the impact of citizenship education on learners’ participation leading them to become agents of change in their communities and citizens who promote democracy, tolerance and social justice.

For instance, The Finnish National Agency for Education (2024) reports on having both active citizenship and civic skills as essential elements in the curriculum whereby learners’ participation is encouraged. Many educational programs such as Erasmus and European Solidarity Corps provide opportunities for the young generation to engage in various community projects that help them develop their skills in critical thinking and social interaction. These programs focus on both the transfer of theoretical knowledge about citizenship and on the development of practical aspects through learners’ direct participation in community activities and collaborative projects.

Akin et al.’ (2017) study in Turkey examines how the values of active citizenship among learners through community activities in schools were developed leading to a curriculum that focused on engaging learners in these activities to enhance their awareness of their social responsibilities. Results showed that the integration of the practical experiences, such as volunteering and participation in community projects, contributed to the development of the learners’ sense of responsibility and commitment to their community and enhanced their critical thinking and problem-solving skills. Atkin et al. (2017) presented a comprehensive vision on how to design educational programs aimed at empowering learners to become active citizens capable of bringing about positive change in their community

Alviar-Martin et al.’ (2012) study analyzed the development of citizenship competence from the learners’ perspectives in Singapore. Using interviews and surveys, the researchers explored

different learning environments and their impact on the development of citizenship competence. Citizenship competence is not only refined within classrooms, it is the product of many interactions that involve the family and the wider community. Alvia-Martí et al., (2012) recommended developing educational curricula that integrate both theory and practice when implementing community activities and projects in order to encourage learners' active participation and motivate them to interact with local and global issues. Using simulations and real-world projects allow learners to acquire strong citizenship skills and enhance their understanding of the political and social environment in which they live.

Sleibaikh's study (2017) investigated the concept of citizenship education in Bahrain. Both teachers and learners reflected the need to develop more effective teaching strategies to meet their needs.

Blevins et al.'s (2018) study focused on developing learners' understanding of citizenship and advocacy of social issues through action-based education in the US. The study showed that interactive education helped learners to conduct an in-depth and critical analysis on both social and political issues with the aim of increasing their willingness to actively participate in society. The researchers also noted that curricula that integrate hands-on activities engage learners in using their critical thinking and negotiation abilities and therefore increasing their confidence in dealing with societal issues.

Prati et al.'s (2020) study in Italy examined the impact of participatory research-based educational interventions undertaken by young people to engage them in active citizenship. Results showed that these interventions help develop leadership and cooperation skills among young people and increase their awareness of issues related to society at large. Experiential learning encourages learners to use their critical thinking and engage them in working in teams leading to improving their senses of social responsibility.

Marchi and Clark's (2021) study explored the impact of social media on connected journalism and the formation of alternative public spaces in order to allow young people to express their opinions and actively participate in political life. The researchers stated that these spaces give young people opportunities to interact with societal issues in an innovative and direct way, which contributes to developing their civic sense and reshaping their citizenship identity. Moreover, Bowyer and Kahne (2020) expanded on the impact of digital educational opportunities on learners' citizenship skills. Accordingly, the educational programs that rely on digital tools not only provide learners with information but also enable them to practice critical thinking and active participation in societal issues, with a focus on social justice and digital literacy. In fact, Bowyer and Kahne (2020) research opens new horizons for curriculum designers as it guides them on how to develop programs that keep pace with digital transformations, where learners use technology as a tool to enhance their ability to analyze and critique.

Jamil and Yahyaoui (2023) explored the values associated with smart citizenship in light of the rapid digital transformations taking place in the UAE. The researchers pointed out key challenges facing the promotion of smart citizenship values in the UAE:

- **Digital culture:** The level of digital awareness is not equal among different age groups and social classes, leading to inconsistencies in the ability to exercise digital citizenship effectively.
- **Cybersecurity:** With the increasing adoption of digital technology in daily life, there are many challenges related to the protection of personal data and cybersecurity. The latter requires the development of policies to enhance awareness of the importance of digital security.
- **Social inclusion:** Technological development is leading to the emergence of a new category of citizens who rely mainly on digital tools for communication and community participation, which may deepen the gap between traditional and digital generations.

While the impact of citizenship education is evident, its success largely depends on the role of teachers, whose practices and strategies are instrumental in nurturing active and informed citizens.

H. The Role of Teachers in Promoting Citizenship Education

Bayram Özdemir et al.,'s (2016) study focused on how learners' perceptions of teacher behaviors affect their willingness to engage in political discussions in the classroom in Sweden. The study showed that learners are more inclined to initiate political discussions when they feel that their teachers encourage open dialogue and show respect for their opinions. These results confirm the importance of the teachers' role as a motivating factor. Thus, curriculum designer should adopt pedagogical strategies that support a classroom environment that promotes open dialogue, in order to prepare a generation capable of active participation in society.

The study revealed the challenges faced by teachers in Turkey in teaching these concepts (see also, Arsoy, 2014). The researchers suggest that curriculum designers should integrate practical activities that allow learners to experiment with the roles of active citizens and enhance critical analysis of their social issues.

Keser et al. (2011) examined the role of extra-curricular activities in active citizenship education in Turkey as well. Results showed that activities such as volunteering and community participation enhance learners' awareness of social issues and develop their values of cooperation and responsibility.

Al-Ahmad and Alimat's study (2018), presented the role of secondary school teachers in promoting the values of global citizenship among their students in Kuwait. Results showed that the educational practices of teachers have a significant impact on the development of global citizenship values such as tolerance, social justice and humanity. The study also stressed the importance of professional training for teachers to enhance their ability to teach these values and recommended that interactive teaching strategies be integrated into the curriculum. These findings suggest that curriculum designers reshape the curriculum so that it is more focused on universal values, while providing teachers with the necessary support through periodic training programs.

Al-Saidi et al.'s study (2022) reviewed the degree to which social studies teachers are aware of the dimensions of citizenship education in basic education schools in the Sultanate of Oman. Results revealed an average level of knowledge of the dimensions of citizenship education, with a variation in the level of awareness according to the educational experience and training received by teachers. The study pointed to the urgent need to provide training to teachers in the concepts of citizenship education so that they can teach citizenship concepts effectively.

Blevin et al.'s study (2021) examined the impact of the 'civil service program' on youth engagement in society and politics in the US. Results showed that such programs enhance the levels of awareness, social, and political engagement of learners, as participation in civic projects contributes to increasing learners' understanding of citizenship responsibilities and enhancing critical thinking skills, motivating them to participate in public issues at the local and national levels.

Kim and Morgül's (2017) study highlighted the long-term results of volunteering among young people, noting that volunteering boosts personal motivation and self-confidence.

Lee et al.'s (2019) study in Japan highlighted the impact of community-based learning in promoting citizen engagement. Through community projects, learners demonstrated a higher level of responsibility and engagement.

I. The Role of Educational Curricula

Isac et al.'s (2014) study examined the impact of the education system on citizenship outcomes among secondary students in various countries. The researchers followed a comparative approach to analyze how educational systems contribute to enhancing learners' understanding of their citizenship duties and democratic values. Results showed significant differences in citizenship outcomes based on curriculum design, teaching methods and school environment (see also, Mulder 2023)

Finifi and Salimi's (2018) study pointed out that citizenship education textbooks contribute to values such as respect for rights and community participation; however, the researchers added that the content delivery methods have to be more interactive and age-appropriate for learners. The study emphasized the need to improve educational curricula by incorporating interactive activities that enhance learners' understanding of citizenship values, such as group projects and discussions. It also pointed out the need to develop evaluation tools to measure the effectiveness of education in achieving educational goals.

J. Citizenship Education in the Lebanese Context

The current Lebanese curriculum (1997) focuses on the basic principles of citizenship such as democracy, human rights, and social justice. However, Abou Chedid and Nasser (2000) state that the actual implementation of these principles is weakened because of multiple factors such as the lack of resources, the lack of adequate teacher training, and the emphasis on theoretical subjects, with few practical activities that allow learners to practice civic skills. In fact, the curriculum does not have practical applications that can enhance learners' skills, such as critical thinking and active participation in society. The curriculum requires a comprehensive review to motivate learners to

become agents of change in their community, allowing them a deeper understanding of their civic rights and duties. Accordingly, citizenship education in Lebanon faces several challenges, most notably the sectarian and political division, which leads to a lack of consensus around a common national identity. In addition, the focus on private education in the country creates inconsistencies in how citizenship concepts are taught in the various schools.

The Lebanon's national curriculum of 1997 includes civic education as a subject. In 2015-2016, the development of the curriculum was re-initiated through a series of workshops held at the general level and within specific subject areas. Citizenship competencies were considered as part of both formal and informal education, and discussions took place to coordinate with NGOs and other government organizations to further reinforce it. In formal education, an interdisciplinary approach was planned to integrate Global Citizenship Education (GCED) across all subjects so that the Lebanese people have a unified national identity to help the citizens lead a peaceful and harmonious life.

Civic education is a standalone subject from grades 1 to 12, allocated one session per week. Some of the values emphasized in the civics curriculum include freedom, democracy, tolerance, justice, and equality, as well as socio-cultural and human dimensions (see Civic Education curriculum 1997).

The National Education and Civic Education in Lebanon was designed to actively engage learners in their communities by incorporating interactive and applied content. A significant milestone in this effort was the Community Service and Conflict Resolution Project, conceptualized in 2007 and later formalized under Decree No. 8924 (2012), which outlined its objectives and mechanisms. By the 2016-2017 academic year, the project was made mandatory in public and private high schools through Decision No. 607/M/2016, requiring learners to complete 60 hours of community service during their secondary education. This initiative aims to motivate learners and engage them in social and cognitive skills while at the same time promoting civic responsibility.

In the 2015-2016 academic year, Lebanon started a process of curriculum development through a series of workshops that addressed both the overarching curriculum and individual educational subjects. These discussions emphasized the importance of citizenship education in both public and private schools. Also, extra curricula activities developed by NGOs and governmental organizations (GOs) were highlighted as valuable tools for citizenship education.

Abu Rjeily and Khoury (2016) were tasked by CRDP to explore the perceptions and practices related to civic education by analyzing questionnaire data targeting learners, teachers, school principals and parents. The results provided valuable insights on the strengths and challenges of the implementation of civics education.

Tohme and Richa (2016) were tasked by CRDP to prepare a report that highlighted the strengths and positive contributions of the curriculum while identifying areas for improvement and proposing amendments to address its weaknesses.

Also, in 2016–2017, a draft curriculum for the National Education and Civic Education was developed for all grade levels, adopting a competency-based approach. Despite its potential, this curriculum has yet to be implemented.

As part of its broader educational development plan, CRDP also designed parallel curricula through a series of workshops, including the following initiatives:

- Citizenship Education Curriculum (2015–2019):

This curriculum aimed to instill values such as freedom, democracy, and tolerance, with weekly lessons integrated into grades 1–12.

- Active Citizenship Activities (2018–2020) (in collaboration with the British Council):

These activities shifted the focus from rote learning to practical applications, embedding active citizenship concepts into the learning experiences of students across basic education cycles.

- Global Citizenship Education (2019–2021) (in partnership with UNESCO Korea):

This initiative sought to integrate global citizenship concepts into the curriculum. However, the interactive implementation of these activities was not realized.

A comprehensive and strategic approach was developed, focusing on embedding global citizenship attributes across various educational and community settings in order to integrate GCED into the national curriculum. The strategy included the following key components:

- Establishing a Core Policy Team

A dedicated team of policymakers well-informed about the global citizenship profile from various ministries was formed to collaboratively embed global citizenship characteristic. Their efforts extended beyond schools and universities to include community life, to ensure a more holistic and inclusive approach.

- Integrating GCED into the Curriculum

The cognitive, socio-emotional, and behavioral domains of GCED were emphasized in the curriculum and extracurricular activities. The key steps included were organizing workshops on UNESCO's Global Citizenship Education framework for curriculum development committees and conducting training sessions for teachers and learners to promote global citizenship traits such as empathy, critical thinking, and global awareness.

- Adopting Authentic Assessment

Innovative assessment strategies were introduced, focusing on real-world problem-solving scenarios relevant to GCED topics. These assessments aimed to evaluate learners' ability to apply their learning to practical and global challenges.

- Collaborating with NGOs and Other Ministries

Partnerships were established with various ministries and NGOs to strengthen educational initiatives and extend the impact of GCED into other areas of community life. This collaboration ensured alignment between educational goals and broader societal needs.

- Encouraging Student Engagement

Community service activities were actively promoted to enhance democratic citizenship skills, with a strong focus on raising awareness of human rights, leadership, and social responsibility. These activities empowered learners to become adaptable, thoughtful leaders within their local and global communities.

- Monitoring and Reflection

An assessment plan was developed to regularly monitor progress and evaluate the effectiveness of GCED implementation. This reflective process allowed for continuous improvement and adaptation of strategies to meet evolving educational needs.

- Facilitating Exchange Programs

Exchange programs were planned to ensure cross-cultural understanding and collaboration. These included:

- ❖ Day-long visits between schools in different regions.
- ❖ Longer-term exchanges spanning academic weeks or even years, enabling learners and teachers to share experiences and learn from diverse cultural and educational contexts.

This comprehensive strategy laid a strong foundation for integrating global citizenship education into the Lebanese national curriculum. It aligned with the country's educational values while equipping learners with the knowledge, skills, values, and attitudes needed to engage constructively in a diverse and interconnected world.

The LNFGPE (2022) emphasizes the importance of citizenship education. The framework stresses the need to focus on civic education to enhance citizens' understanding of the public good, through state institutions. It highlights the role of educational curricula in preparing learners and educating them to carry out their national roles and participate in public affairs, by enhancing efficiency, encouraging transparency and integrity, and ensuring accountability. It also aims to deal with corruption and enhance learners' sense of responsibility in developing the concept of the public good and including more justice, equity, and equality in society. The Framework states that new curriculum seeks to strengthen the sense of belonging and the importance of the national identity by focusing on developing the skills, knowledge and values necessary for the effective exercise of citizenship in Lebanese society (LNFGPE, 2022)

K. The New Lebanese Curriculum

The Lebanese curriculum aspires to build a society that promotes national identity and respects the cultural and religious diversity that exists in Lebanon. An important section of the curriculum vision is the development of a citizen who possesses the ability to think critically and is socially

responsible. The aim of the curriculum is to build the personality of citizens who possess multiple competencies, including the knowledge, skills and values necessary to adapt to societal, economic and environmental challenges (LNFGPE, 2022).

L. Reference Framework for Civic Education RFCE (CRDP, 2021)

Citizenship, according to this framework, means a sense of belonging to the homeland and participation in the political, social and economic aspects, while adhering to rights and duties. Citizenship education promotes fundamental values such as freedom, equity and equality, justice and solidarity.

M. Integration of Citizenship at Two Levels (transversal and special competencies)

The concept of citizenship is integrated across different subjects and educational stages, where the values of citizenship overlap across other disciplines. This approach aims to instill the principles and values associated with citizenship in multiple contexts, helping learners understand their role as citizens in various aspects of daily life.

The aim of the LNFGPE is to ensure that all learners understand the key concepts such as rights and responsibilities, democracy, and active participation in the community and political life. Learners are expected to learn about the constitutional system and laws that govern public life in Lebanon, as well as the dimensions of human and global citizenship that make them global citizen.

RFCE (CRDP, 2021) highlighted the importance of motivating learners to become critical thinkers and be decision-makers; unfortunately, the practices of these concepts in the classroom is still limited. It is still taught in theory without practical applications that allow learners to actively participate in solving societal issues. The framework indicates that the development of interactive learning methods such as democratic simulation and research projects are required to enhance learners' ability to make informed decisions and analyze complex political and social issues

The RFCE (CRDP, 2021) emphasizes the importance of incorporating in the curriculum basic civic values such as respect, tolerance and social responsibility. It emphasizes the importance of building social awareness among learners by interacting with the concepts of coexistence, social justice, equity and equality. These values should be transferred from the academic context to practical practice through various programs such as Community Service so that learners are encouraged to apply the values of respect, tolerance and social responsibility in their local environments.

N. Digital Citizenship

a. Definition and Importance

Digital Citizenship is to enable a citizen to acquire digital skills and universal values in order to achieve effective participation in the digital environment in a responsible, ethical, safe and innovative manner. UNESCO (2019) emphasized the importance of integrating digital citizenship in the curriculum so that educational institutions are committed to prepare learners to become responsible digital citizens (UNESCO, 2019). Digital citizenship also contributes to educating learners on how to interact with this technology in an effective and safe way.

b. Digital Citizenship and the Role of Open Educational Resources (OER)

This study emphasizes the importance of defining digital citizenship in alignment with the vision of the Lebanese National Curriculum. The curriculum aims to graduate modern learners with qualities such as patriotism, balance, cooperation, humanity, openness, proactivity, persistence, thoughtfulness, critical thinking, creativity, and inquiry-based research (CRDP, 2022).

c. The Role of Open Educational Resources (OER) in Promoting Digital Citizenship

OER are freely accessible, openly licensed materials designed to support teaching, learning, and research. These resources play a pivotal role in promoting the importance of Digital Citizenship. The latter encompasses the following key elements:

- **Digital Literacy:**
OER empower learners with the skills needed to effectively access, evaluate, and use digital information. By providing diverse and high-quality resources, OER help bridge gaps in digital literacy, enabling learners to critically analyze and verify online content.
- **Digital Participation:**
OER encourages active and meaningful engagement in digital spaces. They provide opportunities for learners to contribute to online discussions, collaborate on digital projects, and participate in civic and social initiatives within the digital environment.
- **Communication Ethics:**
OER promote responsible and respectful interactions in online environments. By emphasizing the importance of ethical digital communication, they help learners develop the skills to engage in constructive dialogue, respect diverse perspectives, and avoid harmful behaviors such as hate speech or cyberbullying.
- **Digital Security:**
OER plays a vital role in educating learners about the safe and secure use of digital technologies. They provide guidance on managing personal data, recognizing potential digital risks, and adopting practices to protect privacy and security in online spaces.
- **Digital Creativity and Innovation:**
OER inspires learners to use technology creatively and innovatively. By offering tools and resources for digital content creation—such as videos, blogs, and graphic designs—OER enables learners to explore new ways of problem-solving and self-expression, fostering a culture of innovation.

Ultimately, OER helps in advancing digital citizenship. They not only equip learners with essential digital competencies but also instill in the learners the values and skills needed to participate responsibly and effectively in the digital age. By integrating OER into educational practices, schools can create inclusive and equitable opportunities for learners to thrive as informed, ethical, and innovative digital citizens (CRDP, 2022). (check Appendices A and B for a more detailed review about the Digital Citizenship Framework and civic competencies competencies)

d. Elements of Digital Citizenship

Below are the indicators that measure the effectiveness of achieving the concept of digital citizenship in the curricula.

Table 1: Element (1) of Digital Citizenship

Element (1)	Indicators	
Digital literacy and quality education	Ability to research critically	Ability to use digital tools to research, verify, and think critically about information
	Use advanced search techniques	Knowledge of advanced search tools such as using filters, keywords, and verifying sources
	Digital evaluation	Analyze and criticize the information found online and determine its reliability

OER promotes digital literacy by providing free access to educational resources, helping to bridge educational gaps and promoting lifelong learning opportunities for all.

Table 2: Element (2) of Digital Citizenship

Element (2)	Indicators	
Digital Participation and Reduced Inequalities	Digital Community Interaction	Ability to engage in community-relevant digital activities, whether in the form of discussions, campaigns or collaborative projects
	Online Civic Participation:	Engaging learners in societal and political issues through digital tools, such as participating in public discussions or campaigns
	Digital collaboration:	Using technology to enhance collaboration between learners and the community for positive impact

Table 3: Element (3) of Digital Citizenship

Element (3)	Indicators	
Digital Responsibility	Use technology responsibly	Appreciating the impact of digital use on others; avoiding cyberbullying; engaging in meaningful content
	Digital Identity Management:	The ability to manage one's online identity and maintain a positive image

	Respect others' digital rights	Understand and respect intellectual property rights and privacy rights when interacting with digital content.
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Table 4: Element (4) of Digital Citizenship

Element (4)	Indicators	
Communication Ethics	Ethical digital communication	The ability to communicate in respectful and ethical ways online, avoiding hate speech and prejudice
	Respect for diversity and digital diversity	Encourage learners to respect different opinions and cultural differences in the digital community
	Constructive interaction	Encourage constructive discussions based on scientific arguments rather than negative sympathy and attacks

OER promotes ethical communication by teaching respect for intellectual property and responsible sharing of information, contributing to transparent and accountable institutions.

Table 5: Element (5) of Digital Citizenship

Element (5)	Indicators	
Digital Security	Understanding Security Basics	Learners are aware of basic digital risks such as hacking, viruses, and malware
	Personal data management	Learners understand how to protect and manage personal data and avoid digital identity theft
	Privacy Protection	Learners' commitment to protect their personal data and not share it without appropriate security measures.

OER provides resources on digital security, helping users protect their personal information and contribute to a safer online environment.

Table 6: Element (6) of Digital Citizenship

Element (6)	Indicators	
Digital Creativity and Innovation and	Digital Content Creation	Encouraging learners to use digital tools to create creative content such as blogs, videos, and graphic design.

Industry, Innovation, and Infrastructure	Using technology in innovative ways	Supporting learners to explore new uses of technology to solve problems or express ideas
	Promoting a culture of digital innovation	Encouraging learners to develop their digital skills through innovation and creative thinking.

O. Lebanese Studies on Citizenship Education

Various studies were conducted on Lebanese studies on citizenship education. Akar (2019) addressed several key topics related to citizenship education in Lebanon, especially in the context of on-going social and political challenges. He listed the following issues: (1) the disconnect between the curriculum and learners’ realities; (2), the lack of critical learning and open debate; (3) a strong focus on preparation for official exams; (4) the issue of knowledge transfer versus building shared knowledge; (5) the limiting role of the teachers; and finally (6) the poor educational resources.

ABAAD (2023) examined the relationship between active citizenship and gender equality in the Lebanese context. Results revealed that young women are generally more socially active than young men, and their motivations for participation are often linked to social change and human rights issues. However, gender and political barriers as well as social norms were identified as hindering young women’s participation in political issues and limiting their leadership opportunities. The study concluded that active citizenship is an important tool that can contribute to promoting gender equality in Lebanon by creating a more inclusive and collaborative society. The study recommends that curriculum designers integrate concepts of citizenship that include social dimensions.

Mzawak’s (2024) study explored the attitudes and perceptions of Catholic school learners in Lebanon regarding active citizenship and citizenship education. 2,158 learners from different Lebanese regions filled out a questionnaire related to citizenship education. Results showed that 85% of the learners considered an active citizen to be one who respects the law, assumes his/her responsibilities, and supports diversity and difference. However, participants indicated that excessive political influence, economic difficulties, and corruption prevent them from being active citizens. Furthermore, 60% of the learners considered the curricula to be outdated, while 50% considered citizenship education to be limited to theory and not practice. The study recommended the integration of practical activities into the curriculum, to develop modern curricula that focus on social and political dialogues and debates, activate the role of civil society and encourage learners to participate in community activities outside the school.

Abou Rjeily and Khoury (2016) explored citizenship education in Lebanon, shedding light on the curriculum as well as learners’, teachers’, and parents’ perceptions. The study aimed to point out the strengths and weaknesses of the implementation of citizenship education in Lebanon and identify opportunities for improvement. Findings showed a general consensus on the importance of citizenship education in preparing responsible and informed citizens, but the practical implementation faced significant challenges. These challenges included lack of educational resources, absence of adequate training for teachers, and differences in views on the extent to

which the curriculum relates to real-world civic issues. The study also revealed differences in the extent to which learners engage with and understand the content of civic education as this depends on whether learners attend private or public schools. This study provided an in-depth analysis of the current educational reality, emphasizing the need to design an educational curriculum that is not only academic, but also practical and relevant to learners' daily lives. The study presented visions for designing educational programs based on interactive teaching methods, where learners are active participants in civic life rather than mere recipients of information. It also pointed to the need to develop training programs for teachers and provide educational materials that are compatible with contemporary social and political reality.

Mekhael and Shayya (2018b) highlighted the role of environmental clubs in promoting education for sustainable development in Lebanese schools. This study used a mixed methods approach to assess the extent to which sustainability is included in the activities of these clubs and the challenges they face. The study showed that 90% of school principals were aware of the concept of education for sustainable development, but only 50% of them had a comprehensive understanding of that concept as a result of the training they received from national or international bodies such as UNESCO. Many managers have linked sustainability to community service rather than to eco-club activities. Also, the study revealed a number of obstacles to the adoption of environmental clubs. Financial constraints were a major obstacle, especially in public schools. In addition, logistical challenges, such as cooperation with municipalities and time constraints in school schedules, prevented these clubs from being fully operational. Moreover, the level of coordination between environmental club coordinators and teachers in schools varied. Although environmental clubs existed in most schools, collaboration was often limited to club coordinators and science teachers. The structure of these clubs also lacked a comprehensive approach to sustainability, with activities focusing primarily on environmental awareness such as recycling, without adopting a leadership model or a holistic system thinking that addressed environmental and social challenges. Finally, learners participated in activities such as recycling and environmental awareness campaigns, but the study noted a lack of focus on solving systemic problems or promoting civic engagement. Only 10% of the schools incorporated citizenship education into environmental club activities. Findings highlighted the need for a holistic, whole-school approach, where environmental and sustainability education becomes an integral part of the curriculum, encouraging citizenship education and social responsibility. Curriculum designers can integrate sustainability topics into various subjects and extracurricular activities, so that learners learn not only about environmental issues, but also about civic engagement and problem solving. They can also integrate partnerships with NGOs, local communities and government agencies into the citizenship education framework to teach learners the importance of community engagement and collective responsibility for sustainable development.

Mekhael and Shayya's (2018a) study provided important insights for curriculum developers regarding the design of citizenship education programs. The study emphasized the importance of integrating sustainable development concepts into different school subjects, with the aim of promoting a holistic understanding of citizenship that includes environmental, social, and economic responsibilities. Results also indicated the significant positive impact of environmental clubs, highlighting the need to adopt educational approaches based on experiential learning and

active participation, which encourage learners to engage practically in real-world issues. Moreover, findings on gender differences in knowledge and attitudes were an important point that curriculum developers can use to formulate targeted strategies to ensure equitable participation among all learners. By aligning educational programs with national and international sustainable development goals, curriculum designers can contribute to policy recommendations that enhance integration of sustainable development concepts into education.

Solorio et al.'s (2024) study highlighted the importance of promoting tolerance in Lebanese schools. Workshops, which were held with the participation of various stakeholders (i.e., learners, parents, teachers, school principals, and representatives of NGOs), revealed broad support for tolerance education, along with growing concerns about escalating tensions between Lebanese and Syrian learners. The participants pointed out that gaps in the distribution of resources within schools have added to these tensions; thus, it is important to adopt educational curricula that focus on promoting understanding and cooperation among learners from different backgrounds. To effectively promote tolerance, there is a need to focus on providing practical training for teachers, with attention paid to learning-centered pedagogies that help teachers deal with sensitive topics related to tolerance. The workshops stressed the importance of incorporating face-to-face interactions among learners from diverse backgrounds and called for structured opportunities such as community service projects and community exchanges. These initiatives contribute to the development of empathy and understanding, allowing learners to interact more deeply and exchange different perspectives. The importance of involving parents in tolerance education initiatives was also highlighted. By designing programs that engage parents and provide them with the tools to support their children in developing tolerant behaviors, schools can reinforce the values taught in the classroom. Furthermore, curricula should address the negative effects of social media, by encouraging critical debate that engage learners in effective and positive dialogues. The researchers added that educational content should be consistent with Lebanon's unique cultural, social, and political context, balancing traditional values with modern challenges to provide a comprehensive approach to citizenship education.

Tohme and Richa's (2016) conducted a current curriculum evaluation based on curriculum objectives and content, teaching and learning methods, assessment methods, teacher preparation, and linking learning to practical life. Results showed that the curriculum contains valuable elements that enhance civic responsibility and a sense of belonging, but it also has many repetitions and lacks consistency which affects learners' comprehensive understanding of citizenship concepts.

The report points out that the curriculum succeeds in providing the basic knowledge that supports civic engagement. However, it reveals a gap between theoretical education and practical application, with an excessive focus on memorization. These points highlight the importance of adopting more interactive teaching methods that focus on developing skills rather than simply teaching information. Finally, the researchers recommend that a holistic approach is followed whereby practical civic experiences are integrated, active learning is encouraged, and teacher training is provided. This approach can help develop citizenship education programs that are more

effective and culturally relevant, preparing learners to be responsible citizens in a changing and interconnected world.

A synthesis of the above-mentioned studies on citizenship education in Lebanon reveal several critical gaps, which are listed below:

❖ Inconsistent Implementation:

Many schools lack a unified and comprehensive approach, leading to disparate experiences for students. While some institutions prioritize curriculum delivery, they often neglect to incorporate active citizenship practices within the broader school community or local context. This inconsistency highlights the urgent need for systemic reform.

❖ Limited Stakeholder Engagement:

Citizenship education initiatives often suffer from insufficient and/or lack of involvement of key stakeholders, including parents and community organizations. This lack of collaboration weakens the connection between educational programs and the specific needs of local communities. Consequently, the relevance and effectiveness of these initiatives are diminished, limiting their potential to address pressing local issues and encourage a sense of shared civic responsibility.

❖ Teacher Preparedness:

Many teachers report feeling inadequately prepared to deliver effective citizenship education due to gaps in both training and access to appropriate resources. This lack of preparedness often results in a reliance on traditional, lecture-based teaching that fail to fully engage learners. Moreover, lecturing does not engage learners in participating actively in the classroom nor in using critical thinking to fully understand and discuss civic responsibilities which are essential elements to shape informed and responsible citizens.

❖ Socioeconomic Challenges

Learners from lower socioeconomic backgrounds often face barriers to accessing meaningful educational experiences. Limited resources, underfunded schools, and lack of exposure to extracurricular civic activities widen the gap between learners. As a result, not all learners are exposed to similar meaningful experiences which may lead to marginalizing those learners from having active roles in their communities and the society at large.

In summary, this study addressed the above-mentioned critical issues by seeking the perceptions and experiences of various stakeholders. By identifying best practices, challenges, and opportunities for improvement, the study seeks to provide actionable recommendations to help develop a comprehensive and integrated approach to citizenship education that engages learners actively and prepares them for their roles as responsible citizens in the society.

Chapter Three: Methodology

I. Design of the Study

This study followed a mixed-methods research design that incorporated both quantitative and qualitative data (see Cohen et al., 2018) in order to gain a comprehensive understanding of citizenship education in Lebanon. These instruments were the following: (1) structure questionnaires distributed to stakeholders, i.e., students, teachers, parents, and school principals; (2) in-depth interviews conducted with experts, decision-makers, and NGO representatives who actively engage in non-formal citizenship education; and (3) document analysis which included policy documents, curriculum frameworks, and any relevant educational materials used in Lebanese schools as well as reports and publications from NGOs involved in non-formal citizenship education.

II. Study Sample

Table 7: Total Number of schools/Governorates

			Governorates									
			Beirut	Mount Lebanon, Beirut Suburbs	Mount Lebanon, without Beirut Suburbs	North	Bekaa	South	Nabatiyeh	Akkar	Baalbek-Hermel	Total
Sector	Public	Count	14	5	17	8	14	19	14	3	7	101
		% of Total	2.0%	0.7%	2.4%	1.1%	2.0%	2.7%	2.0%	0.4%	1.0%	14.5%
	Private	Count	53	173	99	60	35	61	46	35	34	596
		% of Total	7.6%	24.8%	14.2%	8.6%	5.0%	8.8%	6.6%	5.0%	4.9%	85.5%
Total	Count	67	178	116	68	49	80	60	38	41	697	
	% of Total	9.6%	25.5%	16.6%	9.8%	7.0%	11.5%	8.6%	5.5%	5.9%	100.0%	

Table 8: Schools' Sample picked by Governorates for the study

			Governorates									
			Beirut	Mount Lebanon, Beirut Suburbs	Mount Lebanon, without Beirut Suburbs	North	Bekaa	South	Nabatiyeh	Akkar	Baalbek-Hermel	Total
Sector	Public	Count	5	2	6	3	5	7	5	1	2	36
	Private	Count	19	62	35	21	12	22	16	12	13	212
Total		Count	24	64	41	24	17	29	21	13	15	248

The formula below was used to calculate the sample size ($n = 248$), considering a finite population size. It is derived from statistical principles to ensure a representative sample that accounts for variability, with a confidence level of 95%.

$$n = \frac{Z^2 \sigma^2 N}{e^2(N-1) + Z^2 \sigma^2}$$

The study sample initially was comprised of 248 schools distributed across nine governorates, with representation from both public and private school sectors. However, due to the unstable situation of the country during the data collection phase, responses were received from 190 schools only.

III. Data Collection

A. The questionnaires

The questionnaires used a combination of closed-ended and Likert scale questions to capture a wide range of responses. Each questionnaire was tailored to the specific respondent group and was structured as follows:

- **Students:** 4,454 learners from diverse regions and socioeconomic backgrounds covering all Lebanese governorates were surveyed in order to examine their experiences, knowledge, and perspectives regarding citizenship education.
- **Teachers:** 245 teachers responsible for delivering citizenship education were surveyed.
- **School Principals:** 190 school principals were asked to fill out the questionnaire so as to give insights into the administrative support for citizenship education and explain the practical challenges or successes within their schools. (see Appendices C, D, E, and F) for the questionnaire and the responses)

- **Parents:** 2,897 parents were surveyed to assess the family-level influence on learners' citizenship values and civic participation.

B. Qualitative Data Collection

a. Semi-Structured Interviews

In-depth semi-structured interviews were conducted with 14 experts and decision makers as well as with 13 international and local NGO representatives (see Appendices I, J, and K). Each interview lasted around 70 minutes. The key topics included the role of non-formal education, policy support for citizenship education, and practical approaches to engage learners in civic activities (see appendices G and H for interview questions). The interviews consisted primarily of the principal questions from the interview guide. Follow-up or additional questions were added to gather further relevant details from the interviewees. Some interviews were conducted in a face-to-face setting, while others were conducted in the form of video calls using the Microsoft Teams platform.

b. Document Analysis

Document analysis identified key themes, goals, and objectives emphasized in the documents, highlighting how citizenship education is conceptualized and communicated across different platforms. Document analysis allowed an in-depth understanding of citizenship education and digital citizenship (Check Appendix A and Appendix B for platforms by international frameworks for citizenship competencies).

C. Piloting, reliability, and ethical considerations

Pilot testing was conducted for the questionnaires with 10 schools. The feedback from the pilot was used to refine questions to improve clarity, relevance, and comprehensiveness before the full data collection process begins.

To ensure reliability, validity, credibility and trustworthiness of the study, three instruments were used, thus leading to triangulation (Fraenkel et al., 2023).

Content validity was established by having a team of experts review the research tools. This review process confirmed that the instruments measure what they are intended to measure, ensuring alignment with the research objectives.

Cronbach's Alpha was used to assess the internal consistency of the questionnaire items and to ensure that they reliably measure the intended constructs. Cronbach's Alpha value was reported to be greater than 0.70 for each questionnaire indicating acceptable reliability (Tavakol & Dennick, 2011).

Ethical considerations were taken in consideration. All participants were informed about the objectives of the study, and all information collected was anonymized.

D. Data Analysis

a. Quantitative Analysis

The questionnaire data was analyzed using descriptive and inferential statistical methods. Descriptive statistics, including frequency distributions and means, provided an overview of respondents' perceptions and experiences. Cross-tabulation was used to compare responses across different demographic groups. The analysis identified trends, common challenges, and areas for improvement in citizenship education practices within Lebanese schools. Moreover, qualitative analysis of open-ended responses involved meticulous coding and categorization of data to uncover emergent themes, identify recurring patterns, and gain deeper insights into participant perspectives.

b. Qualitative Analysis (Interview Data)

Interviews were first transcribed. Qualitative content analyses were performed. Coding was used to categorize responses into themes, such as non-formal educational strategies, policy support, and challenges. The findings from these themes were triangulated with the questionnaire results to provide a holistic view of citizenship education, blending insights from formal school-based education with those from non-formal education initiatives led by NGOs and experts.

E. Limitations

This study acknowledges a number of limitations. The first limitation is the potential response bias in self-reported data from questionnaires and interviews. The second limitation is due to unstable situation of the country; logistical constraints affected the composition of the sample due to the displacement of stakeholders from the regions affected by war. Therefore, a contingency plan was considered, using the baseline on displacement provided by MEHE; thus, some adjustments were made to ensure sample representativity. Another limitation was not asking questions related to political participation due to the sensitivity of the topic at the time of data collection. Finally, a delay in conducting the interview due to the war and the short time allocated to submit the report were also a limitation.

Chapter Four: Results and Findings

This section presents the results and the findings from the questionnaires and the semi-structured interviews. This section starts with the results of the learners', teachers', school principals', and parents' questionnaires respectively. The sections in questionnaires related to digital citizenship are then presented. Then, all findings related to the interviews are added.

I. Learners' Questionnaire

A. Demographic Data

Out of 4,454 participants, 59.8% (2,664) were females and 40.2% (1,790) were males.

The largest representation of participants was from Mount Lebanon at 27.6% (1,231 participants), followed by the South with 16.7% (746 participants) and the North at 15.7% (701 participants). Beirut accounted for 10.0% (445 participants), Nabatiyeh and the Bekaa consisted of 10.2% (453 participants) and 8.6% (384 participants), respectively, Akkar 7.3% (325 participants), and finally Baalbek-Hermel 3.8% (169 participants). This distribution ensured geographic diversity among the learners.

25.6% of the learners reside in Mount Lebanon, 18.8% in South Lebanon, 16.1% in North Lebanon 11.3% currently reside in Beirut, while Bekaa and Akkar represent 9.3% and 7.1%, respectively. 5.7% live in Nabatiyeh, 3.3% in Baalbek-Hermel, and 2.8% in Keserwan-Jbeil.

69% of the participants are enrolled in private schools, while 31% attend public schools.

78.4% of the learners follow the Lebanese Baccalaureate, indicating its prominent place in the educational system. 10.9%, are enrolled in the French Baccalaureate, while 3.8% pursue the International Baccalaureate. Additionally, 6.9% of learners are enrolled in other types of curricula, reflecting a diversity of educational choices.

51% of the learners are in Grade 10, while 49% are in Grade 12, reflecting a rather balanced representation of learners across these two grade levels.

B. Understanding of Citizenship and Civic Responsibilities

Most of the learners agreed that young people should learn about citizenship and civic responsibilities with 44% indicating that they totally agree and 46% stating they agree. Thus, 90% of the learners agreed on the importance of teaching citizenship and civic responsibilities to youth. Still, 8% of the learners remained neutral, showing no strong opinion on the matter while only a 1% disagreed and another 1% totally disagreed.

Furthermore, the independent-Samples Mann-Whitney U Test indicate a statistically significant difference ($U = 2510048$; $p = 0.001$) between males ($M = 4.24$, $SD = 0.83$) and females ($M = 4.35$, $SD = 0.69$) regarding the importance of teaching citizenship and civic responsibilities to Youth.

The Kruskal-Wallis test revealed a statistically significant difference based on the learners' parents' highest level of education ($H = 13.817$; $p = 0.008$). Pairwise comparisons showed that holders of

masters' degrees had higher agreement than those who didn't complete secondary education ($p=0.019$).

51.2% of the learners associate citizenship with engagement in community affairs, highlighting active involvement as a key component. 29.1% defined it as public participation, emphasizing the importance of contributing to societal decision-making processes. Also, 14.2% linked citizenship to responsibility and accountability, focusing on individual duties and obligations while 4.2% view citizenship as advocacy and activism, underlining the role of pushing for change and addressing social issues. Finally, 1.3% provided alternative perspectives. The responses mostly emphasize active engagement and public involvement as central to the concept of citizenship.

The Chi-Square test revealed no statistically significant difference between males and females regarding their perception of active citizenship ($\chi^2= 6.628$; $p = 0.157$). Males and females showed similar patterns in defining active citizenship, with community participation, for example, being the dominant definition for both groups (males=48.9%, females=52.7%).

Also, there were significant variations across curricula ($\chi^2 (12) = 29.088$, $p=.004$). IB learners showed distinct patterns, particularly in advocacy/activism (8.2% vs Lebanese Baccalaureate 3.8%). Hence, different educational approaches appear to influence citizenship conceptualization.

Learners predominantly viewed active citizenship as a form of community engagement (51.2%) and public participation (29.1%), yet few of them emphasized responsibility (14.2%) and advocacy (4.2%). Notably, the curriculum type appeared to influence these perceptions in a statistically significant manner ($\chi^2 (12) = 29.088$, $p=.004$), with International Baccalaureate learners showing distinctly higher inclination toward advocacy and activism compared to the Lebanese Baccalaureate learners (8.2% vs 3.8%).

Furthermore, learners associated democracy with ensuring equal rights (69.5%) and electoral participation (25.9%), with an emphasis on accountability (16.9%) and civic engagement (13%). This theoretical understanding of democratic values translates into substantial electoral interest, with 76% expressing willingness to vote when eligible.

Participants' responses regarding 'common goods were as such: Public safety and security (84%) as a fundamental aspect, social equality (39.2), education and healthcare (22.4%), environmental protection, and economic prosperity (21.1%) along with other constituents (1.1%). However, when considering practical application, learners identified significant challenges in upholding civic values, particularly regarding equality and social justice (45.7%), diversity acceptance (35.3%), and social responsibility (35.1%).

Data revealed significant insights into Lebanese learners' perceptions of citizenship, civic responsibilities, and democratic values. 90% of the learners acknowledged the importance of civic education for youth, with 44% expressing strong agreement. This recognition highlighted a notable gender variation, with female learners demonstrating statistically higher agreement ($M=4.35$, $SD=0.69$) compared to male learners ($M=4.24$, $SD=0.83$). Parental education level also emerged as a significant factor, with children of master's degree holders showing stronger agreement compared to those whose parents didn't complete secondary education.

C. Civic Education

Learners' responses highlighted significant insights into the factors shaping citizenship understanding and the current state of civic education in Lebanese schools. Family influence emerged as the predominant factor in shaping citizenship understanding, with 53.1% of learners ranking parents and family upbringing as most important. Educational institutions followed as the second most influential factor (29.3% ranking it highest, 33.4% second highest). Notably, gender differences emerge in these perceptions, with male learners reporting significantly stronger family influence ($M=3.96$) and personal experiences ($M=3.69$) compared to female learners ($M=3.79$ and $M=3.58$ respectively).

Moreover, learners confirmed that the purpose of civic education is in developing responsible and active citizens (82%) and enhancing social cohesion and national identity (66.1%). However, fewer learners associate it with practical aspects like job market preparation (20.2%) or understanding governmental structures (17%). As for the implementation of civic engagement activities in schools, 46.5% of the learners reported frequent or consistent civic engagement opportunities (24.1% frequently, 22.4% always). (34.2%) chose only occasional activities, with 19.2% reporting rare or no civic engagement initiatives. This showcased an uneven distribution of practical civic education across different institutions.

Learners also showed a strong preference for interactive learning methods, with 70.7% favoring group debates and discussions, while traditional approaches like in-person lectures (45.8%) and collaborative activities with local authorities (45.4%) maintained significant appeal. However, online lectures were chosen with low preference (12%).

Critical challenges in the current civic education system were also identified, with outdated educational programs being the primary concern (69.4%), followed by a theory-practice disconnect (49.4%). In sum, these findings suggest a need for modernizing civic education programs while emphasizing practical, interactive learning approaches that better align with learners' preferences and contemporary societal needs.

D. Civic Engagement at schools

This section presents a comprehensive overview of learners' civic engagement patterns, barriers, and suggestions for improvement. While a majority of learners (47.2%) reported being somewhat engaged in civic activities, institutional participation remained low, with 78% not involved in student organizations. Among those who are involved, volunteer clubs (11.6%) and student councils (9.8%) represented the primary venues for engagement.

Furthermore, 60.3% expressed some degree of willingness to assume leadership roles in civic activities, with a statistically significant gender difference ($U=2613847$; $p<0.001$) showing higher willingness among female learners ($M=3.71$) compared to male learners ($M=3.52$). Moreover, participation in school-based civic activities showed moderate engagement levels, with 38.9% participating frequently or always, though a significant difference exists between private ($M=3.31$) and public schools ($M=3.01$; $U=2434560.500$; $p<0.001$).

Specific civic behaviors revealed varied engagement patterns: 69% have volunteered in their local community, 58% have participated in charitable donations, 48% have voted in school council elections, only 24% have supported petitions, and 21% have stood for school council elections

Beyond school settings, civic engagement primarily occurred within family contexts (55.3%), religious institutions (25.8%), and social media platforms (23.6%). The primary motivators for civic engagement included social responsibility (58.8%), patriotism (43%), and the desire for impact (42.1%), with notable gender variations in patriotic motivation.

In addition to that, learners identified critical skills for effective civic participation, prioritizing teamwork (72.7%), communication (64.9%), and problem-solving (52.2%). However, several barriers impeded engagement, primarily: time constraints (61.5%); lack of information about opportunities (40.9%); transportation issues (18.2%); and limited interest (17.2%)

Looking forward, learners expressed particular interest in expanding their knowledge of human rights and social justice (52.7%) and governmental operations (34.5%). Their suggestions for improving civic education emphasized curriculum modernization (65.2%), increased discussion of current issues (44.9%), and enhanced practical application (41.8%).

In summary, findings suggest a student population that recognizes the importance of civic engagement but faces significant structural and practical barriers to participation, highlighting the need for targeted interventions in educational programming and engagement opportunities.

E. Suggestions on how young people can be better engaged in civic and community activities

The survey included an open-ended question to allow learners to articulate their needs, aspirations, and perspectives regarding citizenship education. The responses were analyzed qualitatively and categorized accordingly.

The suggestions for youth civic engagement were as follows:

- Have a comprehensive approach to increase youth participation in community services
- Update the curriculum to include educational integration and practical training
- Develop a platform for digital engagement and physical resource allocation such as youth centers and transportation support.
- Have systematic changes through both top-down policy modifications and bottom-up engagement strategies.
- Offer financial and recognition-based incentives such as scholarships and academic credits, alongside meaningful integration into decision-making processes through leadership roles and advisory positions.
- Provide support systems for mentorship and community partnerships
- Emphasize the importance of values-based recommendations that focus on equity and equality, non-discrimination, and cultural sensitivity.
- Establish collaboration with well-known organizations such as the Lebanese Civil Defense and Red Cross, health-related initiatives such as blood donation, and personal development opportunities.

- Plan for communication strategies for awareness and outreach.
- Make sure to address sectarian challenges, both religious and political so that learners recognize Lebanon's unique social context in youth civic engagement efforts.
- Provide a multi-faceted approach that combines institutional support, resource allocation, and individual development opportunities, while acknowledging both structural and cultural barriers to youth engagement.

F. Conclusion

The results highlight that learners value civic education and demonstrate a strong theoretical understanding of citizenship and democratic values. However, structural and practical barriers, such as time constraints, lack of information, limited resources, and inconsistent civic engagement opportunities across schools limit their active participation.

Therefore, it is recommended that educational programs become more dynamic and modernized to incorporate practical, interactive learning methods, such as group discussions, debates, and real-world applications. Adopting more practical or "hands-on" approaches, including project-based learning, simulations, and partnerships with community organizations, will encourage learners to gain exposure to the practical dimensions of civic engagement, making their learning experience more engaging and impactful. Furthermore, increasing opportunities for learners' involvement in civic activities, community service, and volunteering, both within and outside schools, is crucial. Efforts must also focus on bridging the theory-practice gap by embedding contemporary issues, such as social justice, human rights, and civic responsibilities, into the curriculum. Learners' interest in these areas indicates their readiness to engage with pressing societal challenges, and thus, integrating these topics in the curriculum would make civic education more relevant and aligned with modern societal needs.

Finally, it is important to involve families in civic education initiatives. Schools and organizations should design programs that actively engage parents, encouraging them to reinforce citizenship values at home and to participate in collaborative projects.

II. Teachers' Questionnaire

A. Demographic Distribution and Years of Experience

245 teachers answered the survey. 34.7% of the teachers are in Mount Lebanon Governorate, 15.5% from schools in the North Governorate, and 13.1% from the South Governorate. Thus, schools in these three governorates collectively make up approximately two-thirds of the respondents (63.3%), while schools in the remaining governorates collectively represent about one-third (36.7%) of the respondents.

35.1% teach civic education in Grade 10 (First Secondary), 25.7% in Grade 12 (Sociology and Economics) and 23.3% in Grade 12 (Life Sciences). 47.3% of the teachers are within the age range of 41 to 50 years, 25.3% between 31 to 40 years, 20.4% above 51 years old, and 6.9% under 30 years old.

78.4% of the teachers work in private schools, 18% teach in public schools, and only 3.7% teach in both public and private schools simultaneously.

76.6% of the teachers have more than ten years of teaching experience, 18.8% have between three to nine years of experience, and only 4.5% have less than two years of experience.

B. Understanding Citizenship and Civic Education

According to the respondents, 33.9% defined active citizenship as ‘responsibility and accountability’ while 32.2% defined it as ‘commitment to community affairs, and 23.3% public participation.

93.1% of the teachers believed that it is very important to teach youth about citizenship and civic responsibilities, and 6.1% stated that it is important to do so. This means that most teachers in all governorates see the importance of education in citizenship and civic responsibilities.

According to the teachers, 87.3% said that ignoring responsible and active citizens is the main objective of citizenship education. 72.7% chose ‘promoting social cohesion, living together, and national identity’, 62.9% opted for ‘enhancing effective participation in democracy; few teachers chose the other options: 12.7% chose studying the ‘organization of public authorities and legislation,’ (11.8%) opted for ‘career guidance and preparation for the labor market,’ and 1.2% chose other.

The most preferred goal across school types, whether private, public or both was ‘to form responsible and active citizens;’ also, the goal ‘to enhance effective participation’ is important though the percentage in private schools being significantly lower compared to the percentage in public schools.

C. Citizenship Education goals by years of experience

Results show that more experienced teachers tend to prioritize goals such as training responsible citizens (94%) and promoting social cohesion while less experienced teachers show diverse support for other goals, particularly teaching the system of public authorities and career guidance.

55.9% of the teachers stated that the most influential factor in shaping a person's understanding of citizenship is ‘the educational system and schools,’ 47.8% chose ‘parents and family upbringing’ and 33.1% opted for ‘media and social media.’ ‘Peer groups’ got a minimal percentage of 11.4%. Therefore, most teachers recognize the fundamental goals of citizenship education. It is also worth noting that 95.5% of the teachers believe that education on citizenship should be given greater priority in the schools.

D. Instructional methods used

Many instructional methods are used by teachers in citizenship education. In fact, 89.4% of the teachers chose ‘group discussion and dialogues, 27.8% ‘simulation and civic projects, ‘lectures (traditional approach),’ and ‘cooperative and field activities with local authorities’ both scored 25.3%. 8.6% chose ‘virtual lectures and distance learning’ and a mere 2.9% chose others. This shows that most of the teachers adopt ‘Group Discussions and Dialogues’ in their classrooms.

Table 9: Instructional methods used by teachers according to school type and years of experience

Instructional methods	School Type	Years of Experience
Lectures (Traditional Approach)	34.1% teach in public schools 22.9% teach in private schools 33.3% teach in both public and private schools	40.0% with less than 1 year 16.7% with 1 to 2 years 26.1% with 3 to 5 years 21.7% with 6 to 9 years 25.5% with more than 10 years
Virtual Lectures	15.9% teach in public schools and 7.3% teach in private schools. none teach in both private and public schools	None with less than 1 year 16.7% with 1 to 2 years 21.7% with 3 to 5 years 17.4% with 6 to 9 years 5.9% with more than 10 years
Group Discussions and Dialogues	86.4% in public schools, 90.1% in private schools 88.9% in both public and private schools	60.0% with less than 1 year 66.7% with 1 to 2 years 91.3% with 3 to 5 years 87.0% with 6 to 9 years 91.0% with more than 10 years
Simulation and Civic Projects	22.7% in public schools 29.2% in private schools 22.2% in both public and private schools simultaneously	None with less than 1 year 16.7% with 1 to 2 years 17.4% with 3 to 5 years 21.7% with 6 to 9 years 30.9% with more than 10 years
Cooperative and Field Activities	25.0% in public schools 25.5% in private schools 22.2% in both public and private schools simultaneously	None with less than 1 year 16.7% with 1 to 2 years 21.7% with 3 to 5 years 21.7% with 6 to 9 years 27.1% with more than 10 years

The results show that group discussions and dialogues are the most widely used approach across all school types, while traditional lectures and virtual lectures are used to a lesser extent.

Also, data shows that group discussions and dialogues are the most preferred across all levels of experience, especially among teachers with more than 10 years of experience. Traditional lectures are used more extensively by those with extensive experience.

E. Critical Thinking and Independent Analysis in Citizenship Education Lessons

45.3% of the teachers encouraged critical thinking and independent analysis in their citizenship education lessons by using ‘discussions and debates on controversial topics,’ 34.7% chose ‘case studies or realistic scenarios for problem-solving activities’ 18% opted for ‘research projects to explore multiple perspectives’ and 2% chose others.

F. Learning Methods in Citizenship Education

Learning methods in citizenship education according to teachers are as follows: 75.9% chose ‘Cooperative and field activities with local authorities,’ 75.5% opted for ‘Group discussions and dialogues’ and 75.5% as well chose ‘Simulation and civic projects.’ However, ‘Online activities’ and ‘Lectures (traditional approach)’ received relatively low percentages of (43.7%) and (25.3%) respectively.

G. Cooperation with Other Teachers in Planning or Delivering Citizenship Education Lessons

According to teachers’ opinions, around half of the teachers (55.1%) do not cooperate with other teachers in planning or delivering citizenship education lessons, while (28.6%) always cooperate and (16.3%) sometimes cooperate.

H. School's Overall Engagement in Citizenship Education

35.5% of the teachers stated that the school is very engaged in citizenship education and 54.7% pointed out that the school is engaged, 8.2% chose neutral, 1.2% claimed that the school is not engaged, and 0.4 said that the school is not engaged at all.

I. Learners’ participation and acquisition

a. Interest in the Topics Discussed in Citizenship Education in General

According to the teachers, 16.7% of the learners are very much interested and 67.8% of them are interested in the topics discussed in citizenship education. However, 7.3% are neutral, 7.3% are not interested and 0.8% are not interested at all.

b. Active Participation in Discussions or Classroom Activities

Again, according to the teachers, 20% of the learners always participate in discussions or classroom activities pertaining to citizenship education, 52.7% participate most of the time, 24.1% participate sometimes, 2.9% rarely participate, and 0.4% do not usually participate.

c. Understanding of Civic Responsibilities Based on the Content of Citizenship Education

According to the teachers, 6.1% of the learners understand their civic responsibilities (in an excellent way) based on the content of citizenship education, 38.8% (in a very good way) at a "very good" level, (43.3%) to some extent, 11.4% not sufficient at and 0.4% never understand.

d. Assessment of Student Learning Outcomes

Teachers stated that 69.4% of the learners achieve the intended learning outcomes through 'classroom discussions,' 51% through 'tests or examinations', 49.4% through 'learner participation in community or civic service' 48.6% through 'learner's engagement and interaction during the session', and 1.2% through other ways.

Table 10: Learners' assessment by type of school and years of experience.

Assessment	School type	Years of Experience
Tests or Examinations	38.69% teach in public schools 52.6% teach in private schools 77.8% teach in both public and private schools	80% with less than 1 year 50% with 1 to 2 years 52.2% with 3 to 5 years 43.5% with 6 to 9 years 51.1% with more than 10 years
Classroom Discussions	68.69% teach in public schools 70.3% teach in private schools 77.8% teach in both private and public schools	80% with less than 1 year 63.7% with 1 to 2 years 73.9% from 3 to 5 years 65.2% from 6 to 9 years 69.1% with more than 10 years
Learners' participation in community or civic services	50% in public schools 49.5% in private schools 44.4% in both public and private schools	50% with 1 to 2 years 52.2% with 3 to 5 years 39.1% with 6 to 9 years 51.6% with more than 10 years
Learners' engagement and interaction during the session	54.5% in public schools 46.9% in private schools 55.6% in both public and private schools simultaneously	40% with less than 1 year 33.3% with 1 to 2 years 47.8% with 3 to 5 years 52.2% with 6 to 9 years 48.9% with more than 10 years

Private schools show higher percentages in assessment through tests and classroom discussions compared to public schools. However, participation in community service and interaction during sessions show a more balanced percentage across different types of schools. This suggests that assessment methods may vary considerably based on the type of school, highlighting the potential for further investigation into teaching and assessment practices.

Also, there is a significant relationship between years of teaching experience and the methods used to assess learners' outcomes. This suggests that assessment methods may be influenced by the teacher's experience.

J. Strategies to engage learners

Teachers used different strategies to engage learners. 65% chose 'linking content to real-life scenarios or current events,' 18% preferred 'using technology or multimedia (for example, videos, and online tools)' 15,1% opted for 'employing interactive activities such as discussions or role-playing, and a mere 2% chose other.

Table 11: Strategies used by teachers according to school type and years of experience.

Strategies	School Type	Years of Experience
Linking Content to Real-Life Scenarios	68% teach in public schools 58.3% teach in private schools 44.4% teach in both public and private schools	100% with less than 1 year 50% with 1 to 2 years 73.9% with 3 to 5 years 47.8% with 6 to 9 years 58.5% with more than 10 years
Interactive Activities	15.9% teach in public schools 14.6% teach in private schools 22.2% teach in both private and public schools	13% from 3 to 5 years 21.7% from 6 to 9 years 15.4% with more than 10 years
Technology and Multimedia	9.1% in public schools 19.8% in private schools 22.2% in both public and private schools	33.3% with 1 to 2 years 8.7% with 3 to 5 years 26.1% with 6 to 9 years 18.1% with more than 10 years
Learner Choice of Topics and Projects	6.8% in public schools 4.7% in private schools 11.1% in both public and private schools simultaneously	16.7% with 1 to 2 years 4.3% with 3 to 5 years 4.3% with 6 to 9 years 5.3% with more than 10 years

Results show that teachers adjust their strategies based on the type of school they are in. Public schools focus on real-life connections, while private schools lean towards interactive and technological approaches. There is a clear need for diverse engagement strategies to meet the varied needs of learners across different types of schools.

However, results show that 70.2% of the teachers do not involve parents in citizenship education. In fact, 22.7% of teachers in public schools, 31.3% of teachers in private schools, and 33.3% of teachers in both school types involve parents in citizenship education.

Also, 40% of teachers who have less than 1 year experience involve parents in citizenship education while 33.3% who have from 1 to 2 years of experience do so, 39.1% with 3 to 5 years of experience and 29.3% with more than 10 years of experience involve them.

K. Professional Development

a. Relevant Training in Citizenship Education

59.2% of the teachers have not received any training related to citizenship education while 25.3% have received training frequently, and 15.5% have rarely received training.

b. Planning to Pursue Professional Development (CPD) to Enhance Teaching Skills in Citizenship Education

63.7% of the teachers plan to continue their professional development to enhance their teaching skills in citizenship education through personal means, such as relevant workshops and seminars; 42% chose planning for online workshops and seminars; 41.2% opted for resources provided by schools, and 23.3% chose resources offered by external institutions.

Table 12: Planning to pursue CPD to enhance teaching skills in citizenship education according to school type and years of experience

CPD	School type	Years of Experience
Personally, through relevant workshops and seminars	34.1% teach in public schools	60% with less than 1 year
	43.2% teach in private schools	33.3% with 1 to 2 years
Online workshops and seminars	33.3% teach in both public and private schools	43.5% with 3 to 5 years
		47.8% with 6 to 9 years
		39.9% with more than 10 years
Online workshops and seminars	18.2% teach in public schools	16.7% with 1 to 2 years
	24.0% teach in private schools	26.1% from 3 to 5 years
	33.3% teach in both private and public schools	17.4% from 6 to 9 years
		24.5% with more than 10 years

Resources provided by schools	63.6% in public schools 64.1% in private schools 55.6% in both public and private schools	20% with less than 1 year 66.7% with 1 to 2 years 65.2% with 3 to 5 years 60.9% with 6 to 9 years 64.9% with more than 10 years
Resources offered by external institutions	40.1% in public schools 42.7% in private schools 33.3% in both public and private	50% with 1 to 2 years 65.2% with 3 to 5 years 34.8% with 6 to 9 years 41.0% with more than 10 years
Others	20.5% in public schools 17.7% in private schools 22.2% in both public and private	1.1% with more than 10 years

c. Continuous Training for Teachers by the School Regarding Citizenship Education

38% of the schools provide CPD for teachers in citizenship education while 53.5% do not offer such training. Accordingly, 44.8% of the private schools provide CPD in citizenship education for their teachers while 13.6% of the teachers get training in public schools, and 11.1% of them who teach in both public and private schools simultaneously get training.

L. Challenges and Suggestions

The challenges identified by teachers in citizenship education were as follows: 42.9% ‘curricular constraints,’ 25.7% ‘sensitivity of certain topics’ 13.9% ‘lack of resources’ 11% ‘lack of interest among learners’ 4.1% lack of appropriate professional training and 2.4% others.

Table 13: Suggestions for developing citizenship education programs in schools

Suggestion	5 Very Effective	4 Effective	3 Moderately Effective	2 Ineffective	1 Not Effective
Updating curricula	66.6	19.6	6.9	2.4	4.5
Preferring practical practices over theoretical lessons	53.5	29	11	4.1	2.4
Encouraging participation in community service & civic activities outside of school	55.5	26.1	11	4.1	3.3

Enhancing interaction with civil society through activities in collaboration with NGOs, municipalities, and/or religious institutions	49.4	30.6	11	4.9	4.1
Promoting more discussions on current social and political issues	34.7	43.7	11.8	6.5	3.3
Incorporating more lessons on political institutions and democratic processes	24.1	33.1	22.4	10.2	10.2

M. Emerging Trends or Issues to be Included in the Citizenship Education Curriculum

Accordingly, 73.5% of the teachers suggested that ‘social justice’ should be included in the citizenship education curriculum, 55.9% chose ‘sustainable development goals’ 43.7% ‘digital citizenship’ 36.3% ‘global citizenship’ and 27.8% ‘gender equality’.

Table 14: Teacher satisfaction regarding the treatment of current trends in the curriculum.

Trends	5 Complete Satisfaction	4 Very Satisfied	3 Moderately Satisfied	2 Slightly Satisfied	1 Completely Dissatisfied
Social Justice	26.9	24.1	26.9	16.7	5.3
Gender Equality	18.8	30.2	34.3	13.1	3.7
Sustainable Development Goals	20.8	23.3	37.6	14.7	3.7
Digital Citizenship	7.8	20.4	34.7	27.3	9.8
Global Citizenship	9	17.6	33.9	26.9	12.7

N. Challenges faced by teachers in promoting civic engagement among learners

73.5% of the teachers stated that promoting civic participation among learners is attributed to ‘systemic constraints that limit practical activities’, 53.9% chose ‘difficulty in finding opportunities for learners to engage in civic activities, 31% opted for ‘lack of interest from learners’ 15.5% chose ‘insufficient support from the community or school’ and 1.6% stated others

Table 15: Challenges faced by teachers in promoting civic participation to learners according to school type and years of experience

Challenges	School type	Years of Experience
Methodological constraints that limit practical activities	25.0% teach in public schools 32.3% teach in private schools 33.3% teach in both public and private schools	40% with less than 1 year 0% with 1 to 2 years 17.4% with 3 to 5 years 39.1% with 6 to 9 years 32.4% with more than 10 years
Difficulty in finding opportunities for learners to participate in civic activities	68.2% teach in public schools 74.5% teach in private schools 77.8% teach in both private and public schools	40% with less than 1 year 100% with 1 to 2 years 73.9% from 3 to 5 years of experience 73.9% from 6 to 9 years 73/4% with more than 10 years
Lack of interest from the learners	40.9% in public schools 10.4% in private schools 0% in both public and private schools	40% with less than 1 year 16.7% with 1 to 2 years 17.4% with 3 to 5 years 13.0% with 6 to 9 years 14.9% with more than 10 years
Lack of support from the community or school	59.1% in public schools 52.6.7% in private schools 55.6% in both public and private schools simultaneously.	40% with less than one year ex 33.3% with 1 to 2 years, 65.2% with 3 to 5 years, 52.2% with 6 to 9 years, 53.7% with more than 10 years
Others	2.3% in public schools	20% with less than one year

	1.6% in private schools 0% in both public and private schools	1.6% with more than 10 years
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O. Suggestions for Improving School Leadership and Management in Relation to Civic Education

The results pertaining to suggestions for improving school leadership and management regarding civic education were as follows: 67.8% of the teachers chose ‘providing more training and support for teachers in the field of civic education,’ 48.2% opted for ‘increase collaboration between teachers and the school leadership team’ 40% chose ‘enhance leadership opportunities for learners within the school,’ 22.4% suggested ‘fostering a more transparent communication system between staff and administration’ (22.4%) and finally 1.6% chose others

P. Strengthening Relationship with Parents to Support Civic Education

Results pertaining to strengthening the relationship with parents to support civic education were as follows: ‘Encouraging parents to participate in school-led community service projects,’ (59.2%), ‘Regular meetings for parents and teachers focused on civic education goals,’ (52.2%), ‘workshops or guidance sessions for parents on civil and civic education,’ (50.2%), “digital platforms to inform parents about activities related to civil and civic education’ (37.6%) and others (1.2%).

Q. Suggestions to Improve Communication with the Community to Enhance Civic Education

According to teachers, the results for improving communication with the community to enhance civic education were as follows: ‘Encouraging parents to participate in school-led community service projects,’ (64.5%). ‘Volunteer opportunities with community organizations (64.1%). Activities or programs addressing local community issues (60.8%) and other with 0.4%

R. Teachers’ Suggestions to Central Policies to Effectively Support Civic Education

69.4% of the teachers chose ‘providing additional resources for civic education programs,’ 62.4%, opted for ‘clear guidelines on how to incorporate civic education into the curriculum,’ 45.7% suggested ‘flexibility for schools to adapt civic education curricula,’ 20% preferred ‘establishing a framework for assessing civic education outcomes’ 1.2% chose others.

S. Recommendations

It is urgent to update the curriculum to integrate civic education particularly in social studies and language subjects, while allowing learners to apply what they have learned practically by having activities with civil society. Also, teachers should use interactive teaching methods such as discussions and dialogues and select community and political issues drawn from real-life scenarios for debate purposes and for encouraging critical thinking and the exploration of future solutions. Moreover, it is recommended that teachers be trained to use strategies for teaching civic education

and to relate them to the various assessment methods. Another recommendation is to involve parents by offering guidance workshops and scheduling regular meetings to support the school in educating their children about civic responsibilities. Finally, the last recommendation is to collaborate with local organizations to facilitate the implementation of community and civic activities for learners.

III. School Principals' Questionnaire

A. Demographic Profile

The questionnaire for school principals covered the entire Lebanese territory. It included 190 secondary schools, both public and private, representing approximately 24% of the total secondary schools, which encompasses about 783 institutions (614 in the private sector and 169 in the public sector). This equates to approximately 21.6% of secondary schools in the public sector versus 78.4% in the private sector.

The school principals who filled out the survey were 56.8% females and 43.8% males. The age group was as follows: 12% between the ages of 30 and 40, 34% between the ages of 41 and 50, 45% between the ages of 51 and 63, and 9% 64 and above.

By estimating and calculating the weighted average of the age categories using the median of each category as the basis for weighting, the average age of the sample's principals is approximately considered as 52.2 years.

The numbers of years the principals served as administrators in their current institution were as follows: 6% less than 2 years, 25% between 3 to 5 years, 17% between 6 to 9 years, and 58% for more than 10 years.

34.7% of the schools are in mount Lebanon, 13.7% in the south, 11.1% in the North, 10.5% in Beirut, 7.9% in Bekaa and Nabatieh, 6.3% in Akkar, 5.8% in Baalbek Hermel, and 2.1% in Kesserwan.

190 principals responded to the questionnaire, distributed by sector as follows: 16.8% for the public sector and 83.2% for the private sector.

B. Understanding Citizenship and Civic Education

Principals defined active citizenship as follows: 47.4% participation in societal affairs, 31.6% responsibility and accountability (31.6%), 14.6% public participation, and 2.6% advocacy and activism.

Open-ended responses revealed that the concept of belonging, and citizenship based on rights and duties were in some answers, as well as the construction of a state governed by the rule of law.

It is evident that principals place great importance on teaching young people about citizenship and civic responsibilities (Very Important: 93.2% and Important: 6.8%).

School principals stated that civic education objectives for them is as follows: 83.7% chose ‘forming responsible and active citizens’, 71.6% opted for ‘strengthening social cohesion, coexistence, and national identity’, 47.9% chose ‘promoting active participation in democratic societies’, and only 13.7% opted for ‘teaching the functioning of public authorities and legislation’.

This clearly indicates that principals place greater emphasis on the practical and experiential aspects in defining the objectives of civic education, rather than on the cognitive and theoretical aspects.

Principals identified the main factors influencing learners' understanding of citizenship, with the highest scores of 5 on the Likert scale being attributed to parents and family education (58.4%) and the education system and schools (57.9%).

These scores decreased significantly for media and social networks (27.4%) and dropped down further to peer groups (12.1%), highlighting the varying impact of these factors on shaping learners’ perceptions of citizenship.

Thus, the greatest influence in shaping understanding of citizenship responses were as follows: 85% chose ‘the education system and schools’, 84% ‘parents and family upbringing’, 72% ‘media and social networks’, and 65% peer groups.

The application of the Chi-squared test shows a correlation between the 'school type' variable and the question related to the educational system in schools and its impact on citizenship education, specifically in terms of its influence on shaping the understanding of citizenship. A relationship between the two variables exists, as illustrated in the following frequency table:

Table 16: Education system and schools’ impact on Citizenship Education by school type.

		1	2	3	4	5	Total
Type of school	Public	2	6	3	7	14	32
	Private	9	4	8	41	96	158
Total		11	10	11	48	110	190

Private sector principals place greater importance on the educational system and schools for the implementation of citizenship education, with an overall percentage of 86.7%, compared to 75.6% for their public sector counterparts. This disparity in percentages is supported by the results of the Chi-squared test, as shown in the following table:

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	15.672 ^a	4	.003
Likelihood Ratio	11.763	4	.019
Linear-by-Linear Association	6.207	1	.013
N of Valid Cases	190		

Table 17: Chi-Square Tests- Education system and schools' impact by school type.

The following table also shows the Cramér's V value to determine the magnitude of the effect of the 'school type' variable on the educational system and schools, and its importance for the implementation of citizenship education:

Symmetric Measures

Table 18: Symmetric Measures - Education system and schools' impact by school type.

	Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Nominal by Nominal Phi	.287			.003
Cramer's V	.287			.003
Contingency Coefficient	.276			.003
Ordinal by Ordinal Gamma	.340	.141	2.053	.040
Spearman Correlation	.165	.078	2.293	.023 ^c
Interval by Interval Pearson's R	.181	.082	2.527	.012 ^c
N of Valid Cases	190			

The statistical indices in the tables above show a statistically significant relationship ($p= 0.003$) with a limited to moderate degree of association ($V = 0.287$). between the 'school type' variable of the principal and the 'educational system and schools' variable, and its importance for citizenship education, regarding the quality of educational services offered by private schools in general, and specifically in citizenship education. The private sector in Lebanon, given its history, size, human and material resources, and flexibility in response to realities and developments, cannot be

excluded from playing a major role in strengthening citizenship education, considering its already mentioned advantages.

C. Citizenship education implementation in schools.

This section addresses the methods for integrating citizenship education into school curricula, the pedagogical approaches and their effectiveness, as well as the collaboration with external institutions and organizations for implementing civic education programs.

Results are as follows: 82.1% of the school principals chose ‘integration citizenship education through the subject of national education and civic training,’ 5.3% opted for teaching it as an ‘independent subject’, and 4.7% suggested ‘its inclusion in specific courses’.

a. Methods Used in Schools for Implementing Citizenship Education Programs

40.5% chose ‘classroom discussions and collective debates’ while 18.9% opted for ‘traditional in-person lectures’, 16.8% suggested ‘collaborative and field activities with local authorities’, and 15.6% chose ‘simulations and civic projects’.

In evaluating the effectiveness of the five most commonly used methods for implementing citizenship education programs, results showed that ‘collaborative activities’ ranked the highest, receiving a score of 5 on the 5-level Likert scale from 53% of respondents. These were followed by simulations and civic projects (42.6%) and collective discussions and dialogues (25.3%). The percentage dropped to 5.8% for traditional lectures and 2.1% for virtual lectures.

This indicates that, while traditional teaching remained prevalent in their schools, principals acknowledged the importance of using active and collaborative methods to ensure the effectiveness of citizenship education.

According to school principals, results pertaining to the weighted average effectiveness of the five methods for implementing citizenship education were as follows: 84% for ‘Collaborative and field activities with local authorities’, 83% for ‘simulations and civic projects’, 78% for ‘collective discussions and dialogues’, 54% for ‘traditional lectures’, and finally 42% for ‘virtual lectures and meetings’.

b. Collaboration with NGOs and Local Government.

NGOs or local groups are the main partners with which schools collaborate to implement experimental citizenship education programs. Results were as follows: 42.6% stated that they ‘collaborate with NGOs or local groups’, 28.9% acknowledged ‘working with the municipalities’, 5.3% with ‘other schools’, 3.2% with ‘universities’, 5.3% with ‘other entities’ and 14.7% said that they do not collaborate with others. However, these collaborative projects are not on-going as only 16% School principals said always, 38% frequently, 34% every now and then, 8% rarely, and 4% never. 34% of the school principals also added that these projects are very effective, while 45% said that they were effective, and 221% somehow effective.

The application of the Chi-square test shows a possible correlation between the governorate variable and the question regarding institutions with which principals collaborate to implement

experimental citizenship education programs. This relationship is illustrated by the following frequency table.

The table reveals that the percentage of collaboration with non-governmental institutions and local groups in the governorates of Beirut, Mount Lebanon, and North ranges between 50% and 60% of the total organizations and entities with which collaborations are established to implement programs or projects related to citizenship education in these regions.

In contrast, this percentage drops below 35% in other governorates, such as Bekaa (13.3%), South (32%), Akkar (30.7%), Baalbek-Hermel (27.3%), and Nabatiyeh (37.5%).

Table 19: Institutions with which principals collaborate to implement experimental citizenship education programs by school location.

		Institutions with which principals collaborate to implement experimental citizenship education programs by school location						Total
		ONGs local groups	Municipali ties	Other schools	Universitie s	No Collaborati on	Other	
School Location	Beirut	12	1	2	1	2	2	20
	Bekaa	2	6	0	2	4	1	15
	Nabatieh	6	8	0	0	1	0	15
	Baalbek- Hermel	3	5	1	0	2	0	11
	Mount Lebanon	32	20	3	2	7	2	66
	South Lebanon	8	7	3	0	3	5	26
	North Lebanon	11	3	0	0	7	0	21
	Akkar	4	4	1	1	2	0	12
	Keserwan- Jbeil	3	1	0	0	0	0	4
Total	81	55	10	6	28	10	190	

This variation in percentages is confirmed by the results of the Chi-squared test, as shown in the following table:

Chi-Square Tests

Table 20: Chi-Square Tests - Institutions with which principals collaborate to implement experimental citizenship education programs.

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	56.952 ^a	40	.040
Likelihood Ratio	60.098	40	.021
N of Valid Cases	190		

The following table shows the Cramer's V value to determine the magnitude of the effect of the school location variable on collaboration with non-governmental and local institutions.

Symmetric Measures

Table 21: Symmetric Measures - Institutions with which principals collaborate to implement experimental citizenship education programs.

		Value	Approximate Significance
Nominal	byPhi	.547	.040
Nominal	Cramer's V	.245	.040
	Contingency Coefficient	.480	.040
N of Valid Cases		190	

From a statistical perspective, a statistically significant relationship with a moderate to strong degree of association :($\Phi = 0.547$, $V = 0.245$, $p = 0.040$).

Phi measures the strength of the association for nominal data. A value of 0.547 indicates a strong association between the 'School location' variable on the 'cooperation with non-governmental organizations' variable, such that the level of contribution by these organizations to collaborative projects decreases in certain provinces and increases in others. It is also possible to assume that the geographical factor of peripheral provinces, compared to Beirut and Mount Lebanon, plays a role.

Additionally, other factors, such as the security situation and military operations in the provinces of South Lebanon, Nabatiyeh, and Baalbek-Hermel, may have had an impact. This is particularly relevant as, at the time of the survey, military operations were ongoing, and consular and diplomatic directives from some foreign non-governmental organizations prohibited their representatives from traveling to non-secured areas.

c. Group Discussion and Debate

The application of the Chi-square test also shows an association between the '**school type**' variable and the question related to the **importance of group discussions and debates**. A relationship exists between the two variables, as shown in the following frequency table:

Group discussions and debates Method by school type.

Table 22: Group discussions and debates Method by school type

		1	2	3	4	5	Total
School Type	Public	3	1	13	8	7	32
	Private	2	4	32	79	41	158
Total		5	5	45	87	48	190

The public sector assigned a weighted average percentage of 69.3% to the importance of adopting the group discussions and debates method in citizenship education, while the private sector reached a weighted average percentage of 79.3% regarding the importance of adopting this method. This disparity in percentages is confirmed by the results of the Chi-square test, as shown in the following table:

Chi-Square Tests

Table 23: Chi-Square Tests - Group discussions and debates Method by school type

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	15.155 ^a	4	.004
Likelihood Ratio	13.140	4	.011
Linear-by-Linear Association	8.076	1	.004
N of Valid Cases	190		

The following table also shows the Cramér's V value to determine the magnitude of the effect of the 'school type' variable on the 'group discussions and debates method' variable, as follows:

Symmetric Measures

Table 24: Symmetric Measures - Group discussions and debates Method by school type

	Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance	
Nominal by Nominal	Phi	.282		.004	
	Cramer's V	.282		.004	
	Contingency Coefficient	.272		.004	
Ordinal by Ordinal	Gamma	.352	.151	2.157	.031
	Spearman Correlation	.179	.080	2.493	.014 ^c
Interval by Interval	Pearson's R	.207	.085	2.897	.004 ^c
N of Valid Cases		190			

The statistical indices in the tables above show a statistically significant relationship ($p = 0.004$) with a limited degree of association ($V = 0.282$). between the 'school type' variable of the principal and the 'group discussions and debates method' variable, and its importance for citizenship education, in terms of the quality of educational services offered by private schools in general, and specifically in the area of citizenship education.

In the context of public schools, it is essential to encourage the more frequent adoption of advanced teaching methods such as discussions and debates, particularly at higher levels of complexity (levels 4 and 5). These methods provide learners with critical thinking and engagement skills necessary for civic education.

In private schools, where discussion and debate methods are already well integrated, the focus should be on maintaining and strengthening their use. This can be achieved by continually refining teaching practices and ensuring that these methods remain relevant and effective in fostering a deep understanding of civic values.

Citizenship education is primarily integrated through national education subjects and civic training. The method of group discussions and debates in class predominates over other methods, such as traditional lectures, collaborative and field activities with local authorities, simulations, and citizen projects.

To assess the effectiveness of civic education teaching methods, collaborative and field activities with local authorities, simulations, citizen projects, and the method of group discussions and debates emerge as the most effective. Regarding cooperation with institutions and external entities to implement civic education programs, the Lebanese school program dominates, whether with its current content or by enriching the Lebanese curriculum with additions from other relevant fields.

D. Learner Participation and Acquisitions

Regarding the expected outcomes of citizenship education and its impact on learners, principals prioritized ‘understanding civic rights and responsibilities’ (75.8%) and ‘active participation in community and civic projects’ (71.1%), compared to other outcomes such as ‘developing national and Arab identity’ (58.4%), ‘enhancing critical thinking and decision-making skills’ (55.8%), ‘fostering respect for diversity and inclusion’ (50%), and ‘leadership skills’ (48.4%).

As for measuring or evaluating the acquisition of these expectations, results were as follows: 68.9% chose ‘participation in community services or civic engagement activities’, 25.3% opted for ‘exams or quizzes on civic knowledge and skills’, 2.1% preferred ‘reflection essays or personal statements’, and 3.7% others.

Principals stated that the level of student engagement in public affairs is generally moderate 59.5%, with a low engagement level at 29.5% and a high level at only 10.5%

They also observed that student engagement primarily occurs through extracurricular activities (64.7%), compared to electronic platforms and social media (18.4%) and clubs (12.6%).

Concerning the expected outcomes of civic education learning, principals prioritized understanding civic rights and responsibilities and active participation in community and civic projects to other outcomes such as the development of national and Arab identity, critical thinking and decision-making skills, respect for diversity and inclusivity, and leadership skills. They pointed out that the best way to measure these results is to evaluate participation in community and/or civic activities rather than through tests and competitions on civic knowledge and skills. Principals also believe that student engagement in public affairs is generally moderate, and this engagement is mainly reflected in extracurricular activities and events.

E. Professional Development and Support

Principals stated that teachers' level of preparedness to apply citizenship education is good to moderate, enabling them to engage in interactive and collaborative educational contexts. However, this is contingent upon receiving comprehensive training to further develop their professional skills in the future.

In fact, School principals believe that teachers benefit from varied and effective training sessions to enhance the teaching of citizenship in their professional practice

These training sessions include ‘seminars and workshops on practical methods of civic education’ (26.8%), ‘seminars and workshops on the principles of citizenship’ (25.3%), ‘professional training focused on developing critical thinking and discussion skills’ (23.7%), as well as ‘training on experiential learning methods through community service projects’ (21.6%).

Regarding teachers' professional development in terms of the intensity and frequency of training, principals acknowledged that teachers do not receive enough professional support.

The application of the Chi-square test also shows a correlation between the 'school type' variable and the question regarding the frequency at which teachers receive professional support. A relationship exists between the two variables, as follows:

The frequency at which teachers receive professional support by school type.

Table 25: The frequency at which teachers receive professional support by school type.

		Always	Often	Sometimes	Rarely	No support	Total
School Type	Public	1	2	17	9	3	32
	Private	18	58	65	15	2	158
Total		19	60	82	24	5	190

The frequency at which teachers receive professional support in the public sector does not exceed 9.3% for the responses 'always' and 'often', while in the private sector, this percentage reaches 47%. Thus, teachers in the private sector receive professional support in citizenship education 4.5 times more frequently than in the public sector. This disparity in percentages is clearly highlighted by the results of the Chi-square test, as shown in the following table:

Chi-Square Test

Table 26: Chi-Square Tests - The frequency at which teachers receive professional support

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	24.485 ^a	4	.000
Likelihood Ratio	24.722	4	.000
Linear-by-Linear Association	21.262	1	.000
N of Valid Cases	190		

The following tables also show the Cramér's V value and Eta¹ to determine the magnitude of the effect of the 'school type' variable on the variable concerning the frequency at which teachers receive professional support, as follows:

Directional Measures

Table 27: Directional Measures - The frequency at which teachers receive professional support

			Value
Nominal	Eta	Type of school	.359
by Interval		The frequency of professional support	.335

Symmetric Measures

Table 28: Symmetric Measures - The frequency at which teachers receive professional support

		Value	Approximate Significance
Nominal	byPhi	.359	.000
Nominal	Cramer's V	.359	.000
	Contingency Coefficient	.338	.000
N of Valid Cases		190	

The statistical indices in the tables above show a statistically significant relationship ($p = 0.000$) with a moderate to strong degree of association ($V = 0.359$, $\text{Eta} = 0.359$) between the 'school type' variable and the variable regarding the frequency at which teachers receive professional support and its importance for citizenship education, in terms of the quality of educational services offered by private schools in general, and specifically in the area of citizenship education.

Moreover, the application of the Chi-square test suggests the possibility of a correlation between the 'Governorate' variable and the question concerning the frequency at which teachers receive support for their professional development. This indicates a relationship between the two variables, as illustrated in the frequency table below:

Table 29: The frequency at which teachers receive professional support by Governate.

¹ Eta is a measure that indicates the proportion of the variance in the dependent variable explained by the independent variable.

	Always	Often	Sometimes	Rarely	No support	Total
Beirut	1	8	10	1	0	20
Mount Lebanon	6	31	28	5	0	70
North Lebanon	4	3	10	3	0	20
Bekaa	4	0	6	4	1	15
South Lebanon	2	8	11	3	1	25
Nabatieh	0	4	7	3	2	16
Akkar	1	4	7	0	1	13
Baalbek-Hermel	1	2	3	5	0	11
Total	19	60	82	24	5	190

The frequency at which teachers receive professional support, categorized as "always" and "often," is higher in Beirut (45%) and Mount Lebanon (54.2%) compared to other provinces such as North (35%), South (40%), Nabatiyeh (25%), Akkar (38.5%), Bekaa (26.6%), and Baalbek-Hermel (27.3%).

This inconsistency in percentages is supported by the results of the Chi-square test, as shown in the following table:

Chi-Square Tests

Table 30: Chi-Square Tests - The frequency at which teachers receive professional support by Governate.

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	49.567 ^a	28	.007
Likelihood Ratio	51.832	28	.004
Linear-by-Linear Association	8.366	1	.004
N of Valid Cases	190		

The following table also shows the Cramer's V value to determine the magnitude of the effect of the 'Governorate' variable on the variable regarding the frequency at which teachers receive professional support for implementing citizenship education:

Symmetric Measures

Table 31: Symmetric Measures - The frequency at which teachers receive professional support by Governate.

		Value	Approximate Significance
Nominal	byPhi	.511	.007
Nominal	Cramer's V	.255	.007
	Contingency Coefficient	.455	.007
N of Valid Cases		190	

There is a statistically significant relationship ($p = 0.007$) with a moderate degree of association ($V = 0.255$) between the 'governorate' variable on the frequency at which teachers receive professional support for implementing citizenship education, such that the frequency of this support decreases in some provinces and increases in others. It is also possible to assume that the geographical factor of peripheral provinces, compared to Beirut and Mount Lebanon, plays a role.

The recommendations focus on targeting disadvantaged regions by strengthening support mechanisms in areas such as Baalbek-Hermel and Akkar, and analyzing inconsistencies through studies on the reasons behind regional differences (resources, local policies, etc.). Similarly, efforts should aim to enhance overall support by increasing initiatives to provide more consistent (Always) support across all regions.

Regarding the preparation of teachers to implement civic education, School principals stated that teachers benefit from various effective training to improve their civic education teaching, through seminars and practical workshops on citizenship education, seminars on the principles of citizenship, and training focused on developing critical thinking and discussion skills, as well as training in experiential learning methods through community service projects. However, the lack of follow-up and repetition in reinforcing skills and competencies results in what they consider to be an average professional performance in this area.

F. Parental Participation

School principals reflected a degree of caution regarding parents' general attitudes toward civic education. Principals estimated that 41.1% of parents are engaged and supportive of citizenship education, while 29.5% are curious and cautious. Accordingly, 8.4% adopts a critical attitude with a focus on improvement, while another 21.1% of parents are indifferent or unaware of the importance of civic education.

The caution expressed by principals was also evident when it came to the involvement of parents in their children's civic education. School principals considered parental involvement to be moderate to low. Results were as follows: According to School principals, 55.3% of the parents are engaged in their children's civic education, 5.8% are very engaged, 24.2% are neutral, 14.2% are not engaged, and 0.5% are not engaged at all.

Principals adopted various strategies to involve parents in civic education, with some approaches showing relatively similar levels of adoption. The most common strategies include regular communication through different types of messages (48.9%), awareness sessions specifically designed for parents (45.8%), and encouraging parents' participation in school and social service projects (44.7%). To a lesser extent, some schools invite parents as speakers or contributors to certain educational lessons (18.9%). However, approximately 17.4% of the principals indicated that their school has not adopted any strategy in this regard.

In analyzing the most effective methods for involving parents, the most prominent idea was encouraging them to participate in community and/or school service projects (59.5%). This is followed by awareness sessions (45.3%) and regular communication through various types of messages (43.7%).

To a lesser extent, the strategy of inviting parents as contributors or mentors for learners during educational lessons was also mentioned (29.5%). However, approximately 10% of principals said that there are no effective strategies for involving parents in their children's civic education!

Principals believe that parents are involved and support citizenship education, but their engagement needs to be strengthened. This involves finding more effective ways to engage parents in citizenship education, such as involving them in community service and/or school projects, as well as regular communication through various channels.

Parental engagement is a critical factor in enhancing educational outcomes, yet many schools face challenges in bridging the gap with parents. To address this, schools should prioritize strategies aimed at strengthening parental involvement. This can be achieved by expanding opportunities for parents to participate in community and school projects, enhancing communication channels to maintain regular and transparent dialogue, and providing more chances for parents to act as contributors, mentors, or active participants in school initiatives. Additionally, schools need to identify and address barriers that lead to indifference or disengagement, particularly among marginalized or underrepresented parent groups.

In fact, schools should adopt tailored approaches that cater to varying levels of interest, cultural backgrounds, and socio-economic factors. Customized engagement strategies can ensure inclusiveness and foster meaningful participation from all parent groups.

By implementing these measures, schools can create a more collaborative environment, strengthen partnerships with parents and the wider community, and ultimately improve educational outcomes for students.

While many parents support civic education, their level of involvement varies significantly. Strengthening parental engagement through proven strategies, such as community service projects and regular communication, can enhance the impact of civic education programs. Addressing gaps where no strategies are implemented or perceived as effective require focused attention and innovation from schools and policymakers.

G. Challenges and Trends

The last section reports on the emerging trends and issues that should be included in civic education programs, the main challenges related to their implementation, and the principals' suggestions for improving these programs are scrutinized.

Regarding the emerging trends and issues to be included in civic education programs, the topic of social justice ranked the highest (67.4%). While this is a classic subject, this priority may reflect the impact of the ongoing socio-economic crisis, which continues to weigh heavily on the current social and economic reality.

Issues related to digital citizenship (58.4%), sustainable development goals (57.9%), and global citizenship (45.8%) were identified by principals as emerging topics, closely tied to the social and cultural transformations occurring in the post-globalization era.

Results show an orientation towards contemporary concepts that reflect global and local challenges (gender equity and equality, globalization, sustainability). Thus, it is recommended to adapt educational programs, by integrating key themes such as global citizenship, social justice, and the SDGs, by giving space to digital citizenship, reflecting its importance in a connected world.

In addition, educators and policymakers should be informed about the importance of more specific themes such as social stability, interfaith dialogue, and sexual education.

Principals highlighted the main challenges in implementing civic education. Results were as follows: curriculum constraints (35.8%), lack of resources (22.1%), sensitive topics (16.8%), and difficulty in finding partnerships for collaborative projects (10.5%) as priorities. To a lesser extent, they mention student disinterest (6.8%) and lack of teacher preparation (5.8%).

School principals' answers concerning possible suggestions in school's citizenship education programs to better prepare students to actively participate in the civic and public life of Lebanese society were as follows: 75.3% chose update the curriculum, 72.1% opted for encourage engagement in community services and civic activities outside the schools, 49.5% suggested choosing practice versus theory, 39.5% recommended promoting interaction with civil society through activities in collaboration with NGOs, municipalities and/or religious institutions, 38.4% chose encouraging discussions on current social and political issues, and 1.1% opted for other options.

In fact, 86.8% of the school directors stated that citizenship education should be given greater priority in the school system while 10% pointed out that they were not sure about it and 3.2% said no.

H. Recommendations

School principals suggested some practical recommendations which are summarized as such:

- Strengthen school curricula by introducing flexibility in curricula to include topics that are relevant and adapted to the local context, by integrating practical examples and collaborative projects to make lessons more engaging, and by improving resources and

training, by providing adequate material resources, by organizing training for teachers to prepare them to address sensitive topics.

- Ensure institutional support by encouraging local and national authorities to be more involved in citizenship education, by creating partnerships to overcome the lack of collaborative networks.
- Engage learners more by using participatory approaches to make the subject more interesting, and by including practical projects that link theory to living reality.

To strengthen the relationship between schools and parents to better support citizenship education, many suggestions were proposed. The results were as follows:

The most emphasized suggestions focus on 34% chose awareness campaigns and regular parent involvement in social and voluntary projects, 28% opted for holding regular meetings and activating communication with all parents, 13% chose raising awareness through various educational tools, 14% organizing workshops and training session for parents on civic education, 2% electronic platforms for monitoring students regarding civic education, 5% encouraging parental involvement in school life and 4% activating parent committees.

The open-ended responses highlighted a variety of strategies and approaches aimed at strengthening parental engagement in learners' civic education.

One key idea that emerged was the importance of actively involving parents in school and community projects. Several respondents suggested organizing concrete initiatives, such as awareness campaigns, practical workshops, or national days, to reinforce the connection between parents, students, and their surroundings. The creation of parent councils or specialized clubs was also proposed as a structured way to encourage sustainable and organized engagement. Additionally, the proposals emphasized the idea of collaboration in decision-making, allowing parents to participate in the planning and implementation of educational projects related to citizenship, thereby enhancing their sense of belonging to the educational community.

Training and sensitizing the parents was also mentioned. Principals suggested organizing workshops and educational conferences on topics such as digital ethics, active citizenship, and education for respect. These initiatives would better equip parents to strengthen civic values within their homes. Continuous and open communication between schools and parents was also highlighted, with suggestions for digital platforms, discussion groups, and regular formal meetings. These tools would help maintain constant exchange and a shared understanding of educational objectives.

Innovative approaches also play an important role in the responses collected. The use of digital technologies was suggested, creating platforms for tracking school activities, sharing educational resources, and promoting digital citizenship. Additionally, some principals suggested showcasing inspiring examples by highlighting students' achievements in citizenship projects. This strategy would not only motivate parents to get more involved but also create a positive and competitive environment.

However, the responses also revealed contextual challenges and concerns that limit parental engagement. Some participants also pointed out the absence of clear strategies or directives from schools or governments, which complicates the implementation of effective programs.

In conclusion, the responses highlighted the importance of a collaborative and inclusive approach to strengthening parental engagement in civic education. These initiatives need to be structured around long-term programs, supported by digital tools and well-defined strategies. Emphasis should be placed on practical education and community projects while addressing contextual challenges through enhanced institutional support and ongoing awareness-raising. These efforts will help create synergy between parents, schools, and communities, fostering active and sustainable citizenship among students.

Regarding collaboration with the local community to enhance citizenship education, the suggestions were categorized as follows: 52% prioritized the involvement of learners in associative, social, and municipal activities, 13% suggested establishing strong partnerships with associations and local stakeholders to implement joint projects between schools and the local community, and 10% emphasized the importance of training students to practice their individual rights and responsibilities.

The main recommendations proposed by principals in this context emphasized the need to integrate citizenship education into updated school curricula (36%). Additionally, principals highlight the importance of intensifying continuous teacher training (10%) and call for the mandatory implementation of community service projects (10%).

Other less frequent recommendations included the use of technology in citizenship education (8%), the clarification of concepts and knowledge related to citizenship education (5%), and other related themes such as collaboration with the local community, parental involvement, and emphasis on values.

I. Conclusion

Many issues and problems should be included in the new citizenship education program; some of these are social justice, digital citizenship, sustainable development goals, and global citizenship follow. There are according to the principles many challenges that hinder the implementation of citizenship education; some of these are constraints of the school curricula, lack of resources, sensitive topics, difficulty in creating partnerships for collaborative projects, teacher unpreparedness and learner disinterest.

Principals suggested involving parents in social and volunteer projects, both in planning and implementation, as well as strengthening communication with them through regular meetings. They also recommended organizing workshops and training for parents on topics related to civic education and raising their awareness by using various pedagogical methods, while encouraging their participation in school life. To strengthen cooperation with the local community to promote citizenship education, it is essential to involve learners in voluntary, social, and municipal work and to create strong partnerships between the school and the community to implement joint

projects, while training learners on the importance of exercising individual rights and responsibilities.

Also, there is a call for integrating citizenship education into revised school curricula, implementing continuous teacher training, and mandating the adoption of community service projects.

Principals should emphasize the importance of citizenship education as well as their practical and applied approach to education rather than the theoretical and cognitive aspect. Furthermore, it is evident that principals perceive citizenship education as a participatory and collaborative act, both within the school community and in the relationship between the school and its demographic, social, and civic environment. Principals also insist on integrating citizenship education into the school curriculum while recognizing its transversal nature with all subjects; thus, it is important to incorporate collaborative projects, civic and community assessments, and community service projects into the educational system.

There are, however, several areas of concerns: (1) teacher training and professional development to improve teachers' professional skills, which will positively reflect on the teaching of citizenship; (2) awareness workshops and training for parents to strengthen their engagement and participation in civic projects; (3) training programs for learners regarding their civic rights, duties, and responsibilities; and (4) updating the methods or strategies that are effective in promoting citizenship education.

IV. Parents' Questionnaire

A. Demographic profile

2,897 parents filled out the questionnaire. 74% were females and 26% males. 20.2% were less than 40 years old, 57.9% were between 41 and 50 years old, 21.3% were between 51 and 63 and 0.6% were more than 64 years old.

21.9% of the parents did not complete secondary education, 21.5% have a secondary school certificate, 9.7% have a technical diploma, 8.9% possess a technical degree. Also, 18.2% have a bachelor's degree, 15% have a master's degree, and finally 4.9% have a doctorate degree.

39.5% of the respondents have one child enrolled in school, 33.7% have two children enrolled, 18.2% have three children at school and 8.6% have four or more children. while 250 (8.6%) have four or more children.

75.1% of the respondents have their children enrolled in private schools, 16.7% in public schools, and 8.1% reported having children in both types of schools.

55% of the children in the sample are in the first secondary grade, 16.4% in the third secondary - social and economic stream, 10.7% in the third secondary - general sciences, 16.4% in the third secondary - arts and humanities.

B. Parental Understanding of Citizenship

a. Definitions of Active Citizenship

Parents defined active citizenship as such: 69.9% chose ‘equality and social justice,’ 58.1% opted for ‘acceptance and respect for diversity’, 43.9% suggested ‘social responsibility’, and 31.8% ‘freedom.’ These results suggest that parents primarily define active citizenship through the lenses of equality, social justice, and community support, reflecting a strong commitment to fostering a just and inclusive society.

b. Parents' Civic Engagement Levels

Parents’ civic engagement levels were as follows: 47.2% chose slightly engaged, 25.2% opted for moderately engaged, 14.8% stated that they were not engaged at all, and only 3% said that they were very much engaged. The results suggest that while the majority chose moderate and low engagement levels, there is significant room to improve civic participation. Programs aiming to inspire civic enthusiasm, educate about the benefits of active participation, and remove barriers to engagement could positively influence the level of parental involvement.

c. Primary Objective of Civic Education: Parents’ Opinions by Age Group

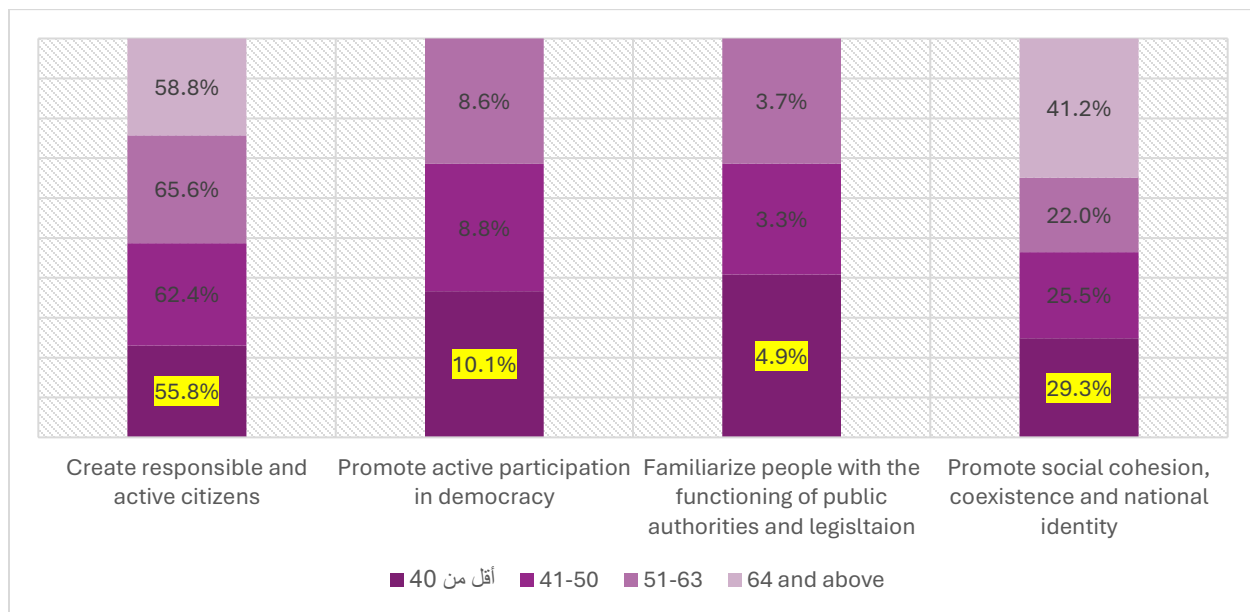


Figure 1: Parents’ opinions on primary objective of civic education by age group

Results showed that older respondents tend to prioritize forming responsible citizens more than younger ones. Also, older parents opted for social cohesion and national identity. In fact, there are significant variations in how different age groups perceive the goals of civic education. Programs

should consider these variations, emphasizing democratic engagement for younger parents and social cohesion for older age groups.

d. Primary Objective of Civic Education: Parents' Opinions by Education Level

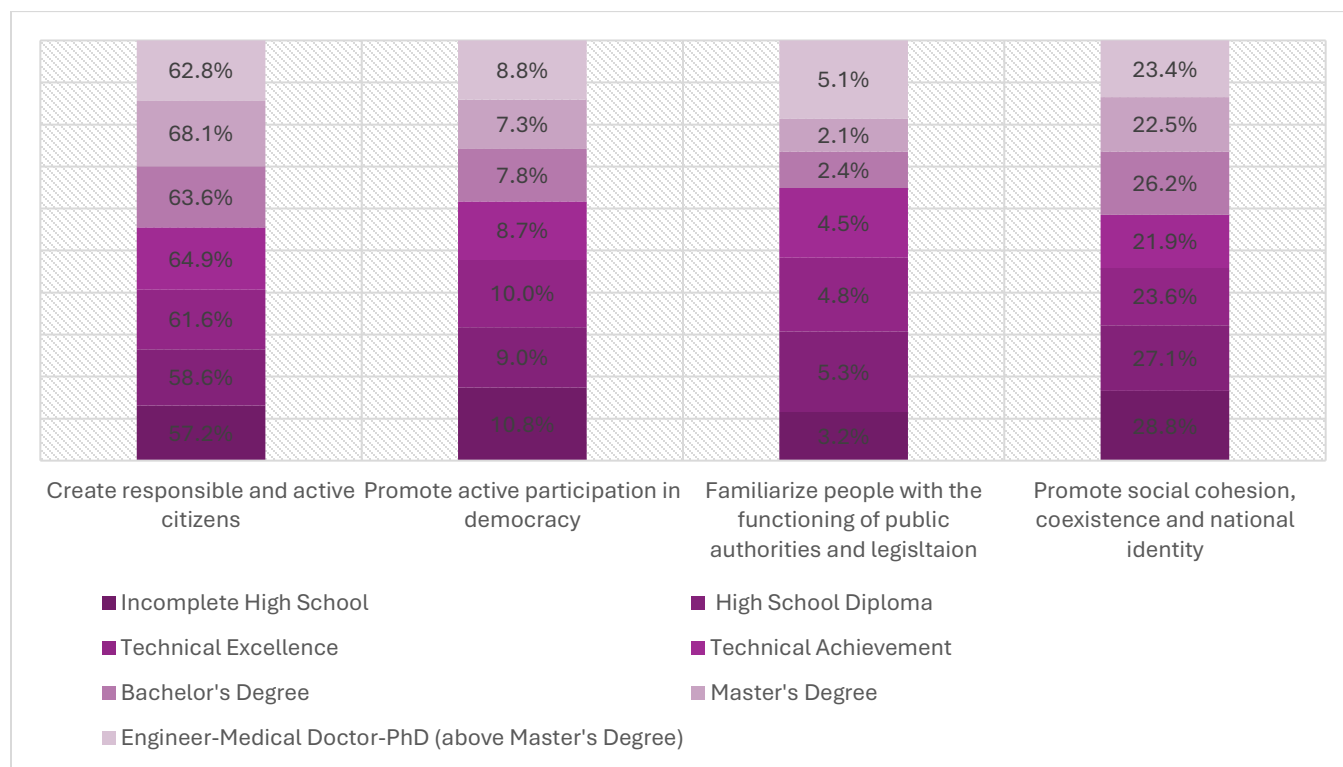


Figure 2: Parents' opinions on primary objective of civic education by education level

Higher levels of education correlate with a stronger emphasis on forming responsible citizens.

Social cohesion appears less prioritized among those with higher education, potentially reflecting a shift toward systemic or individualistic perspectives.

Thus, the association between education and civic education objectives suggests that tailored content could better meet the expectations of various education levels. Programs for highly educated parents might include more systemic insights, while those for less-educated parents could emphasize collective identity.

e. Primary Objective of Civic Education: Parents' Opinions by Region

▪ **Uniform Objectives:**

- ❖ Across regions, forming responsible and active citizens remained the most important goal (61.7%).
- ❖ Support for democratic participation and understanding public systems was consistently low.

▪ **Regional Variations:**

- ❖ Social cohesion and national identity showed slight regional variations (22.6%–29.6%) but lacked statistical significance.

Regional differences in civic education objectives are minor. Programs should maintain a unified focus on cultivating responsible citizenship while offering regionally customized initiatives to promote social cohesion.

f. Primary Objective of Civic Education: Parents' Opinions by School Type

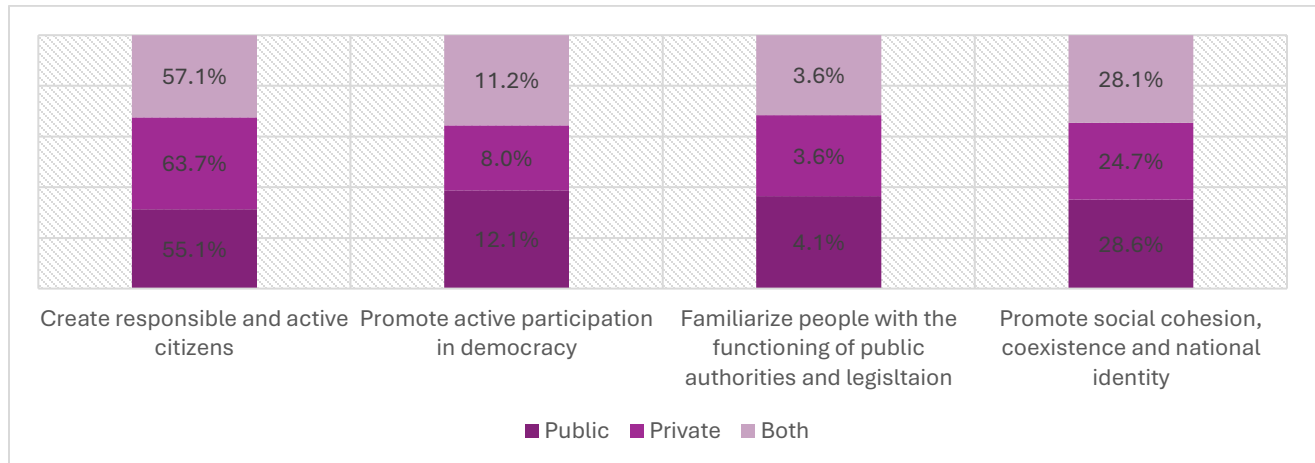


Figure 3: Parents' opinions on primary objective of civic education by school type

- Parents of private school students place a higher emphasis on forming responsible citizens than those of public-school students.
- Social cohesion is more strongly emphasized in public schools, reflecting community-oriented goals.

This type of school influences parental priorities for civic education. Public school programs could focus on fostering collective identity, while private school initiatives might emphasize individual responsibility.

C. Socio-Demographic Factors and Focus Areas on Civic Education

a. Age Groups:

Democratic values remain a strong focus across all age groups, with the highest emphasis from respondents aged 64 and above (76.5%). Younger respondents (under 40) show a balanced focus on social responsibility and civic participation.

b. Education Levels:

Democratic values are consistently emphasized across all education levels, with the highest percentages among those with master's degrees (66.0%). Social responsibility increases with higher education, particularly among those with master's and doctoral degrees.

c. Regional and School Type:

Democratic values are highly emphasized in all governorates, with Beirut showing the highest percentage (68.2%). Social responsibility is also significant across all regions, particularly in the southern governorates. Private schools show the highest engagement in democratic values (63.8%) and social responsibility (56.2%).

The analysis reveals that social media is the most popular source for staying informed about civic issues across all demographic factors. While television news remains significant, particularly for older respondents, social media dominates among younger and more educated individuals.

D. Parental Involvement and Influence on Civic Education

a. Parents' Encouragement of Children's Involvement in Civic Activities

Parents' responses regarding the activities they encouraged their children to participate in were as follows: 29.8% Volunteering, 26.7% Community Service Projects, 16.4% on student councils, 16.8% on youth civil organizations, and 6% on online campaigns.

Parents are actively encouraging participation in traditional forms of civic engagement but may benefit from greater awareness of digital platforms as a tool for advocacy and education. Programs emphasizing the relevance and impact of online campaigns could bridge this gap.

b. Strategies for Encouraging Civic Learning

Parents use various strategies to instill civic awareness and responsibility in their children. 33.8% stated discussing current events, 29.2% chose encouraging community service, 20.4% opted for participating in discussions about justice, equality and fairness, and 12.4% chose watching documentaries or educational programs,

Parents largely rely on direct discussions and active involvement to teach civic values. However, integrating additional strategies, such as educational media and structured discussions on social justice, could provide a more comprehensive approach to civic education.

The analysis highlights a proactive role that parents play in fostering civic awareness and participation among children. Frequent discussions, encouragement of volunteering, and focus on real-world issues are central to their strategies. However, underused areas, such as online campaigns and educational media, present opportunities for growth.

E. Frequency of Discussions on Civic Topics and Perceived Importance of these Topics

The frequency with which parents discuss civic topics with their children is closely linked to their perception of its importance. This cross-tabulation reveals patterns of engagement and highlights opportunities to strengthen these discussions:

1. Frequent Discussions and High Importance

Parents who perceive civic education as "very important" are more likely to engage frequently in conversations about civic topics with their children. This suggests that strong belief in the value of civic awareness drives active parental involvement.

2. Infrequent Discussions and Moderate Perception

Some parents with a moderate perception of civic importance engage in fewer discussions, indicating a potential disconnect between awareness and action. This highlights an area for fostering greater understanding of the benefits of regular dialogue on civic matters.

3. Rare Discussions and Low Importance

Parents who rarely discuss civic topics often view these conversations as less important. This suggests a need for initiatives that demonstrate the relevance of civic engagement to everyday life and long-term societal impact.

This analysis shows the importance of bridging the gap between recognizing the importance of civic education and actively engaging in discussions. Strategies to increase parental involvement could include providing resources, workshops, and examples of effective communication about civic topics.

F. Parental Roles in Promoting Civic Education by Educational Level

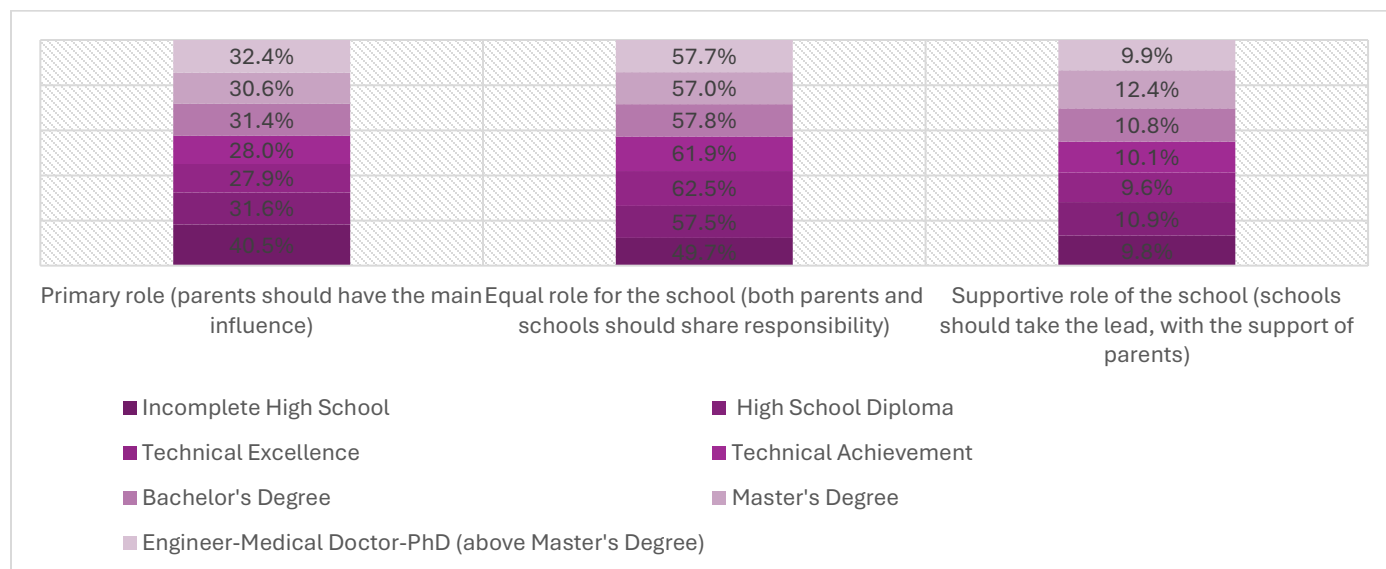


Figure 4: Parental roles in promoting civic education by educational level

- Primary Role:** The belief that parents should play a primary role in promoting civic education decreases with educational attainment. Among respondents who did not complete secondary education, 40.5% supported this view, compared to 32.7% of those holding postgraduate degrees.
- Equal Role:** The perspective that responsibility should be shared equally between parents and schools increases with educational level, with 62.5% respondents who have technical diplomas.
- Supporting Role:** A relatively low percentage of respondents view parents as playing a supportive role, though there is a slight increase among postgraduate respondents (12.4%).

Results indicate a significant correlation between educational attainment and perceptions of parental roles in civic education. Higher educational levels are associated with a more collaborative view, emphasizing shared responsibility between parents and schools. Strategies to promote parental involvement in civic education should address these shifts, particularly in contexts of higher education.

G. Analysis of Parental Roles in Promoting Civic Education by Type of School

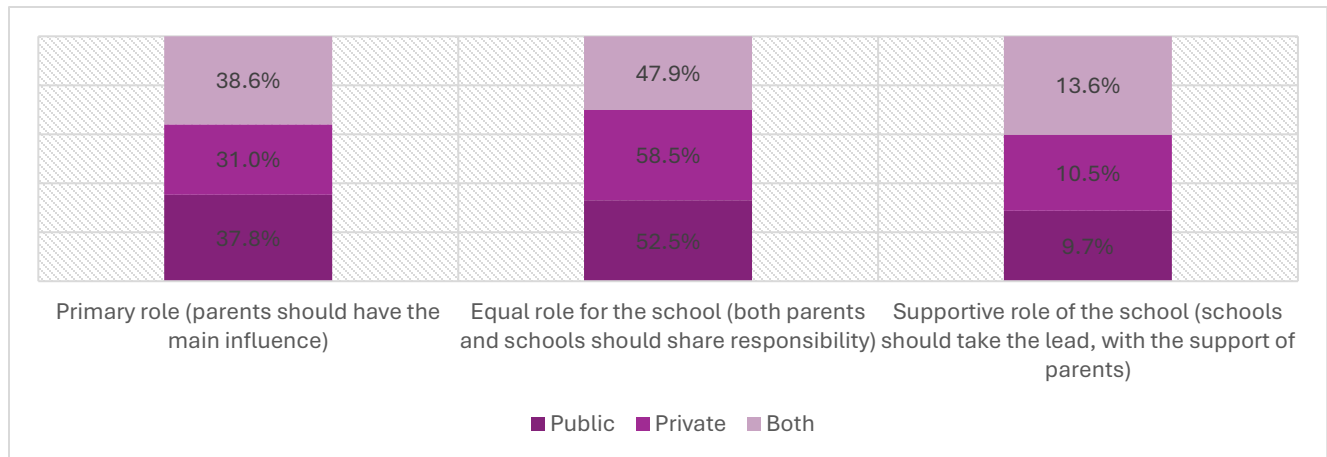


Figure 5: Parental roles in promoting civic education by type of school

- Primary Role:** Parents with children in both public and private schools (38.6%) were most likely to view themselves as playing a primary role, while parents of children in private schools express the lowest support for this view (31.0%).
- Equal Role:** The belief in shared responsibility was most pronounced among parents with children in private schools (58.5%).
- Supporting Role:** A supportive role was viewed favorably by a small proportion across all categories, with 13.6% among parents with children attending both public and private schools.

The relationship between school type and perceptions of parental roles highlights distinct trends. Parents of private school students favor shared responsibilities, while those with children in mixed school settings lean towards a primary parental role. Tailored strategies for parental involvement could enhance civic education effectiveness, with an emphasis on collaboration in private schools and reinforcing parental roles elsewhere.

The analysis indicates that parents are generally supportive of their children's participation in various activities, with a strong emphasis on volunteering and community service. The data shows notable differences based on age, and education level, suggesting that these factors influence the extent to which parents encourage engagement in civic activities.

H. Socio-Demographic Factors and Encouraging Children to Learn About Civic Issues

The analysis indicates that parents actively encourage their children to learn about civic issues through various methods, with a significant emphasis on discussing current events and community service participation. Age, education level, governorate, and school type all influence these encouragement methods, with notable trends in how different groups engage with civil education.

I. Parental Civic Engagement by Age

The analysis evaluates the level of civic engagement among participants, rated on a scale from 1 to 5, categorized by age groups. The results are derived from an Independent-Samples Kruskal-Wallis Test, which is used to compare the means of three or more independent groups.

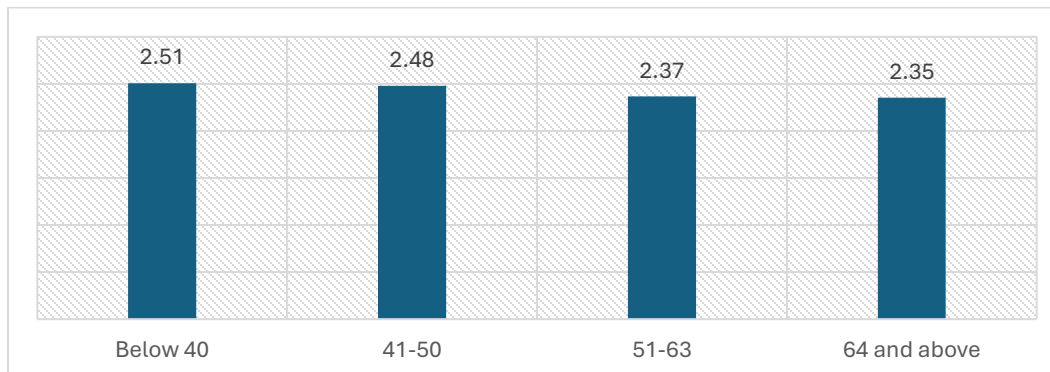


Figure 6: Parental Civic Engagement by Age

The analysis shows significant differences in perceived civic engagement levels across various age groups, with younger participants rating themselves higher than older participants. The findings highlight the importance of age in influencing civic engagement perceptions, suggesting potential areas for targeted initiatives to enhance civic involvement among older demographics.

J. Parental Civic Engagement by Educational Level

The analysis of civic engagement levels among respondents, categorized by their highest educational attainment, provides valuable insights into how education influences participation in civic activities.

- **Non-Engagement:** The percentage of respondents who reported being (not engaged at all) varies with education level. Notably, those with higher degrees, such as (engineers, doctors, or doctoral degrees), show the highest non-engagement percentage at 28.2%. In contrast, individuals with lower educational attainment, such as (not completing high school), report lower non-engagement rates (12.1%).
- **Low Engagement:** A significant portion of respondents across all educational levels falls into the (engaged to a small extent) category. The percentages range from 41.5% among those with higher degrees to 50.0% among bachelor's degree holders, indicating a general trend of minimal engagement across educational backgrounds.
- **Moderate Engagement:** The (moderately engaged) category shows varied responses, with 24.6% of those who did not complete high school and 18.3% of those with advanced degrees indicating moderate engagement. This suggests that moderate civic participation is relatively stable across educational levels but slightly decreases with higher education.
- **High Engagement:** Very few respondents reported being (very engaged), with the highest percentage (6.3%) among those with advanced degrees. The (highly engaged) category also reflects low participation, ranging from 5.4% for those with a technical diploma to 12.6% for those who did not complete high school.

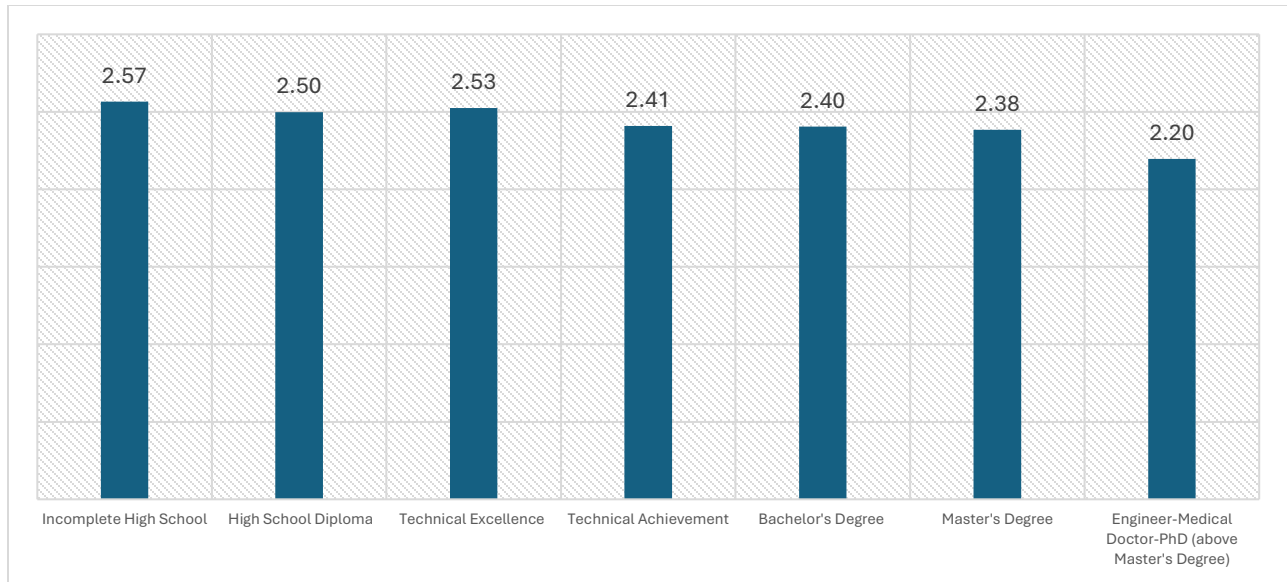


Figure 7: Parental Civic engagement by education level

The results highlight a clear trend: as educational attainment increases, the levels of non-engagement tend to rise, particularly among those with advanced degrees. Thus, individuals with higher education may feel less connected to civic activities, which could be attributed to various factors, such as differing priorities or perceptions of civic responsibility. The statistical analysis confirms that educational level significantly influences civic engagement, indicating the need for targeted initiatives to foster greater participation, particularly among those with higher educational qualifications.

K. Civic Engagement by School Type

The assessment of civic engagement levels among respondents based on their school type (public vs. private) reveals several key patterns and insights.

- **Non-Engagement:** 14.4% of the public sector and 14.9% from the private sector chose non-engagement. This indicates a relatively similar level of complete disengagement across both sectors.
- **Low Engagement:** 46.9% from the public sector and 47.2% from the private sector opted for low engagement. This suggests that nearly half of the respondents are minimally involved in civic activities.
- **Moderate Engagement:** 23.7% of public sector respondents and 25.6% of private sector respondents reported moderate levels of engagement. This shows a slight increase in engagement levels among private sector respondents.
- **High Engagement:** 3.0% from the public sector and 3.1% from the private sector reported being highly engaged. Similarly, the "highly engaged" category reflects low participation, with 12.0% from the public sector and 9.1% from the private sector.

Results suggest that civic engagement levels are relatively consistent across both public and private educational sectors. The majority of respondents show low to moderate engagement, with very few indicating high levels of participation. The lack of a statistically significant association implies

that factors beyond the educational sector may play a more critical role in influencing civic engagement.

This highlights the need for targeted initiatives to enhance civic involvement among individuals in both sectors, as current levels of engagement are not sufficiently high. Understanding the underlying factors that contribute to civic participation may help in developing effective strategies to encourage greater involvement in civic activities.

L. Civic Engagement Results by Region

The analysis of civic engagement levels across various regions reveals important insights into how individuals perceive their involvement in civic activities on a scale from 1 to 5.

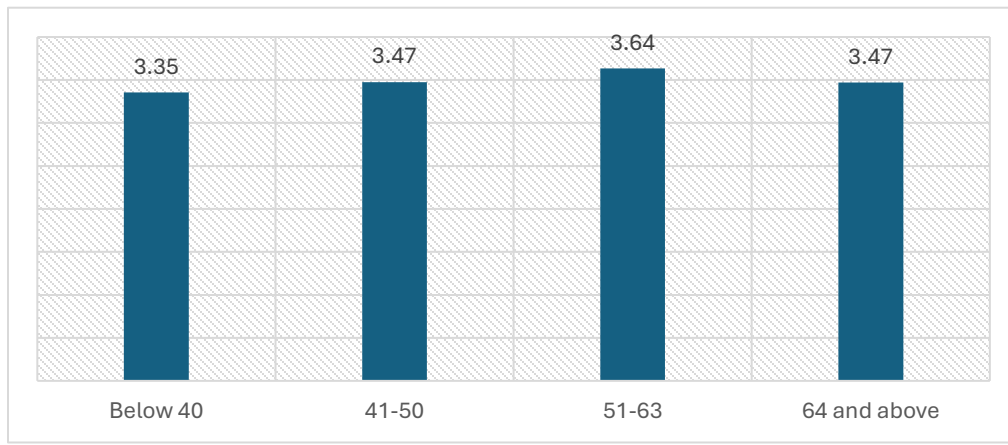
- **Non-Engagement:** The "not engaged at all" category shows significant percentages across regions, with the highest being in the South (16.9%) and Mount Lebanon (16.6%). The overall average for this category is 14.8%.
- **Low Engagement:** The majority of respondents fall into the "engaged to a small extent" category, with 59.6% in Akkar and around 46% in other regions like Beirut and North Lebanon.
- **Moderate Engagement:** The "moderately engaged" category shows varying levels across regions, with 32.8% in Nabatieh and around 23-30% in other regions.
- **High Engagement:** Very few respondents reported being "very engaged," with the highest percentage in Akkar (9.6%) and the lowest in North Lebanon (1.4%).
- **Very High Engagement:** The "highly engaged" category shows percentages around 9.8% overall, with 13.8% in Beirut and lower percentages in other regions.

Results highlight a clear pattern of low to moderate civic engagement across various regions. Despite some individuals feeling moderately engaged, many report minimal or no engagement at all. The significant statistical findings suggest that regional factors play a role in shaping civic engagement perceptions.

This shows the importance of targeted initiatives to enhance civic involvement, particularly in regions where engagement levels are lower. Understanding the barriers to participation can help in developing effective strategies to encourage greater civic activity among the population.

M. Civic Parental Preparedness

a. Civic Parental Preparedness by Age

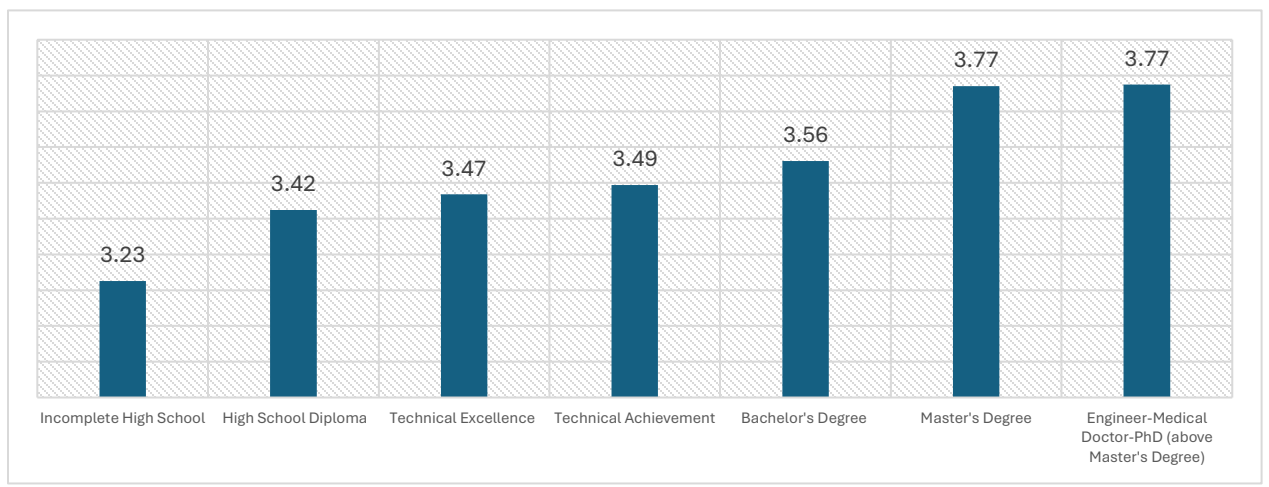


b.

Figure 8: Civic Parental Preparedness by Age

The analysis reveals significant differences in personal civic preparedness based on age, with older individuals (particularly those aged 51-63) reporting higher levels of preparedness compared to younger individuals. This suggests that age may play a crucial role in shaping perceptions of civic readiness, highlighting the importance of targeted civic education and engagement strategies that consider the varying needs and experiences of different age groups.

c. Civic Preparedness by Education Level



d.

Figure 9: Civic Preparedness by Education Level

The analysis shows a clear trend: higher educational attainment is associated with greater levels of personal civic preparedness. Individuals with lower educational levels, particularly those who have not completed secondary education, report significantly lower preparedness compared to those with higher degrees. This finding emphasizes the importance of education in civic engagement and preparedness, suggesting that policies aimed at enhancing educational opportunities may also improve civic readiness among the population.

N. Satisfaction with Civic Education Curriculum

The survey results provide a detailed look into parents' satisfaction levels with the Civic Education curriculum. Responses range across five levels, from "Not at all satisfied" to "Completely satisfied," highlighting varying degrees of contentment with the curriculum's quality and effectiveness.

Overall Satisfaction: Most parents (53.6%) expressed satisfaction, either as (Satisfied) or (Completely Satisfied). This indicates a generally favorable perception of the Civic Education curriculum.

Neutral Responses: About 30.2% of parents are neutral, neither satisfied nor dissatisfied. This significant proportion suggests that while parents may not have major grievances, they may also not find the curriculum particularly compelling or impactful.

Dissatisfaction: A combined 16.3% of parents report being dissatisfied, either (Not at all satisfied) or (Not satisfied). This notable minority indicates areas where the curriculum could be improved to address specific parental concerns.

- **For the Dissatisfied Group:** Targeted efforts to understand and address dissatisfaction can enhance overall satisfaction. This might involve revising content, methods, or communication strategies about the curriculum's goals and benefits.
- **For the Neutral Group:** Encouraging feedback and increasing engagement could help them become actively engaged. Opportunities might include sharing success stories of the curriculum's impact or inviting parents to participate in its development.

While a significant majority of parents are satisfied, there is room for improvement to address dissatisfaction and engage neutral respondents. Strengthening these areas can lead to a more effective and widely appreciated Civic Education curriculum, ultimately benefiting students' learning outcomes.

O. Parental Collaboration Methods with Schools

Parents reported various ways they collaborate with schools to support their children's civic education, shedding light on common practices and areas for improvement.

- **Most Common Method: Parent-Teacher Conferences:** With 29.7% of responses, this is the most frequently cited method. It highlights the importance parents place on direct communication with educators to understand and support their children's civic education.
- **Home Discussions:** 22.2% stated that enhancing lessons learned at school through discussions at home indicates that many parents actively reinforce civic concepts, bridging the gap between school and home environments.
- **Volunteering in School Projects:** Volunteering in civic projects or activities accounted for 17.4% of responses. This suggests that a significant number of parents are willing to dedicate time to school-led civic initiatives, demonstrating active engagement.

- **Participation in School Management:** 14.5% stated that school governance activities, such as parent-teacher associations and school councils. This reflects a smaller, but meaningful, level of parental involvement in decision-making processes related to civic education.
- **Lack of Collaboration:** 15.6% of parents reported no collaboration with the school regarding civic education. This highlights an area for potential growth, as engaging this group could lead to a more comprehensive support system for civic education.

The analysis reveals that parents collaborate with schools primarily through parent-teacher conferences and home discussions. These methods emphasize strong communication and reinforcement of civic education concepts at home. While many parents are engaged, the proportion of those not collaborating represents an opportunity for schools to develop initiatives that encourage broader participation. Strategies could include promoting the benefits of involvement, offering flexible collaboration opportunities, and providing clearer communication about how parents can support civic education.

a. School Communication Frequency and Parental Satisfaction with Civic Education

The Pearson Chi-Square value of 487.277 with a p-value of 0.000 indicates a statistically significant and moderately strong relationship between the frequency of school communication and parental satisfaction with the civic education curriculum. This finding underscores the critical role that effective communication plays in fostering parental support and satisfaction.

To leverage this relationship, schools should prioritize communication strategies that actively engage parents in the civic education process. By providing resources, offering training, and maintaining consistent updates, schools can potentially enhance parental satisfaction and improve overall educational outcomes in civic learning.

b. Communication between Schools and Parents Regarding Civic Education by School Type

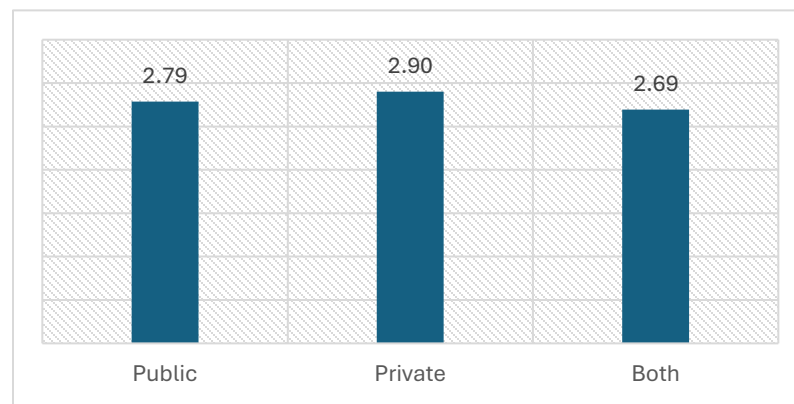


Figure 10: Communication between Schools and Parents Regarding Civic Education by School Type

The mean communication ratings across the types of schools show that Private schools have a higher mean rating (2.90), followed by Public Schools (2.79).

The analysis indicates that there are slight differences in communication levels about civic education support among different types of schools, with private schools showing the higher mean

communication rating. There is a need for improvement in communication strategies, especially in the public schools, to enhance parental engagement in supporting civic education at home.

c. Parents' Interaction with Schools to Support Civic Education by Education Level

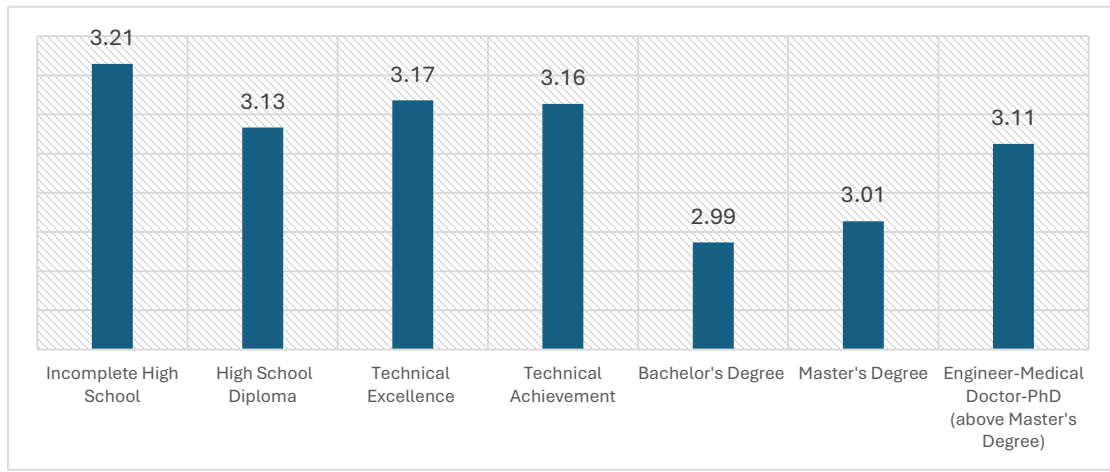


Figure 11: Parents' Interaction with Schools to Support Civic Education by Education Level

The highest mean interaction rating is reported by parents with No High School Completion (3.21), while those with a bachelor's degree report the lowest mean (2.99).

The significant differences indicate that parents with lower education levels (especially those who did not complete high school) are more likely to interact with their child's school regarding civic education compared to those with a bachelor's degree.

The analysis shows that there are statistically significant differences in the frequency of interactions with schools regarding civic education support based on education level, particularly highlighting that parents with lower educational attainment engage more frequently. The overall average interaction rating of 3.1115 reflects a moderate level of engagement across all education levels, suggesting that educational institutions may need to consider targeted strategies to enhance involvement among parents with higher education levels.

d. Sociodemographic factors and Parental Cooperation with Schools for Civic Education

- The Under 40 and 51-63 age groups show strong engagement in attending parent-teacher conferences.
- The 64 and above age group demonstrates significantly lower participation across most categories, highlighting a potential area for increased engagement efforts.
- Overall, the 41-50 age group is actively involved in various cooperation methods.
- Parents with master's degrees exhibit the highest engagement in attending parent-teacher conferences (47.6%).
- Participation in volunteering and school management activities tends to increase with higher education levels.

- The least engaged group in terms of collaboration comprises individuals with the lowest education levels, although they still participate significantly.
- Attending Parent-Teacher Conferences is notably high in Akkar (50.0%) and the South (47.5%).
- The North region demonstrates a balanced approach to various methods of collaboration.
- The percentage of parents who do not currently cooperate with schools is relatively low across all regions, suggesting a general willingness to engage.
- Parents of children in Private Schools show the highest engagement in all cooperation methods, particularly in attending parent-teacher conferences (45.5%).
- Public Schools also demonstrate significant participation, though slightly lower than private schools.

The analysis indicates that parents actively seek to cooperate with schools to support their children's civic education, with a strong emphasis on attending parent-teacher conferences and enhancing lessons through home discussions. Age, education level, governorate, and school type all influence the methods of cooperation, revealing distinct patterns of engagement among different demographics.

Findings emphasize the critical role of parental involvement in promoting civic education among children and highlight the significant influence of demographic factors such as gender, age, education level, region, and school type. Civic education is not merely confined to classrooms but is greatly enriched by active parental engagement and cooperation with schools.

Impact of Socio-Demographics variables on parental Engagement

- **Age:** Younger parents, particularly those aged under 40, exhibit higher levels of participation and cooperation with schools. Conversely, older age groups, especially those **64 and above**, show less engagement in civic activities and collaboration efforts. This suggests a potential need for targeted outreach programs to involve older parents more effectively.
- **Education Level:** Higher levels of education correlate with increased involvement in activities like volunteering, attending conferences, and discussing civil issues at home. For instance, parents with master's degrees exhibit the highest levels of participation in parent-teacher conferences (47.6%).
- **Region:** Regional differences reveal diverse approaches to civic education. Parents in Beirut and southern governorates exhibit the highest levels of engagement, while those in other regions, such as the north, show a more balanced approach. These variations may reflect differing socio-cultural norms and access to resources across regions.
- **School Type:** Private school parents show the highest levels of engagement across all forms of cooperation, including attending parent-teacher conferences and volunteering. Public schools also exhibit significant participation, albeit at slightly lower levels. This emphasizes the importance of tailoring engagement strategies to meet the needs of different school environments.

Effective communication between schools and parents is pivotal in fostering satisfaction and collaboration. The Chi-Square analysis indicates a statistically significant relationship between parental satisfaction with civic education and school communication efforts. The moderate strength of this association suggests that schools can enhance parental involvement by improving the frequency and quality of communication.

Practical measures, such as providing regular updates, hosting workshops, and offering resources for home-based civic learning, can bridge communication gaps and encourage more meaningful engagement. These efforts are particularly vital for parents in regions or demographic groups with lower participation rates.

Effective communication between schools and parents is a key driver of satisfaction and engagement. Strengthening this communication and providing targeted resources can enhance parental involvement, ensuring that civic education becomes a shared responsibility between schools and families across diverse demographics.

P. Challenges faced by parents

a. Challenges in Practicing Civic Values

Parents identified various civic values as challenging to practice in their daily lives. These challenges reflect broader societal dynamics and individual struggles, offering insight into areas that require attention and support:

- **Equality and Social Justice** (30.4%) emerged as the most difficult to practice, with nearly a third of respondents citing it as a challenge. This highlights the existence of systemic inequalities and cultural barriers that hinder fair treatment and equity in society. Efforts to address this challenge could include educational campaigns, policies to reduce inequity, and initiatives promoting inclusive practices.
- **Acceptance and Respect for Diversity** (20.0%) highlight the difficulties in accepting diverse perspectives, backgrounds, and identities. This could point to issues such as biases, lack of exposure to diverse environments, or insufficient dialogue around diversity. Programs fostering intercultural communication and inclusivity may alleviate this challenge.
- **Social Responsibility** (14.5%) might include contributing positively to the communities or engaging in activities that benefit society. This challenge could stem from personal, economic, or logistical constraints. Encouraging shared responsibility through community-led initiatives and support systems may address this gap.
- **Freedom** (10.4%) may involve respecting others' rights and exercising one's own responsibly. Its inclusion suggests dealing with complexities, such as cultural norms or restrictions, which require different approaches.
- **Solidarity and Support** (10.2%) is more easily practiced or less emphasized compared to other values. Strengthening communal bonds could further enhance the practice of solidarity.

Findings indicate that Equality and Social Justice and Acceptance and Respect for Diversity are the most significant hurdles for parents as civic values. Addressing these challenges requires comprehensive approaches, including education, policy reforms, and community engagement. Encouraging conversations around these values and providing actionable resources to practice them can lead to a more equitable and inclusive society.

b. Challenges in Teaching Citizenship at Home

The survey results highlight the many challenges parents face when teaching citizenship and civic responsibility at home. The findings highlight the complexities of parental engagement in citizenship education, revealing key barriers and potential areas for improvement.

- **Limited Time Due to Work or Family Commitments (36.4%).** With over a third of respondents citing this issue, it highlights the need for flexible, time-efficient strategies that align with parents' busy lives.
- **Difficulty in Explaining Complex Civic Issues (23.3%).** This points to a knowledge gap and suggests that providing parents with user-friendly resources and materials could bridge this divide.
- **Lack of Knowledge or Resources on Citizenship Topics (12.6%).** Addressing this through targeted training and resources can empower parents to engage confidently in civic education.
- **Lack of Interest from the Child (10.0%).** Children's disinterest in civic topics poses another challenge, emphasizing the need for innovative, engaging, and age-appropriate methods to capture their attention and sustain their involvement.
- **Uncertainty on Handling Controversial Topics (8.4%).** Providing guidance on navigating controversial topics can equip parents to address these areas constructively.

Results show that time constraints, lack of knowledge, and difficulties in simplifying civic topics are primary barriers for parents in teaching citizenship. These challenges highlight the need for systemic interventions, such as enhanced resources, tailored strategies, and support from schools and communities, to foster better parental engagement in civic education.

c. Sociodemographic factors and Challenges in Teaching Civic Responsibility at Home

The analysis reveals that parents face significant challenges in teaching their children about civic responsibility, primarily due to time constraints and the complexity of civic issues. Factors such as age, education level, governorate, and school type influence the nature and extent of these challenges. These findings highlight critical areas where targeted support, resources, and educational interventions could be beneficial in empowering parents to engage more effectively in civic education at home.

d. How Parents Try to Overcome Challenges, by Educational Level

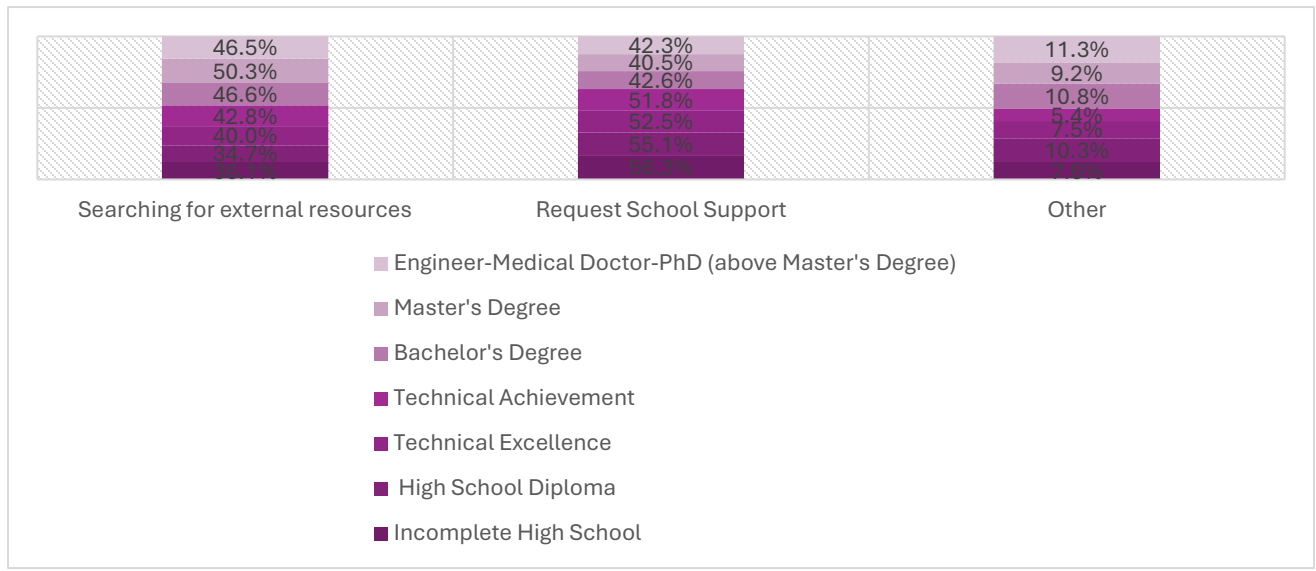


Figure 12: How Parents Try to Overcome Challenges, by Educational Level

The analysis reveals that individuals with varying educational backgrounds adopt different strategies to overcome challenges. Thus, those with lower educational levels tend to rely more on school support, while those with higher education levels increasingly seek external resources. This trend suggests that as educational attainment increases, individuals may feel more empowered to find alternative solutions rather than relying solely on school support.

e. How Parents Try to Overcome Challenges, by region

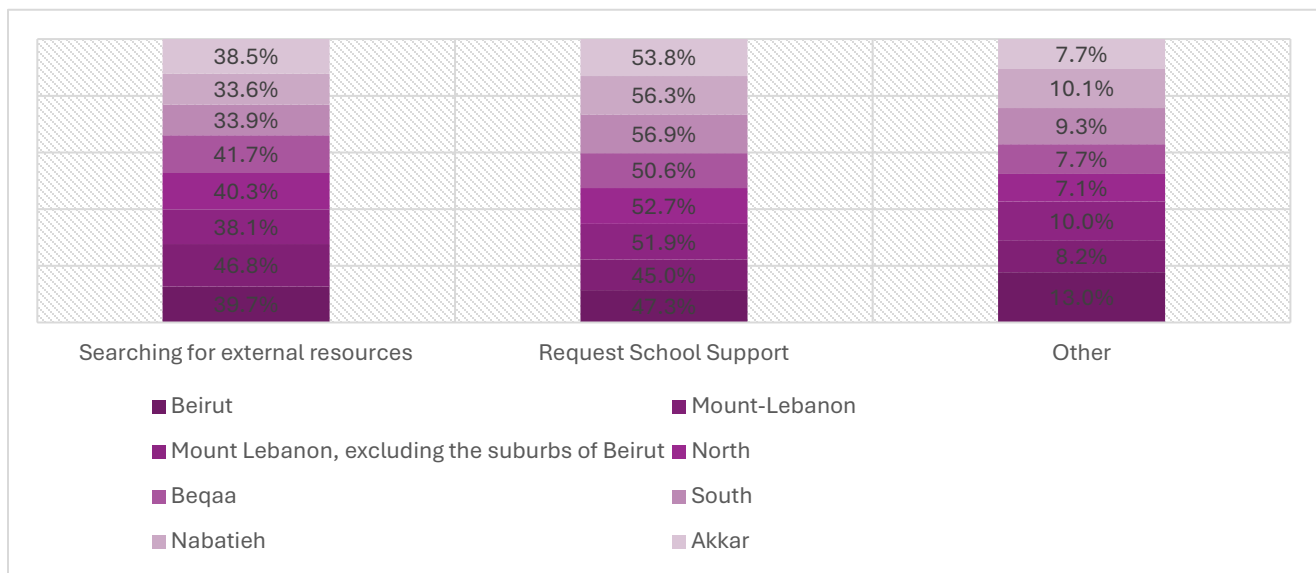


Figure 13: How Parents Try to Overcome Challenges, by region

The analysis shows that parents across different regions of Lebanon have varying approaches to overcoming educational challenges. Notably, those in the South region tend to rely more on school

support, while parents in Mount Lebanon are more likely to seek external resources. The differences in strategies suggest that regional factors may influence how parents perceive and address educational challenges.

f. How Parents Try to Overcome Challenges, by Type of School

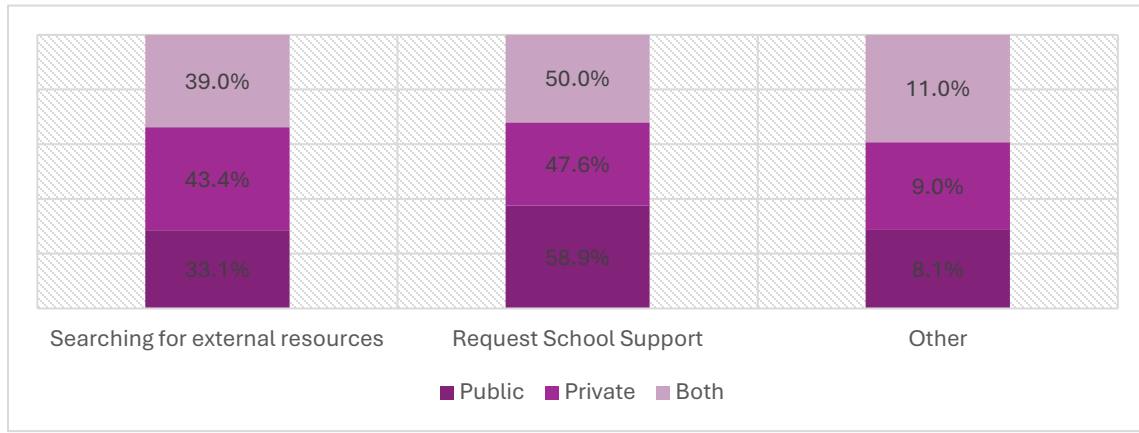


Figure 14: How Parents Try to Overcome Challenges, by Type of School

The analysis reveals that parents' strategies for overcoming educational challenges differ significantly based on the type of school their children attend. Parents of children in public schools are more likely to seek school support, while those with children in private schools tend to look for external resources. This suggests that the type of educational institution may influence parental perceptions and actions regarding educational challenges.

Q. Support Needed for Effective Citizenship Education at Home

The survey further identifies the types of support parents need to effectively teach their children about citizenship. These insights offer a roadmap for designing initiatives that address parental needs and strengthen their role in civic education. 27.1% of the parents ranked 'school and community events as the most desired form of support. Collaborative activities that involve both parents and children can enhance civic engagement and provide practical contexts for learning citizenship. 25.5% of the parents requested 'accessible educational resources', such as guides, handouts, and online tools, highlights a critical need for well-designed, easy-to-use materials that parents can integrate into home learning. 23.9% of the parents expressed a strong interest in 'receiving consistent communication from schools about how they can support civic education. 22.1% of parents seek opportunities to learn how to 'teach citizenship through workshops or seminars. Such initiatives could provide practical strategies, enhance parental confidence, and have a community of engaged caregivers.

The survey emphasized the importance of creating comprehensive support systems for parents teaching citizenship at home. School-community partnerships, readily available educational resources, and training opportunities are key to addressing parental challenges. These measures not only empower parents but also contribute to fostering a generation of civically engaged and responsible citizens.

This analysis provides actionable insights for policymakers, educators, and community leaders to enhance parental involvement in civic education, addressing barriers and leveraging opportunities to strengthen citizenship teaching at home.

a. Sociodemographic factors and the types of support or resources for parents:

The following support types were highlighted: Workshops or Seminars for Parents; Educational Materials; School and Community Events; and Regular Communication with the School

- The 41-50 age group shows the highest counts across most support types.
- Older respondents (64 and above) exhibit a significant drop in responses, particularly for regular communication with the school.
- Higher education levels correlate with a greater preference for educational materials and community activities.
- Respondents with master's degrees show a notable preference for educational materials.
- Mount Lebanon and the South exhibit high percentages for community activities.
- Beirut has a strong interest in workshops, indicating a proactive approach among parents in urban areas.
- Parents of children in private schools show the highest engagement across all support types, particularly in community activities and educational materials.
- The public-school type has lower overall counts, indicating less engagement in citizenship education resources.

The analysis indicates that parents are eager for various support types to enhance their involvement in their children's citizenship education. Additionally, regional differences suggest that urban areas might be more proactive in seeking workshops and community activities.

b. Parental Challenges and Support in Teaching Citizenship at Home

Results show that parents face a variety of challenges when teaching their children about citizenship and civic responsibility. These challenges are influenced by demographic factors such as age, education level, region, and school type. At the same time, the data highlights significant opportunities to provide targeted support to empower parents and enhance their engagement in civic education.

The most prevalent challenge is the lack of time due to work or family commitments, with over a third of respondents identifying it as a significant barrier. This issue is especially acute among younger parents and those in active working age groups, such as under 40 and 41–50. Addressing this challenge requires solutions that integrate civic education into daily routines or provide flexible learning tools.

Another major obstacle is the difficulty in explaining complex civic issues, reported by a quarter of parents. This suggests a knowledge gap that can be bridged through accessible and simplified educational materials. Additionally, lack of interest from children **and** uncertainty about handling controversial topics pose significant hurdles, emphasizing the need for engaging, age-appropriate teaching strategies and guidance for discussing sensitive subjects.

Interestingly, parents with lower education levels reported higher challenges related to knowledge and resources, while those with higher education felt more equipped to address these issues. Similarly, parents of children in public schools reported a greater reliance on institutional support, whereas private school parents were more likely to seek external resources.

c. Support Needed to Enhance Citizenship Education

The survey shows strong demand for several types of support to overcome these challenges. The most requested form is school and community events, emphasizing the importance of collaborative, real-world activities that bring families together around civic themes. This approach shows a shared responsibility for civic education and provides practical, hands-on learning opportunities for children.

Other critical areas of support include educational materials, such as guides, handouts, and digital tools, which can empower parents to integrate civic lessons into everyday life. Regular communication with schools and workshops or seminars for parents also emerged as key resources that could strengthen parents' confidence and capacity to engage in civic education.

R. Conclusion

Results emphasize the critical role parents play in instilling the sense of civic education and engagement among their children. They reveal the challenges parents face and the demographic factors that shape their involvement. Moreover, the responses provide a roadmap for improving parental participation in civic education through targeted support and collaboration between families, schools, and communities.

a. Parental Involvement and Priorities

Parents prioritize activities that enhance civic responsibility, such as volunteering and community service. Younger and more educated parents, in particular, actively engage in discussions about current events and real-world issues, bridging the gap between academic learning and practical application. This proactive approach equips children with the skills to critically analyze societal challenges and actively participate in their communities.

b. Challenges in Teaching Citizenship

The primary barriers to teaching citizenship at home include time constraints due to work or family commitments, difficulty in simplifying complex civic topics, and a lack of knowledge or resources. Younger parents, working-age groups, and those with lower educational attainment are disproportionately affected. Additionally, some parents struggle with children's lack of interest or discomfort discussing sensitive topics, which shows the need for age-appropriate, engaging, and supportive resources.

- Younger parents are more involved, while older age groups show reduced participation, indicating the need for tailored outreach to engage older parents.
- Higher educational attainment correlates with greater confidence and fewer challenges in teaching civic responsibility.

- Regional differences highlight varying approaches, with urban areas like Beirut showing interest in workshops and rural regions prioritizing school-community events.
- Parents of private school students show higher engagement and reliance on external resources, while public school parents lean more on institutional support.

c. Support Needed for Effective Engagement

There is a strong demand for collaborative and accessible support systems to empower parents in teaching citizenship:

- **School and Community Events:** These are the most requested support type, with the need to have practical, hands-on civic learning.
- **Educational Materials:** Accessible guides and tools tailored to parents' needs are essential for bridging knowledge gaps.
- **Workshops and Communication:** Regular interactions between schools and parents, along with training opportunities, can enhance confidence and capacity for civic education.

S. Recommendations to Enhance Civic Engagement and Participation

To effectively promote civic education and foster greater parental involvement, a comprehensive, strategic approach must be adopted. The following recommendations provide a cohesive framework that addresses demographic differences, regional disparities, and diverse educational contexts:

1. Awareness and Educational Initiatives

- **Awareness Campaigns:** Launch targeted campaigns to emphasize the importance of civic values, including social cohesion, democracy, and active citizenship, particularly for demographics facing higher challenges or disengagement.
- **Simplified Resources:** Develop accessible, user-friendly materials and digital tools that make civic education relatable and easy to incorporate into daily life for both parents and children.

2. Tailored Civic Education Programs

- **Demographic-Specific Approaches:** Customize programs to include different groups, such as younger parents, older parents, and those with varying education levels. Address specific needs like democratic engagement for less-educated parents or social cohesion for older ones.
- **Regional Adaptation:** Design initiatives that reflect regional socio-cultural norms and access to resources, ensuring relevance and engagement across diverse communities.

3. Strengthening School-Parent Collaboration

- **Enhanced Communication:** Establish robust communication channels between schools and parents, offering regular updates on civic education activities and clear pathways for involvement.
- **Workshops and Training:** Organize workshops to equip parents with the skills and knowledge needed to discuss civic issues, handle controversial topics, and integrate civic lessons into their daily routines.

4. **Community Engagement and Real-World Applications**

- **Collaborative Events:** Foster school-community partnerships through events like volunteer drives, civic service projects, and interactive discussions that encourage family participation.
- **Practical Civic Experiences:** Integrate real-world applications into programs to bridge theoretical knowledge and practice, promoting a deeper understanding of civic responsibilities.

5. **Resource Accessibility and Flexible Support**

- **Flexible Programs:** Offer online workshops, evening sessions, and time-efficient tools to accommodate the schedules of busy parents.
- **Resource Awareness:** Increase visibility of available civic education resources, particularly for demographics less likely to seek them out.

6. **Leveraging Best Practices and Innovation**

- **Cross-School Learning:** Adapt successful engagement models from private schools to public school contexts, fostering partnerships to share resources and strategies.
- **Digital Literacy and Media Engagement:** Enhance parents' and children's ability to critically evaluate information, particularly through digital literacy programs that address the influence of social media on civic perceptions.

7. **Monitoring and Continuous Improvement**

- **Feedback Mechanisms:** Create opportunities for parents to provide input on civic education initiatives through surveys, focus groups, and open forums.
- **Data-Driven Adjustments:** Continuously evaluate the effectiveness of civic education programs and adapt strategies based on feedback and emerging trends.

By implementing these recommendations, stakeholders can build a robust framework that enhances civic education, strengthens parental involvement, and nurtures an engaged and informed citizenry capable of addressing societal challenges collaboratively.

V. **Digital Citizenship**

This section looks at the various dimensions of digital citizenship from the views of the four stakeholder groups. Each group plays a unique role in shaping and sustaining a culture of responsible digital engagement. Learners provide insights into their behaviors, challenges, and understanding of digital ethics. Teachers offer perspectives on using digital literacy in the classroom. School principals provide a strategic overview of policies and practices aimed at promoting digital citizenship. Finally, parents contribute their views on guiding children's online behavior and ensuring their safety.

A. Digital Citizenship from the Students' Perspectives.

a. Students' Understanding of the Concept of Digital Citizenship

There are varying levels of awareness among learners regarding the concept of digital citizenship. While students seem to understand some fundamental aspects of digital citizenship, particularly those related to ethical behavior and privacy protection, there is a noticeable gap in their understanding of its technical and social dimensions.

The study also reveals that learners' understanding of digital citizenship varies depending on the type of school (public or private) and the curriculum followed (Lebanese, French, international, or other). It is evident that learners in private schools and those following international or French curricula demonstrate a higher awareness of digital citizenship compared to their peers in public schools or those following Lebanese curricula.

The results of the Chi-Square test (χ^2) to determine the relationship between the type of school or curriculum and the level of learners' understanding of digital citizenship are as follows:

1. Relationship between types of school and understanding of digital citizenship:

According to Chi-Square test there is a statistically significant ($p < 005$) relationship between the type of school and the level of understanding of digital citizenship.

2. Relationship between the curriculum type and understanding of digital citizenship:

According to Chi-Square test there is a statistically significant ($p < 005$) relationship between the type of curriculum and the level of understanding of digital citizenship.

Results show that 25.88% of the learners who follow the international baccalaureate, and 33.47% of those who follow the French baccalaureate, and 25.26% of those who follow the Lebanese Baccalaureate in private schools have a better understanding of digital citizenship compared to (16.37%) of the learners from the public schools.

b. Aspects of Digital Citizenship Recognized by Students

The study identified various aspects of digital citizenship that learners recognize, as outlined below:

63.6% of the students viewed protecting personal information as a key element of digital citizenship which reflects a strong awareness of the importance of maintaining privacy in the digital age, which is crucial for addressing challenges such as data breaches and privacy violations. 60.3% of the learners recognized that adhering to rules of behavior and showing respect online are integral to digital citizenship. This reflects a good understanding of the importance of ethical and appropriate behavior in digital environments. The results suggest that educational efforts to promote values such as respect and refraining from harming others online have been somewhat successful.

53.4% of the learners identified avoiding cyberbullying as part of digital citizenship.

Only 33.6% of the learners emphasized the importance of knowing how to use digital tools as part

of digital citizenship which reflects a weakness in understanding the technical aspects, indicating a gap in digital education.

Only 28.3% of the learners recognized participation in digital community activities as part of digital citizenship. This low percentage indicates weak awareness of the importance of positive engagement in digital communities and their role in fostering active citizenship.

Learners showed good awareness of the ethical and security aspects of digital citizenship, such as protecting privacy (63.6%), following rules of behavior (60.3%), and avoiding cyberbullying (53.4%). However, there is a clear weakness in understanding the technical and social aspects, such as knowing how to use digital tools (33.6%) and participating in digital community activities (28.3%). These results highlight the need for extensive educational interventions to enhance the technical and social dimensions of digital citizenship, ensuring the development of responsible and actively engaged digital citizens.

c. The Extent of Inclusion of Digital Citizenship in Formal Education

The study highlights a significant deficiency in the inclusion of digital citizenship in both formal and informal curricula. Accordingly, only 25.9% of the learners reported receiving formal education about digital citizenship.

d. Methods of Receiving Education about Digital Citizenship

Despite the lack of formal education, learners who received some form of education on digital citizenship benefited from various methods, distributed as follows: 68.4% indicated that education about digital citizenship was primarily delivered through school subjects. However, this reflects limited attempts to formally incorporate the topic into curricula. The relatively low percentages for extracurricular courses (12.9%) and workshops (15.1%) highlight the under-use of non-classroom activities to enhance practical understanding of digital citizenship. The reliance on "other means" (3.5%) points to a lack of coordination in offering this type of education, leading to differences in learners' knowledge levels.

e. Effectiveness of the Education Provided on Digital Citizenship

Results show that most learners considered that the education provided on digital citizenship to be generally effective:

In fact, 94.1% of the learners found that education effectively reflects the quality of the content provided when available. This suggests that the issue lies not in the quality of education but in the limited number of beneficiaries. 72.6% considered education 'somewhat effective' indicates that while basic aspects of digital citizenship are covered, education lacks depth and practical application. 5% found it 'ineffective' (5.9%) which may point to weak teaching methods or a lack of engagement.

f. Topics Proposed for Inclusion in Curricula

Learners expressed interest in a range of topics they believe are essential for enhancing their understanding of digital citizenship. These topics were as follows:

The significant focus on online etiquette (64.8%) reflects learners' awareness of the importance of ethical behavior in digital environments, particularly in addressing challenges like cyberbullying and the misuse of social media. The interest in using social media effectively and responsibly (60.3%) highlights learners' recognition of the role these platforms play in their daily lives and their need to learn how to use them positively. The emphasis on safe communication online (53%) demonstrates an awareness of digital security, especially considering threats such as hacking and online fraud. However, the lower percentages for knowledge of using information and its tools (42.6%) and dealing with misinformation online (28.6%) reveal a relative weakness in recognizing the importance of technical and critical aspects of digital citizenship.

g. Challenges Faced by Students in the Digital Society

In today's digital society, learners face a variety of challenges, including cyberbullying, privacy protection, and responsible technology use. These challenges are as follows:

Although 8% of the learners were directly exposed to cyberbullying, 32.1% experienced or witnessed it. This suggests that cyberbullying is not a rare phenomenon but a significant challenge for many students.

When examining how learners responded to incidents of cyberbullying, the data showed that 12.7% ignored it, indicating either a lack of awareness or a desire to avoid confrontation, 10.2% reported the incident to relevant authorities or adults, 10% supported the victim, demonstrating solidarity among some students, 6.7% shared the issue with their peers, relying on their social circles for support, 2.8% discussed the matter with a teacher, reflecting trust in teachers as a source of assistance.

1- Protecting Privacy Online

Protecting digital privacy is a critical aspect of digital citizenship. The data indicates the following: 56.9% of the learners showed good awareness of privacy settings; however, the 1.8% who chose the answer share everything without regard for privacy are at significant risk of identity theft or online exploitation.

2- Responsible Use of Technology

The results indicated varying levels of responsibility among learners when using technology: 59.1% showed good awareness of their responsibility toward others when using technology.

B. Digital Citizenship from teachers' perspectives

a. Teachers' Understanding of the Concept of Digital Citizenship

With the increasing reliance on digital technology in education, teachers play a pivotal role in enhancing learners' understanding of digital citizenship. However, the study revealed a lack in teachers' comprehension of this concept, as their focus tends to prioritize certain aspects over others. The data shows that teachers primarily concentrate on the preventive and ethical aspects of digital citizenship while giving less attention to its technical and participatory dimensions. The results are summarized as follows:

54.29% of the teachers believe that teaching proper digital etiquette is the most important aspect of digital citizenship. This includes educating learners on how to act responsibly and respectfully while using the internet.

52.24% of the teachers emphasized the importance of raising learners' awareness of internet risks and teaching them how to protect themselves from digital threats.

Also, 42.024% of the teachers stressed the importance of instilling digital responsibility in learners, including respecting digital laws and intellectual property rights.

Digital literacy received relatively less attention, as 30.20% of the teachers view developing students' technical skills as less critical than the preventive and ethical aspects.

Digital participation also received very little attention, as only 22.45% of the teachers opted for this answer.

These results suggest that teachers tend to focus on the preventive and ethical aspects of digital citizenship, such as online behavior, digital safety, and responsibility, while the technical and participatory aspects are considered less significant.

b. Key Elements of Digital Citizenship from Teachers' Perspectives

Statistical data extracted from the field study indicates a significant inconsistency in the level of interest Lebanese school teachers place on various elements of digital citizenship. The results show that teachers give greater importance to the ethical and preventive aspects compared to the technical aspects of digital citizenship. This tendency is attributed to their growing concern for protecting learners and ensuring appropriate behavior in the digital space.

Below is a detailed presentation of the key elements of digital citizenship, ranked according to teachers' priorities, along with a comprehensive analysis of each element and its implications:

1- Netiquette (Online Behavior)

54.29% of teachers emphasized the need to teach learners how to behave politely and respectfully while using the internet. This includes raising awareness about responsible behavior on social media, such as avoiding offensive posts or cyberbullying and respecting others' rights in the digital space.

This focus reflects teachers' recognition of the importance of instilling ethical values in students from an early age to ensure a healthy and safe digital environment. It also highlights their desire to minimize social problems that may arise from the irresponsible use of technology.

2- Online Safety

52.24% of the teachers emphasized the importance of online safety. This focus shows a clear concern among teachers about the risks students may face in the digital world.

This aspect includes teaching learners how to protect their personal data, counter hacking attempts and malware, and wisely handling cyberbullying. It reflects an increased awareness of the digital

risks that could affect learners' psychological and physical well-being, making digital safety one of the core priorities teachers aim to reinforce in the curriculum.

3- Digital Responsibility

42.04% of the teachers identified digital responsibility as a key element of digital citizenship. This aspect involves raising learners' awareness of the importance of acting responsibly when using technology, including respecting digital laws, intellectual property rights, and refraining from misusing digital resources.

This focus demonstrates teachers' desire to build a generation that is conscious of the consequences of its actions in the digital world and capable of acting responsibly toward themselves and others.

4- Digital Literacy

30.20% considered digital literacy as a priority. Teachers view developing students' technical skills, such as effectively using technology, searching for information, and verifying its credibility, as less critical than the ethical and preventive aspects.

This trend reflects a lack of focus on technical aspects, which may negatively impact learners' ability to interact effectively with digital technology in the future. However, this element is vital for enabling learners to use technology as a tool for learning and creativity rather than merely passive consumption.

5- Digital Participation

22.45% of the teachers considered digital participation as a key aspect of digital citizenship. This indicates a weak emphasis on encouraging students to engage in digital activities, such as contributing to digital content creation or participating in online community discussions. This trend reflects limited awareness of the importance of enhancing learners' roles as active participants in the digital community, which may weaken their ability to make a positive impact in this domain.

Results suggest that teachers primarily focus on the ethical and preventive aspects of digital citizenship, such as netiquette, online safety, and digital responsibility, while technical aspects like digital literacy and participation are considered less important. In fact, this tendency reflects a growing concern about protecting students and their behavior in the digital community but also highlights a gap in focusing on technical aspects, which are essential for empowering students to interact effectively with digital technology.

c. Teachers' priorities on digital citizenship by age group

The statistical results, using the Chi-Square test, revealed a statistically significant relationship between teachers' age groups and their focus on the various aspects of digital citizenship ($p < 0.05$).

The following table shows teachers' priorities by age group:

Table 32: Aspects of digital citizenship for teachers by age group

Age Group	Online Safety	Digital Literacy	Digital Responsibility
Under 30 years	60%	35%	50%
30 to 40 years	55%	30%	45%
Over 40 years	50%	25%	40%

1. Younger age groups (under 30 years):
 - Showed a greater focus on technical aspects such as digital literacy compared to older age groups.
 - This reflects a higher awareness among younger teachers of the importance of enhancing students' technical skills, likely due to their closer association with modern technology.
2. Older age groups:
 - Showed less emphasis on technical aspects, highlighting a clear need for training programs targeting this demographic.
 - These programs should aim to raise awareness among older teachers about technical aspects and enhance their ability to integrate technology into the educational process.

d. Integration of digital citizenship in the new curricula

1. Level of Digital Citizenship Integration in Current Curricula According to Teachers

Statistical data from the study indicates that teaching digital citizenship in Lebanese schools suffers from significant inconsistencies in terms of integration and effectiveness, reflecting the absence of a unified and comprehensive policy for implementing this concept within the educational system.

The findings show that only 34.69% of Lebanese schools integrate digital citizenship into their curricula. In contrast, 37.55% of schools do not include digital citizenship education, while 27.75% of teachers are unsure about its inclusion in their schools.

2. Integration of Digital Citizenship by type of school

The study revealed that private schools have higher rates of digital citizenship integration compared to public schools. This can be attributed to the availability of more resources in private schools, as well as their focus on modern education and keeping up with technological advancements.

The Chi-Square test analysis ($p < 0.05$) indicates a statistically significant relationship between the type of school (private or public) and the inclusion of digital citizenship education.

The table below outlines the distribution of digital citizenship integration by school type:

Table 33: Inclusion of digital citizenship education by school type

School Type	Integration	No Integration	Total
Private Schools	65%	35%	100%
Public Schools	40%	60%	100%

- Private Schools:

Private schools show a greater interest in integrating digital citizenship, with 65% of them including it in their curricula. This can be attributed to the availability of sufficient financial and human resources, as well as their efforts to develop curricula that incorporate modern concepts aligned with the demands of the digital age.

- Public Schools:

On the other hand, public schools show less interest in integrating digital citizenship, with 60% of them not including it. This indicates a significant gap between public and private schools in this area, necessitating intervention from relevant authorities to develop educational policies and enhance the inclusion of digital citizenship in public school curricula.

3. Methods of Integrating Digital Citizenship in Schools

For schools that do include digital citizenship, the study revealed variations in the methods used to teach this concept. Below is a breakdown of the most common methods:

- Integration into Existing Subjects (24.89%).** Concepts of digital citizenship are included within subjects such as social studies, technology, or civic education. It reflects an attempt to provide digital citizenship education without requiring additional resources or the development of standalone subjects.
- Workshops and Seminars (15.10%).** Students are introduced to digital citizenship concepts through interactive sessions aimed at raising awareness about digital risks and the importance of responsible behavior.
- Extracurricular Activities (10.20%).** Activities outside the formal curriculum are organized to enhance students' understanding of digital citizenship, such as competitions or interactive projects.
- Standalone Courses (7.76%).** Teaching digital citizenship as an independent subject is almost absent, limiting opportunities for in-depth exploration of this field.

e. Effectiveness of Digital Citizenship Education Programs

The study revealed significant inconsistencies in the effectiveness of current digital citizenship education programs. Teachers' opinions on the effectiveness of these programs were distributed as follows: 55.29% of the teachers believe the programs are ‘moderately effective’. 32.94% consider them ‘somewhat effective’. Only 4.71% see them as ‘highly effective’. Finally, 7.06% view the programs as ‘minimally effective’ or ‘ineffective’.

These figures suggest that current digital citizenship education programs suffer from a clear lack of effectiveness, pointing to the need for improvements in their content and implementation. The reasons for this include Weak planning and design of these programs; insufficient resources allocated to developing educational materials; and heavy reliance on integrating digital citizenship into existing subjects, leading to insufficient focus on this topic.

f. Effectiveness of citizenship program by School Type

The Chi-Square test ($p < 0.05$) showed a statistically significant relationship between the type of school and the effectiveness of digital citizenship education programs.

The table below illustrates the distribution of program effectiveness by school type:

Table 34: Effectiveness of digital citizenship education programs by school type

School Type	Highly Effective	Moderately Effective	Ineffective	Total
Private Schools	60%	30%	10%	100%
Public Schools	50%	35%	15%	100%

- **Private Schools:** Digital citizenship education programs in private schools are more effective, with 60% of teachers reporting them as "highly effective." This reflects greater investment by private schools in designing and implementing these programs, both in terms of resources and training.
- **Public Schools:** Programs in public schools are relatively less effective, with 15% of teachers describing them as "ineffective." This underscores the urgent need to improve the quality of these programs in public schools by allocating additional resources and developing more efficient educational strategies.

g. Challenges in Preparing Teachers to Teach Digital Citizenship-Related Subjects

The study revealed significant challenges in preparing teachers to teach subjects related to digital citizenship, particularly those involving artificial intelligence (AI) and communication tools. The results indicate a clear gap in the readiness of teachers to address these topics, with notable differences between private and public schools. These findings highlight the need for specialized training programs to enhance teachers' competencies in this area.

1. Teacher Readiness to Teach AI

Results show that a large percentage of teachers do not feel adequately prepared to teach AI topics, which require advanced technical knowledge and specialized skills. The levels of teacher preparedness for teaching AI were distributed as follows:

- **8.57%** of the teachers reported being ‘very well prepared’.
- **22.86%** considered themselves ‘well prepared’.
- **44.49%** believed their preparation is ‘average’.
- **22.04%** considered themselves ‘not prepared’.
- **2.04%** stated they are ‘not prepared at all’.

31.43% of the teachers feel they are well or very well prepared to teach AI, reflecting a significant lack of training and qualification in this field; **44.49%** of the teachers consider their preparation ‘average’, indicating that they possess only basic knowledge without sufficient depth in AI concepts or practical applications; and **24.08%** of the teachers feel completely unprepared to teach AI, highlighting a substantial gap in technical skills and knowledge.

2. Teacher Readiness to Teach Communication Tools

68.57% of the teachers feel well or very well prepared to teach communication tools, reflecting greater confidence in this area compared to AI. 26.53% of the teachers believe their preparation is average; 4.90% reported being unprepared to teach communication tools, indicating that these topics are more accessible and easier to acquire experience in, and a mere 0.41% stated that they are not prepared at all. Communication tools are more common and less complex compared to AI, which explains the gap in readiness between the two fields.

3. Teachers’ Readiness to teach AI by School Type

Statistical analysis using the Chi-Square test ($p < 0.05$) revealed a statistically significant relationship between the type of school (private or public) and the level of teacher readiness to teach AI. In fact, the results show that 30% of the teachers in private schools feel ‘well prepared’ to teach AI, while 50% consider themselves ‘somewhat prepared,’ and 20 % not prepared at all. This reflects a greater focus by private schools on providing adequate training environments and support for teachers in this field. In contrast, 45% of teachers in public schools consider themselves "not prepared" to teach AI, highlighting a clear lack of training and qualification. Additionally, only 15% of teachers in public schools feel ‘well prepared,’ and 40% somewhat prepared, indicating a significant gap compared to private schools.

h. Key Challenges in Preparing Teachers on AI

- **Lack of Specialized Training:** Many teachers lack the necessary training to teach AI topics, which require advanced technical knowledge and a deep understanding of related concepts and practices. Current training programs focus more on traditional subjects and do not prioritize AI technologies.
- **Insufficient Resources in Public Schools:** Public schools suffer from lack of financial and human resources, limiting their ability to provide advanced training programs for teachers. The technological infrastructure is non-existent in most of the public schools as well.

- **Outdated Curricula:** Curricula in many schools still lack the systematic inclusion of AI topics. The greater focus on communication tools is due to their relative simplicity and ease of teaching compared to AI.
- **Differences Between Private and Public Schools:** Private schools provide a better learning environment in terms of training and qualification, which helps improve teacher readiness. Conversely, public schools face significant challenges in this area, requiring urgent governmental intervention to reduce these disparities.

i. Recommendations:

1- Strengthening Partnerships with the Private Sector and Academic Institutions:

- Form partnerships with technology companies to provide technical support and training for teachers.
- Launch joint initiatives between schools and the private sector to raise awareness about the importance of digital citizenship.
- Involve universities in designing advanced training programs for teachers.

2- Raise Awareness About the Importance of Digital Citizenship and Its Tools

- Launch awareness campaigns target teachers to explain the significance of digital citizenship in preparing students for the demands of the digital age.
- Organize educational activities that rely on digital technology to enhance both teachers' and students' understanding of digital practices.

Conclusion

The results of this study show the critical need to improve the integration of digital citizenship into the education system, particularly in Lebanese schools. Teachers play a crucial role in shaping learners' understanding of digital citizenship, yet the study revealed significant gaps in their preparedness, especially in technical areas such as artificial intelligence and digital participation.

The discrepancies between private and public schools further highlights the need for comprehensive national strategies to bridge these gaps. By enhancing teachers' skills, updating curricula, and providing adequate resources, schools can foster a generation of students who are not only responsible digital citizens but also active participants in the digital world.

Implementing the proposed recommendations will ensure a more balanced approach to digital citizenship education, addressing both ethical and technical aspects. This will equip students with the knowledge and skills needed to navigate the complexities of the digital age effectively and responsibly.

C. Digital Citizenship from School Principals Perspective

Digital citizenship has become an essential element of modern education, especially with the continuous evolution of digital technology and its integration into daily life. This section reports on the understanding of school principals in Lebanon regarding the concept of digital citizenship and its components, focusing on their awareness, perceptions, and the challenges they face in implementing digital citizenship education within their schools.

a. Understanding of Digital Citizenship Among School Principals in Lebanon

70% of the school principals have a good awareness of the concept of digital citizenship. Statistical data highlights variations in their levels of awareness:

- **53.16%** of principals consider the concept ‘familiar’,
- **16.84%** consider it ‘very familiar’,
- **15.26%** are ‘neutral’.
- **13.68%** find it ‘unfamiliar’,
- **1.05%** consider it ‘completely unfamiliar’.

These findings indicate that while most principals possess a good understanding of digital citizenship, there is still room for improvement. Their understanding primarily focuses on aspects such as digital safety and responsibility. However, there is an urgent need for extensive training programs and comprehensive educational policies to enhance their knowledge of other components of digital citizenship.

1- Understanding of Digital Citizenship by age:

The age group of 30–40 years demonstrated the highest average understanding of digital citizenship (3.87), while the group aged 61 years and above showed the lowest understanding (3.47). This inconsistency can be attributed to the younger age groups being more engaged with modern technology, granting them greater awareness of digital citizenship. However, the Kruskal-Wallis test revealed no statistically significant differences between age groups (Asymptotic Sig = 0.535), indicating that age is not a primary factor influencing understanding.

Table 35: School principals’ understanding of digital citizenship by age

Age Group	Average Understanding (1 to 5)	Participants (N)	Standard Deviation
30–40 years	3.87	23	0.81
41–50 years	3.74	65	0.94
51–63 years	3.69	85	0.96
61 years and above	3.47	17	1.01

2- Understanding of Digital Citizenship by Geographic Location

Schools in areas such as Keserwan-Jbeil recorded the highest average understanding (4.5), compared to regions like Nabatieh and Bekaa, which scored lower (3.46 and 3.53, respectively).

This variation may be due to differences in resources and digital infrastructure between urban and rural areas. However, the Kruskal-Wallis test indicated no statistically significant differences

between regions (Asymptotic Sig = 0.599), suggesting that inconsistencies in understanding might be linked to other factors, such as resource availability.

Table 36: Principals' understanding of digital citizenship by the geographical location of the school

Region	Average Understanding (1 to 5)	Participants (N)	Standard Deviation
Beirut	3.82	20	0.83
Mount Lebanon	3.67	66	0.95
North	3.81	21	1.03
Bekaa	3.53	15	0.99
South	3.81	26	0.98
Nabatieh	3.47	15	0.92
Keserwan-Jbeil	4.5	4	0.58

3- Understanding of Digital Citizenship by School Type

Private schools exhibited a higher average understanding of digital citizenship (3.79) compared to public schools (3.31). This can be attributed to better access to resources and educational technologies in private schools.

The Mann-Whitney U test revealed a statistically significant difference between private and public schools (Asymptotic Sig = 0.024).

Table 37: Principals' understanding of digital citizenship by type of school

School Type	Average Understanding (1 to 5)	Participants (N)	Standard Deviation
Public	3.31	32	1.12
Private	3.79	158	0.88

b. Key Components of Digital Citizenship in Schools

School principals identified the primary components of digital citizenship in schools, ranked by importance as follows:

- Internet Safety: 65.79%.
- Digital Responsibility: 54.21%.
- Digital Literacy: 29.47%.
- Online Etiquette: 26.84%.
- Digital Participation: 23.16%.

Statistical data highlights a strong focus on digital safety, particularly due to concerns about learners' safety when using the internet. Other components, such as digital learning, ethical interaction, and digital participation, received relatively less attention, likely due to the lack of clear policies or training programs.

1- Internet Safety

Internet safety was the most understood component, with private schools recording higher averages compared to public schools.

The Mann-Whitney U test revealed a statistically significant difference in understanding internet safety between private and public schools (Asymptotic Sig = 0.018).

Table 38 Principal understanding the digital Internet safety element by type of school

School Type	Average Understanding (1 to 5)	Participants (N)	Standard Deviation
Public	4.13	32	0.85
Private	4.51	158	0.65

2- Digital Responsibility

Digital responsibility was well-understood, with younger age groups (30–40 years) showing the highest average understanding.

The Kruskal-Wallis test showed no statistically significant differences between age groups regarding digital responsibility (Asymptotic Sig = 0.356).

Table 39: Principal understanding of the digital responsibility component by age

Age Group	Average Understanding (1 to 5)	Participants (N)	Standard Deviation
30–40 years	4.32	23	0.72
41–50 years	4.16	65	0.85
51–63 years	4.08	85	0.78
61 years and above	3.81	17	0.92

3- Digital Participation

Digital participation had the lowest level of understanding among the main components of digital citizenship, with rural areas scoring lower averages compared to urban areas.

The Kruskal-Wallis test showed no statistically significant differences between regions regarding digital participation (Asymptotic Sig = 0.512).

Table 40: Principal understanding of the digital participation component by regions

Region	Average Understanding (1 to 5)	Participants (N)	Standard Deviation
Beirut	3.92	20	0.88
Mount Lebanon	3.86	66	0.91
North	3.72	21	1.02
Bekaa	3.51	15	0.95
South	3.62	26	0.98
Nabatieh	3.41	15	0.89
Keserwan-Jbeil	4.24	4	0.62

4- Digital Literacy

Digital literacy was better understood, particularly in private schools and urban areas.

The Mann-Whitney U test revealed a statistically significant difference in understanding digital literacy between private and public schools (Asymptotic Sig = 0.042).

Table 41: Principal understanding of the digital literacy component by type of school

School Type	Average Understanding (1 to 5)	Participants (N)	Standard Deviation
Public	3.73	32	0.89
Private	4.21	158	0.71

Summary of Results

Results show that digital safety and digital responsibility are the most understood elements of digital citizenship among school principals. Private schools show a higher understanding of these components due to better digital resources and infrastructure. Conversely, digital participation is the least understood, especially in rural areas, indicating the need for targeted training programs. Additionally, understanding of digital literacy is stronger in private schools and urban areas compared to public schools and rural regions.

c. Integration of Digital Citizenship into the Lebanese Curriculum

1- School Principals' Opinions on the Integration of Digital Citizenship into the Lebanese Curriculum

The study reveals a clear absence of digital citizenship as an independent subject in the Lebanese curriculum. Currently, the curriculum is based on traditional subjects such as national and social education, with no formal or systematic inclusion of the digital dimension. While some schools have made individual efforts to incorporate digital concepts, these initiatives remain limited and unsystematic.

2- Current Inclusion of Digital Citizenship

Digital citizenship is indirectly included in the curriculum in the following ways:

- **Integration into Technology Lessons:** Some Lebanese public and private schools include technical skills such as using computer programs and raising awareness about digital security. However, these concepts are often approached in a technical, rather than educational, manner.
- **Individual Initiatives by Private Schools:** Certain private schools, particularly those adopting international curricula like the International Baccalaureate (IB) or American

curricula, have introduced digital citizenship concepts. These include lessons on digital ethics and responsible online communication.

- **Contributions from Civil Society Organizations:** Local and international organizations provide workshops and educational materials to promote digital citizenship. These initiatives often focus on topics such as cyberbullying prevention and privacy protection.
- Only 28.9% of schools teach digital citizenship; private schools show greater interest in integrating digital citizenship compared to public schools (31% vs. 18.7%).

These findings highlight the limited presence of digital citizenship in the current curriculum. The concept was not prevalent when the 1997 Lebanese curriculum was developed, as the rise of social media and digital technology occurred after 2004.

3- Methods of Integrating Digital Citizenship Education in Schools

For the schools that have included digital citizenship in their curricula, principals identified the following methods of integration:

Incorporation into Other Subjects: 17.37% of schools attempt to include digital citizenship concepts within existing subjects, such as social studies and technology; **Workshops and Seminars:** 13.16%; **Extracurricular Activities:** 12.11%, and **Independent Courses:** 5.79%.

d. School Policies on Digital Citizenship

Only 28.4% of schools have established policies related to digital citizenship, meaning that the majority lack a clear framework to guide learners and teachers in this area. Private schools are more likely to have such policies (31% vs. 15.6% for public schools).

The content of these policies primarily emphasizes: Cyberbullying Prevention: 77.7%; Privacy and Online Security: 72.2%; and Managing Digital Footprints: 22.2%.

While there is a strong awareness of the importance of protecting students, there is a notable gap in addressing other aspects, such as critical thinking and managing digital identities.

e. Monitoring Digital Citizenship Practices in Schools

School principals use various methods to oversee the implementation of digital citizenship principles. These include:

Training and Awareness Programs: 73.68% of these programs highlight the importance of educating learners about digital citizenship. **Supervision of Teachers, Staff, and Users:** Implemented by 46.32% of schools. **Parental Involvement:** 33.68% of the schools ensure digital values are reinforced at home. **Internet Filters and Monitoring Programs:** Used by 17.37% of schools to promote safe internet use.

f. Support for Incorporating Digital Citizenship into the Curriculum

85% of school principals expressed their support for integrating digital citizenship into the Lebanese curriculum. 60% showed 'strong support', 25% showed 'moderate support', 10% were neutral, and 5% opposed the idea.

g. Factors Influencing integration of Digital Citizenship

1- Type of School

Principals in private schools showed greater support for incorporating digital citizenship compared to those in public schools. The average support in private schools was **4.5** (on a scale of 5), while in public schools, it was 4.1.

The Mann-Whitney U test revealed a statistically significant difference (Asymptotic Sig = 0.015).

Table 42: Principal Support for including digital citizenship in the curriculum by type of school

School Type	Average Support (1 to 5)	Participants (N)	Standard Deviation
Public	4.1	32	0.88
Private	4.5	158	0.72

2- Geographical Location (Urban vs. Rural)

Principals in urban areas (e.g., Beirut and Mount Lebanon) showed greater support for digital citizenship inclusion compared to those in rural areas (e.g., Bekaa and the South). The average support in urban areas was 4.6, while in rural areas, it was 4.0.

The Kruskal-Wallis test revealed a statistically significant difference (Asymptotic Sig = 0.027).

Table 43: Principal Support for including digital citizenship in the curriculum by region

Region	Average Support (1 to 5)	Participants (N)	Standard Deviation
Beirut	4.7	20	0.65
Mount Lebanon	4.6	66	0.72
North	4.5	21	0.80
Bekaa	4.0	15	0.85
South	4.1	26	0.89
Nabatieh	4.0	15	0.91

3- Years of Professional Experience

Principals with less than 10 years of experience showed greater support for digital citizenship inclusion compared to those with longer experience. The average support for principals with less than 10 years of experience was 4.7, while for those with more than 20 years, it was 4.2.

The Kruskal-Wallis test revealed a statistically significant difference (Asymptotic Sig = 0.045).

Table 44: Principal Support for including digital citizenship in the curriculum according to professional experience

Years of Experience	Average Support (1 to 5)	Participants (N)	Standard Deviation
Less than 10 years	4.7	35	0.68
10–20 years	4.5	80	0.75
More than 20 years	4.2	70	0.81

The results of the study indicate broad support for the inclusion of digital citizenship in the Lebanese curriculum, with most school principals strongly endorsing its integration. However, variations in support were observed based on school type, geographical location, and professional experience. Principals from private schools demonstrated greater support, likely due to better access to digital resources and infrastructure compared to their counterparts in public schools. Additionally, principals in urban areas exhibited stronger support for digital citizenship, highlighting the need to improve digital infrastructure in rural regions to bridge this gap. Finally, principals with less professional experience showed more openness to adopting modern technologies and updating curricula, suggesting that newer generations of educators may be more adaptable to the evolving demands of digital education.

h. Challenges Facing the Teaching of Digital Citizenship

1- Challenges

The study identified several challenges that hinder the inclusion of digital citizenship in the Lebanese curriculum. These challenges can be categorized as follows:

- **Lack of Clear National Policies:** The current curriculum lacks a national educational strategy aimed at integrating digital education and digital citizenship into schools. This absence of a structured framework makes it difficult for schools to systematically address the concept of digital citizenship.
- **Lack of Resources and Infrastructure:** Lebanese public schools, particularly those in rural areas, face significant challenges related to technological infrastructure and internet connectivity. These limitations make it difficult to teach digital citizenship effectively.
- **Competing Priorities Amid Crises:** Lebanon's ongoing economic, social, and political crises have shifted the focus toward fundamental reforms in education. As a result, less attention is being given to keeping pace with technological advancements and addressing digital education needs.
- **Limited Time in the Curriculum:** The density of the current curriculum is considered the biggest challenge, with 72.63% of school principals indicating that there is insufficient time to allocate teaching digital citizenship.

- **Lack of Resources:** A significant 53.16% of school principals highlighted the lack of resources as a major obstacle, especially in public schools and rural areas.
- **Insufficient Training for Teachers:** 44.74% of school principals identified insufficient teacher training as a pressing challenge. Many teachers lack the specialized skills required to effectively teach digital citizenship concepts.
- **Failure to Keep Up with Technological Changes:** 15.26% of school principals pointed out that the rapid pace of technological change makes it difficult for schools to continuously update their educational programs and teaching methods.
- **Resistance from Learners or Parents:** 12.11% of school principals mentioned resistance from learners or parents as a challenge. This resistance is often linked to a lack of understanding of the importance of digital citizenship.

2- Resources Required to Overcome Challenges

To address these challenges, school principals identified several key resources needed to improve the teaching of digital citizenship:

- **Professional Development for Teachers:** The most requested resource, cited by **67.37%** of principals, is training programs to equip teachers with the knowledge and skills to teach digital citizenship effectively.
 - **Funding for Technology and Training:** Highlighted by 58.95%, funding is essential for improving technological infrastructure and supporting teacher training initiatives.
 - **Access to Online Resources and Tools:** 43.68% of principals emphasized the need for digital tools and online resources to enhance teaching practices.
 - **Partnerships with Technology Institutions:** Suggested by 36.32%, collaboration with technology companies can provide schools with access to expertise, tools, and resources.
 - **Comprehensive Curriculum Guides:** 35.26% of principals stressed the importance of having detailed curriculum guides to standardize the teaching of digital citizenship across schools.
- i. Impact of school type, geographic location, Professional Experience on Challenges in Teaching Digital Citizenship

1- Effect of School Type

Public school principals reported greater challenges related to weak infrastructure and a lack of educational resources compared to their counterparts in private schools. The average rating for the challenge of weak infrastructure in public schools was 4.3 (on a scale of 5), compared to 3.6 in private schools.

The Mann-Whitney U test revealed a statistically significant difference (Asymptotic Sig = 0.012).

Table 45: Challenges in teaching Citizenship by school type.

School Type	Average Rating (1 to 5)	Participants (N)	Standard Deviation
Public	4.3	32	0.85
Private	3.6	158	0.72

2- Effect of Geographical Location (Urban vs. Rural)

School principals in rural areas reported facing greater challenges related to a lack of training competencies compared to those in urban areas. The average rating for this challenge in rural areas was 4.2, compared to 3.7 in urban areas.

The Kruskal-Wallis test revealed a statistically significant difference (Asymptotic Sig = 0.019).

Table 46: Challenges in teaching Citizenship by type of regions

Region	Average Rating (1 to 5)	Participants (N)	Standard Deviation
Beirut	3.6	20	0.78
Mount Lebanon	3.8	66	0.82
North	4.0	21	0.85
Bekaa	4.3	15	0.88
South	4.2	26	0.91
Nabatieh	4.1	15	0.89

3- Effect of Years of Professional Experience

School principals with more than 20 years of experience reported that cultural and social resistance is a greater challenge compared to those with fewer years of experience. The average rating for this challenge among experienced principals was 4.0, compared to 3.5 for principals with less experience.

The Kruskal-Wallis test revealed a statistically significant difference (Asymptotic Sig = 0.041).

Table 47: Challenges in teaching Citizenship by professional years of experience

Years of Experience	Average Rating (1 to 5)	Participants (N)	Standard Deviation
Less than 10 years	3.5	35	0.82
10–20 years	3.8	80	0.89
More than 20 years	4.0	70	0.92

The study identified several key challenges to the integration of digital citizenship in Lebanese schools. The most significant obstacle is the lack of resources and infrastructure, particularly in public schools and rural areas, where limited access to technology and reliable internet hinders progress. Another major challenge is the insufficient training competencies among teachers, many of whom struggle to present digital concepts effectively due to a lack of specialized training and professional development opportunities. Cultural and social resistance also poses a barrier, especially among more experienced school principals, emphasizing the need for awareness campaigns to educate local communities about the importance of digital citizenship. Furthermore, notable differences exist between schools and regions, with public schools and rural areas facing far greater challenges compared to their private and urban counterparts, further underscoring the need for targeted interventions to bridge these gaps.

D. Digital Citizenship from the Parents' Perspective

a. Parents' Understanding of the Concept of Digital Citizenship: Analysis and Implications

The Roles of Media in a Democratic Society:

- **Informing the Public About Current Events:** 75.35% of the parents believe that the media plays a key role in keeping the public informed about current events. This demonstrates strong awareness of the media's role as a primary source of information.
- **Shaping Public Opinion:** 49.19% of the parents recognize the media's role in shaping public opinion. This reflects a moderate understanding of this aspect.
- **Combating Misinformation:** Only 25.82% of the parents acknowledged the media's role in combating misinformation. This indicates a lack of awareness of this critical function.
- **Providing Platforms for Marginalized Groups to Express Their Opinions:** 36.66% of the parents showed awareness of the media's role in empowering marginalized groups to voice their opinions. This highlights a limited understanding of this aspect.
- **Holding the Government Accountable:** 14.67% of parents understood the media's role in holding the government accountable. This reflects a significant gap in understanding this vital function.

The Chi-Square test was used to analyze the relationship between parents' understanding of the various roles of media and their overall level of awareness regarding digital citizenship. The results showed statistically significant differences among the roles perceived as important for fostering a democratic society, with the significance value being less than 0.05.

This indicates a clear relationship between parents' perception of the media's role and their overall understanding of the concept of digital citizenship.

b. Parents Online Behavior and Its Impact

Parents' online behavior and its influence on their awareness of digital citizenship were analyzed, yielding the following results:

58.48% of parents have positive attitudes toward the impact of online behavior. 34.48% were neutral, while only 7.04% expressed negative attitudes. These results reflect partial awareness of the importance of digital behavior, but further enhancement is needed for a deeper understanding.

c. The Relationship Between Parental Level of Education and Awareness of Digital Citizenship

The study revealed that the level of education plays a key role in parents' understanding of the concept of digital citizenship. Parents with higher education levels (bachelor's degree or above) demonstrated greater awareness compared to those with secondary education or lower.

The Kruskal-Wallis test was used to analyze differences among various education levels, and the results showed statistically significant differences (Sig = 2.743e-09). This indicates that parents with higher education levels have a deeper and more comprehensive understanding of digital citizenship compared to less-educated groups.

- **Clear Understanding of Simpler Media Roles:** Parents have a good understanding of basic roles, such as informing the public about current events.
- **Limited Awareness of Complex Media Roles:** Parents' awareness of more complex roles, such as holding the government accountable and combating misinformation, remains limited.
- **Strong Relationship Between Media Awareness and Digital Citizenship:** There is a clear link between parents' awareness of the media's roles and their overall understanding of digital citizenship.
- **Education as a Pivotal Factor:** Higher education levels significantly enhance parents' awareness of digital citizenship, with educated groups demonstrating a better understanding of the concept compared to less-educated ones.

d. Key Elements of Digital Citizenship According to Parents

The study revealed a set of themes that reflect the concept of digital citizenship from parents' perspectives, analyzed based on statistical data. These elements can be summarized as follows:

- **Online Etiquette:** 47.01% of the parents consider online etiquette to be a fundamental element of digital citizenship. This reflects a clear awareness of the importance of

promoting ethical and responsible behavior while using the internet and recognizing the impact of digital behavior on others.

- **Protection of Personal Information: 44.43%** of the parents indicated that protecting personal information is one of the main elements of digital citizenship. This percentage highlights parents' growing concern about their children's privacy online, especially in light of increasing digital threats such as data breaches and identity theft.
- **Avoiding Cyberbullying: 35.00%** of the parents believe that avoiding cyberbullying should be an essential part of digital citizenship. This reflects parents' concern about the rising phenomenon of cyberbullying and its negative impact on the mental health of children and adolescents, making it one of their primary concerns.
- **Participation in Digital Community Activities: 33.76%** of the parents see active participation in digital community activities as an important aspect of digital citizenship. While parents recognize the importance of this aspect, the percentage suggests that digital participation is not considered as significant as ethical and security-related aspects.
- **Creating Useful and Innovative Digital Content: 35.14%** of parents indicated that creating useful and innovative digital content is part of digital citizenship. Although there is some awareness of the importance of this aspect, the moderate percentage highlights the need to foster a culture of digital creativity among parents and their children.

The Chi-Square test was used to analyze the relationship between the different themes of digital citizenship and the extent of parents' awareness. The results showed the following:

1. Ethical and Security Aspects (e.g., online etiquette and avoiding cyberbullying):
 - A strong statistically significant relationship was observed with parents' awareness of digital citizenship (Sig < 0.05).
 - This indicates that parents clearly prioritize these aspects.
2. Creative and Digital Participation Aspects (e.g., creating digital content and participating in the digital community):
 - A weaker relationship was observed, indicating lower interest from parents in these themes compared to ethical and security aspects.

Table 48: The extent to which parents are aware of the contents of digital citizenship

Theme	Frequency	Percentage (%)
Online Etiquette	1362	47.01
Protection of Personal Information	1287	44.43
Avoiding Cyberbullying	1014	35.00
Participation in Digital Community	978	33.76

Theme	Frequency	Percentage (%)
Creating Useful Digital Content	1018	35.14

- Focus on Ethical and Security Aspects:

The high percentages associated with "online etiquette" and "protection of personal information" indicate that parents prioritize ethical and security aspects of digital citizenship.

The strong statistical significance of these themes (Sig < 0.05) reflects increased awareness of the importance of protecting children from digital risks.

- Less Interest in Creative and Digital Participation Aspects

The moderate percentages related to "creating useful digital content" and "participating in digital community activities" suggest that parents place less importance on these aspects compared to ethical and security themes.

The weak statistical significance of these themes (Sig > 0.05) highlights the need to raise parents' awareness of the importance of encouraging creativity and active participation in the digital community.

- Cyberbullying as a Concern:

The percentage associated with "avoiding cyberbullying" (35.00%) reflects parents' concern about this phenomenon.

However, it also indicates the need for further awareness on how to address this digital challenge.

e. The Level of Integration of Digital Citizenship in Current Curricula

42.35% of parents believe that schools provide education related to digital citizenship, while 57.65% indicated the absence of such education in the curricula.

These results reflect a clear gap in integrating digital citizenship into educational curricula, as most parents feel that schools do not give adequate attention to this area to meet students' needs in facing increasing digital challenges.

f. The Importance of Integrating Digital Citizenship into Curricula

Parents expressed a strong awareness of the importance of digital citizenship in education, as their opinions were distributed as follows: 65.14% of the parents considered integrating digital citizenship into curricula as 'very important', 28.43% viewed it as 'important', and only 6.43% considered it 'not important'.

These percentages indicate that the majority of parents recognize the importance of teaching digital citizenship in schools and emphasize the need to prepare students to interact with the digital world responsibly and safely.

g. Topics to be Included in Curricula

The study identified a set of topics that parents consider essential to include in school curricula, with a focus on ethical and security aspects. The results were as follows:

- **Ethical and Security Aspects:** Topics such as "**Online Etiquette**" (52.45%) and "**Protection of Personal Information**" (48.36%) were at the forefront of parents' concerns. These percentages reflect parents' awareness of the importance of promoting responsible behavior and protecting privacy in the digital world.
- **Cyberbullying:** The topic of **cyberbullying** accounted for 41.24%, reflecting parents' concern about this phenomenon and its negative impact on students' mental health.
- **Safe Use of Technology:** 36.78% of parents emphasized the importance of teaching students how to use technology safely and responsibly.
- **Digital Creativity and Content Creation:** **Digital Creativity and Content Creation** received a lower percentage (31.67%), indicating that parents give less priority to creative aspects compared to ethical and security-related ones.

The Chi-Square test was used to analyze the relationship between the integration of digital citizenship into curricula and its perceived importance according to parents' opinions. The results showed the following:

- Strong Statistical Significance (Sig < 0.05):

Parents who recognize the importance of digital citizenship are more likely to demand its inclusion in school curricula.

- Priority of Ethical and Security Topics:

Topics such as "Online Etiquette" and "Protection of Personal Information" demonstrated strong statistical significance, reflecting parents' focus on these areas.

- Creative and Digital Participation Aspects:

Topics related to digital creativity and content creation ranked lower, indicating the need to raise parents' awareness of the importance of these aspects in developing students' digital skills.

Key Findings:

- Clear Absence of Digital Citizenship in Curricula:

The results show that most parents believe that schools do not provide sufficient education on digital citizenship, highlighting a gap in the digital education needed by students.

- Strong Awareness of the Importance of Digital Citizenship:

Most parents see the inclusion of digital citizenship in curricula as highly important, with a strong focus on ethical and security aspects.

- Priority of Ethical and Security Topics:

Topics such as **Online Etiquette** and **Protection of Personal Information** are considered the most important from parents' perspectives, while topics related to **digital creativity** require more attention.

h. Challenges Faced by Parents Regarding their Children's Online Activities and Monitoring Methods

With the increasing use of the internet in children's daily lives, parents face growing challenges in protecting them from digital risks and guiding them to become responsible users in the digital community. The study identified a range of challenges faced by parents, the monitoring methods they adopt, and the level of confidence they have in guiding their children.

The study highlights several major challenges parents face while monitoring their children's online activities. These challenges are as follows can be categorized into ethical, psychological, social, and security-related issues:

- Ethical and Psychological Challenges:

These include cyberbullying (43.25%) and access to inappropriate content (57.12%), which are the most concerning issues.

- Behavioral and Social Challenges:

These issues are internet addiction (49.87%) that affect children's lifestyles and their interaction with family and society.

- Security Challenges:

Concerns like communication with strangers (38.54%), reflect parents' fears of exploitation or fraud.

i. Discussing Digital Safety with Children

Parents try to raise awareness among their children about internet risks by discussing digital safety topics. However, the frequency and depth of these discussions vary:

- Frequency of Discussions:

Although **82%** of parents discuss digital safety with their children (regularly or occasionally), the percentage of regular discussions remains limited (**36.78%**).

- Focus on Privacy:

Parents focus more on **protecting personal information (48.43%)**, reflecting their awareness of the importance of digital privacy.

Discussions about **dealing with cyberbullying (34.76%)** are less frequent, indicating a need to raise awareness about this issue.

Factors Influencing Discussions:

The study revealed a statistically significant relationship between parents' education level and the frequency of digital safety discussions (**Sig < 0.05**).

Parents with higher education levels tend to discuss these topics with their children more regularly.

j. Monitoring Methods Adopted by Parents

Parents use a variety of methods to monitor their children's online activities, ranging from traditional to modern approaches:

1. Effectiveness of Monitoring Methods

28.76% of parents consider these methods to be 'very effective', 54.23% find them 'somewhat effective,' and 17.01% believe they are 'ineffective.'

2. Classification of Monitoring Methods

▪ Traditional Techniques:

52.34% of the parents chose **checking browsing history** and 46.12% **setting internet usage time** as the most common monitoring methods although they are less effective in addressing modern digital challenges.

▪ Modern Techniques:

Tools like **parental control software** (41.87%) show greater effectiveness but are used less frequently. **Direct Supervision (33.45%)** shows a decline in usage, possibly due to parents' busy schedules or lack of knowledge on how to supervise effectively.

3. Factors Influencing Monitoring Methods

The study found a statistically significant relationship between children's age and the monitoring methods chosen by parents (**Sig < 0.05**):

- Parents are more likely to use **parental control software** with younger children.
- For teenagers, parents tend to rely on **checking browsing history**.

k. Parents' Confidence in Guiding Their Children

Parents' confidence in their ability to guide their children in the digital world varies:

Table 49: Degree of parents' confidence in guiding their children in the digital society

Level of Confidence	Frequency	Percentage (%)
High confidence	996	34.56
Moderate confidence	1378	47.89

Level of Confidence	Frequency	Percentage (%)
Low confidence	505	17.55

▪ Reasons for Low Confidence

- ❖ **Lack of knowledge about technology:** A significant 39.23% of parents reported this as a barrier.
- ❖ **Difficulty keeping up with digital advancements:** 42.67% of parents highlighted this challenge.
- ❖ **Lack of supportive resources:** 18.10% of parents mentioned the absence of adequate resources as a contributing factor.

▪ Factors Influencing Confidence

The study revealed a statistically significant relationship between parents' technological knowledge and their confidence in guiding their children (Sig < 0.05).

- ❖ Parents with higher technological proficiency have greater confidence in protecting their children.

1. Resources Needed by Parents to Enhance Their Capabilities

Parents highlighted the need for educational and technological resources to support them in protecting their children from digital risks:

▪ **Training and Awareness Programs:**

53.12% of the parents expressed an urgent need for **training courses** and 48.76% chose **awareness programs** to enhance their knowledge of digital safety.

▪ **Effective Monitoring Tools:**

44.23% of the parents chose **user-friendly parental control tools** to assist in monitoring children's online activities.

▪ **Collaboration with Schools:**

32.45% of the parents emphasized the importance of **collaboration with schools**, reflecting their desire to involve educational institutions in promoting digital safety.

m. Relationship Between Resources and Confidence

The study found a statistically significant relationship between the availability of resources and parents' confidence in guiding their children (Sig < 0.05).

- Parents with access to adequate resources tend to have higher confidence in their ability to protect their children.

In summary, the primary challenges faced by parents in guiding their children in the digital world include access to inappropriate content, internet addiction, and cyberbullying. While most parents engage in discussions about digital safety with their children, these conversations are often irregular and lack consistency. Parents predominantly rely on traditional monitoring methods, with the limited adoption of modern technologies, which further impacts their effectiveness in addressing digital risks. Additionally, parents' confidence in guiding their children is moderate to low, largely influenced by their level of technological knowledge. To address these issues, there is a pressing need for training courses, user-friendly and effective monitoring tools, and enhanced collaboration between parents and schools to promote digital safety and awareness.

E. Conclusion

This study provides an in-depth analysis of how students, teachers, school principals, and parents perceive, practice, and face challenges related to digital citizenship. While students demonstrate strong awareness of ethical aspects like privacy and cyberbullying, they lack understanding of technical and participatory elements. Teachers prioritize ethical behavior and safety but show limited focus on technical skills and digital participation, while school principals emphasize safety and responsibility but face significant gaps in digital literacy and infrastructure, particularly in public schools. Parents are highly concerned about privacy and online safety but place less emphasis on fostering creativity and active digital participation. Common challenges across stakeholders include insufficient integration of digital citizenship into curricula, lack of resources and training, and limited collaboration among groups. To address these issues, it is recommended to integrate digital citizenship into curricula as a standalone subject, enhancing training for teachers and parents, improving infrastructure, and fostering partnerships between schools, parents, and organizations. By adopting a collaborative approach, stakeholders can equip individuals with the skills and knowledge to navigate the digital world responsibly and ethically.

VI. Qualitative Analysis

A. Introduction

Qualitative insights were sought from international agencies with extensive experience in the field of citizenship, local NGOs actively engaged in citizenship education, experts, and policymakers.

The interviews conducted with local NGOs included organizations actively working in Lebanon, often in collaboration with schools on citizenship initiatives. Among these were organizations like NAFDA, the Asfari Institute at the American University of Beirut, AFDC, Makhzoumi Foundation, Adyan as well as the National Committee of UNESCO.

The international agencies and organizations interviewed included United Nations affiliates such as UNICEF, UNESCO, and UNODC, as well as other international entities like the British Council and International Alert, and the French Embassy, department of education, all of which are engaged in citizenship-related initiatives.

Conducting interviews with these organizations is crucial as they possess valuable practical insights into citizenship education given their experience and their pivotal role as stakeholders in shaping, supporting, and sustaining citizenship education initiatives. Also, selected experts specialized in the field of citizenship and citizenship education were interviewed as well as policymakers who are prominent figures from the public sector involved in shaping and implementing citizenship education policies.

Thus, conducting semi-structured interviews with them provided a rich source of perspectives on the current state of citizenship education in Lebanon, focusing on its implementation, challenges, and opportunities for improvement. The discussions also explored potential addition to the curriculum in formal, non-formal, and informal learning approaches in order to strengthen the effectiveness of citizenship education initiatives in Lebanon.

B. Citizenship Education

The interviewees gave their perspectives on citizenship and citizenship education as general concepts and their role in education and society on a broader level. More specifically, they discussed the topic of the role of citizenship education, its importance, and national legislation and policies that lay the foundation and contextualize the implementation of citizenship education in Lebanon.

C. Role and Importance of Citizenship Education

The participants unanimously emphasized the crucial nature of citizenship education in society. Accordingly, citizenship education plays a pivotal role in shaping society, particularly in the face of complex challenges (n=52). In this sense, it is essential for building a cohesive social fabric in

² These frequencies represent the number of participants who explicitly mentioned a specific idea or category during the interviews. Given the semi-structured nature of the interviews, it is possible

the context of Lebanese society (n=2), known for its complex and precarious nature. Additionally, numerous interviewees highlight the importance of citizenship education in developing mutual acceptance, tolerance, and a sense of national belonging that transcends sectarian divisions (n=5). As highlighted by one of the interviewees, citizenship education is essential for social change.

In fact, citizenship education can nurture a patriotic identity rooted in responsibility and active participation (n=5). It empowers the youth to serve as agents of change by promoting awareness of their rights and responsibilities (n=2). It is a process of embedding a sense of belonging to the nation while encouraging individuals to act responsibly toward collective goals. It can also develop a participatory relationship between the citizens and the state (n=1). In this regard, active citizenship requires people to be informed, engaged, and empowered; the latter can be achieved through experiential and practical learning opportunities (n=2).

Thus, citizenship education is more than an academic subject. It is an action plan designed to help learners become citizens capable of influencing political power in their country (n=1). Also, according to one interviewed expert, the development of citizenship stems not only from academia and education, it is also closely tied to social and familial upbringing as well as to societal values. Therefore, citizenship education should not be limited to one agent like school or community but should also involve family upbringing and all social agents surrounding the young generation.

D. Local and International Organizations' Mission and Programs

a. Organizations' Mission

The missions and values of the local and international organizations interviewed were aligned with the perspectives of citizenship education. Effectively, these organizations emphasize various dimensions of civic engagement and societal challenges.

A significant proportion of the organization's mission focuses on youth (n=5) as they recognize their potential role in active social engagement and societal progress. Moreover, many of these organizations also prioritize positive social change and impact (n=2).

Other missions mentioned accepting diversity and promoting coexistence (n=2) which aligns with its importance in the diverse Lebanese social context. Additionally, sustainable community development is central to the efforts of several organizations (n=2). Similarly, some of the values of organizations were centered on active citizenship and responsible governance (n=2), while others concentrated on social cohesion, violence prevention, and stability (n=1). Moreover, some organizations emphasized the importance of human rights in their mission and initiatives (n=2).

Some organizations have more specific missions that include for instance a focus on environmental citizenship (n=1), youth empowerment (n=1), and/or peacebuilding (n=1). These areas reflect the

that more participants may agree with these ideas; however, the reported frequencies reflect only those explicitly stated during the discussions.

multidimensional aspect of citizenship education provided to the Lebanese population and the focus on various social priorities.

It is important to note that most local and international organizations operate through non-formal and informal education in citizenship by collaborating with schools and other institutions.

b. Programs of the Organizations

A variety of programs have been initiated by organizations to promote citizenship education. These initiatives mostly included formal and non-formal approaches; they reflect a wide range of methods and activities tailored to address diverse aspects of citizenship.

Thus, organizations have implemented several non-formal citizenship education programs that use innovative and engaging methods such as workshops and training sessions focusing on citizenship education. For instance, UNODC initiated an anti-corruption education program (n=1), educational books to support non-formal learning (n=1), citizenship education through board games (n=1), and community-based citizenship education initiatives (n=1). Other programs and initiatives were the following:

- **Makhzoumi Foundation (n=1):** role-playing activities to simulate and teach civic responsibilities; Vocational and financial training programs, competitions that promote active engagement and understanding of citizenship.
- **UNESCO Beirut (n = 1):** Arts-based activities as a medium for citizenship education initiated by UNICEF (n = 2) Vocational and financial training programs, Life Skills program (n=1) relevant to competency-based programs of citizenship education.
- **Alwan – Junior:** youth exchange program to build resistance to sectarian attitudes and contribute to social cohesion.
- **Lebanese National Commission for UNESCO (n=1):** Training sessions for parents to support citizenship learning at home.
- **NAFDA (n = 1):** A media information literacy program to empower critical thinking and informed participation.
- **British Council (n = 1):** Social leadership programs aimed at developing future leaders
- **AFDC (n = 1):** Environmental issues that offer nature conservation programs linking environmental responsibility with citizenship.

Organizations have also introduced structured programs to embed citizenship education into academic settings. These include online courses dedicated to citizenship education initiated by the Asfari Institute (n=1), training programs for teachers to enhance their capacity to deliver citizenship education effectively by UNICEF and the British Council (n=2) and developing a specialized toolkit to promote active citizenship and leadership within schools by International Alert (n=1).

Finally, some organizations, namely the National Committee of UNESCO, NAFDA, Makhzoumi Foundation, and Asfari Institute, have facilitated youth community service or capstone projects, which ensure hands-on learning with civic engagement (n=4).

Overall, findings on organizations' missions and programs helps provide a preliminary map of citizenship education initiatives in Lebanon by both local and international institutions. These offer a broad overview of organizations' programs.

E. National Legislations and Policies Related to Citizenship Education

According to the interviewees, citizenship education must align with both national and international legislation to ensure proper implementation. However, there are notable weaknesses in how Lebanese citizenship education in the curriculum aligns with international frameworks for citizenship (n=7). While there is a theoretical agreement on key principles, practical application is still lacking. In fact, the curriculum is theoretically grounded in principles such as transforming learners from passive recipients to active thinkers, encouraging them to think critically, and promoting national consciousness with independent thinking, among others (n=5). Many experts, therefore, recommend efforts to better align educational practices with relevant policies and legislation.

Also, experts and policymakers identified several issues that hinder the implementation of citizenship education in Lebanon. One major challenge is the gap between the legislation and policies and their actual implementation (n=5). Despite the presence of policies that emphasize civic education, there are significant challenges in practice. For example, participants reported a lack of qualified and honest individuals in decision-making positions, inefficiencies in existing legislation, systemic barriers that hinder the effectiveness of civic education, and the absence of a democratic mindset among both citizens and politicians, despite the democratic principles embedded in the policies. All these factors and conditions limit the practice of good citizenship education.

Additionally, some participants noted that citizenship education in Lebanon conflicts with national educational priorities, such as transparency, accountability, and decentralization, particularly in practice (n=2). For instance, one interviewee noted that reforms in citizenship education often lack accountability. In such contexts, participation and engagement are superficial, with students gaining theoretical knowledge but failing to acquire practical skills or experiences (n=1). This disconnect further limits the potential impact of citizenship education reforms.

F. Pedagogical Approaches to Citizenship Education

Representatives from local NGOs and international organizations provided valuable insights into the pedagogical approaches and initiatives they employ to operationalize citizenship education. These suggestions reflect a diversity of strategies, topics, and collaborative efforts related to active citizenship and citizenship education.

G. Citizenship Topics in Educational Initiatives

The local and international organizations incorporate a wide range of topics in their educational initiatives to address the multifaceted nature of citizenship. Key themes include promoting diversity and coexistence (n=2), environmental citizenship (n=2), and citizenship values (n=2). Some organizations focus on providing vocational and financial training (n=2), equipping individuals with the skills necessary for sustainable living and active societal engagement.

Additionally, some organizations led initiatives on specialized topics such as anti-corruption education (n=1), justice (n=1), healthcare (n=1), and global citizenship (n=1).

In fact, these initiatives reflect the priorities in citizenship education. They involve both local issues, like coexistence, corruption, and justice, and global challenges such as environmental and global issues.

H. Citizenship Education Approaches: Formal, Non-formal, and Informal

According to the organization's representatives, citizenship education is delivered through both formal, non-formal, and informal approaches, with a strong emphasis on interactive and experiential learning. yet, these organizations seem to have a strong focus on non-formal citizenship given their social, community, and non-academic nature.

The non-formal education methods include the use of games and board games (n=4), workshops and pieces of training (n=4), and arts-based activities (n=2). These tools make citizenship education engaging and accessible, encouraging learners to use their critical thinking and to participate in activities.

Furthermore, life skills training (n=2), and training sessions for parents and students (n=1), are also integral components of non-formal education. Community-based initiatives, such as non-formal education in the community (n=1) and community service or volunteering opportunities (n=2), further encourage active engagement and responsibility. Also, capstone projects (n=1) offer structured opportunities for participants to apply their learning in real-world contexts. These organizations involve learners, parents, and communities and acknowledge the multidimensional nature of citizenship and the various agents involved in its education.

Some organizations also provided teacher training as a form of formal citizenship education (n=3). The training is aimed to equip educators with the necessary skills for the effective delivery of citizenship education in their classrooms.

I. Collaborations and Partnerships

Collaborations and partnerships play a vital role in the implementation and sustainability of citizenship education initiatives by sharing expertise and cooperation in implementing the activities. NGOs, INGOs, and CSOs emerged as the most frequent collaborators (n=9), followed by partnerships with schools (n=6) and universities (n=5). As a consensus among the interviewees, these collaborations enhance the efficiency and reach of citizenship education programs (n=5).

Also, government entities, including the Ministry of Education (n=3) and the national committee of UNESCO (n=3), contribute to these initiatives, ensuring alignment with broader national educational strategies. Local collaborations, with municipalities and communities (n=2), provide support.

J. Factors for a Successful Initiative

The interviews provided some insights into the factors that determine the success of a citizenship education initiative. A prominent factor highlighted by multiple organizations is the strength of collaborations (n=5), which often determines the overall effectiveness of such initiatives.

The experts and policymakers emphasized the importance of avoiding sensitive or divisive topics such as religion, politics, and sectarianism (n=2). Avoiding such topics can facilitate dialogue and prevent divisions, creating a more inclusive and constructive environment for participants. Additionally, consistent evaluation and monitoring (n=2) can ensure that initiatives achieve their objectives. Finally, successful programs often involve the relevant stakeholders and agents, such as teachers and learners, from the design phase onwards (n=1).

K. Evaluation and Monitoring

Representatives from local and international organizations shared some of their experiences and practices in the evaluation and monitoring of citizenship education initiatives. Accordingly, both evaluation and monitoring are tightly associated with the success of the initiatives as they play a crucial role in assessing their effectiveness and identifying areas for improvement.

One approach is asking participants for feedback, which allows organizations to gain insights from those engaged in or the targeted population of the initiatives (n=4). In addition, follow-up evaluations, sometimes over a couple of years, are frequently conducted to track progress and assess the longer-term impact of the programs (n=4).

While qualitative methods are used in evaluation, quantitative methods are also utilized to measure outcomes and provide data-driven assessments of the initiatives' success (n=3). These often take the form of pre and post-assessments, which offer valuable comparative data that point out changes and improvements among participants over time (n=2). Thus, according to an interviewed expert, conducting continuous assessments as well as pre and post-evaluations is a very effective and useful method to ensure the success of initiatives.

Moreover, some organizations rely on Key Performance Indicators (KPIs) as a structured framework to monitor and evaluate their initiatives (n=2) while some others solely – base their evaluation on the achievement of outcomes (n=2).

It is important to note that most organizations do not rely on one way to evaluate their initiatives. They rely on many methods (qualitative and quantitative) or use multi-dimensional assessment by gathering feedback from learners or youth, facilitators, parents, teachers, and/or other relevant stakeholders.

L. Challenges in Citizenship Education

According to the interviewees, citizenship education in Lebanon faces numerous challenges, which can be categorized into three main axes:

Socio-economic and political challenges impact the effectiveness of citizenship education. Experts and policymakers pointed out that confessionalism, sectarianism, and a divided historical

narrative pose fundamental obstacles to reach a unified sense of national identity (n=4). These issues are also compounded by socio-economic challenges, such as poverty and inequality, which limit access to quality education (n=8). Also, political instability (n = 1) leads to an environment where reforms in education are often deprioritized. One expert noted that religious, familial, and financial challenges were also identified as social challenges that hindered progress (n=1).

Structural challenges within the educational system affect the successful implementation of citizenship education. Thus, according to the interviewees financial challenges were the most mentioned issues (n=6), as securing sustainable funding is essential for citizenship education initiatives. However, Since the economic collapse in 2019, there are lack of funds.

Another issue is the traditional and outdated approach to citizenship education that is strongly based on academic courses and theoretical learning (n=7). Unfortunately, many educators hold on to this traditional approach. It, however, limits innovation and adaptability in program delivery.

Another problem is the location and infrastructure of some schools, which can negatively impact program effectiveness (n=1). In fact, schools in underprivileged areas may lack essential resources such as proper facilities, access to technology, or safe learning environments, which can hinder the implementation of citizenship education initiatives.

The last challenge is related to teachers who unfortunately are excluded from the reform processes, so they are disengaged and unmotivated (n = 1). Many do not have the required qualifications to teach (n=1).

Implementation barriers include both logistic and practice challenges. Interviewees pointed out the difficulties they face in reaching out to the diverse populations (n = 2). Again, the lack of teacher qualifications and engagement affect the quality of program delivery (n=1). In fact, without support and training, educators struggle to translate theoretical knowledge into practical, impactful learning experiences for students.

M. Recommendations for the Enhancement of Citizenship Education

a. Emerging trends and future orientations in Citizenship Education

Citizenship education is subject to many emerging trends due to the rapid changes in technology, globalization, and cultural dynamics. Interviewees stated that the spread of digital technology has opened new horizons for citizenship education. Learners today are increasingly connected to the world and can access global issues online. This connectivity serves as a gateway to global citizenship, which involves learners beyond their local contexts (n=2). Globalization is reshaping how individuals perceive their roles as citizens. However, it also introduces complexities in balancing global and local identities (n=2). One interviewee used the analogy of the "Nowhere Man" phenomenon as an emerging trend, where individuals may feel detached from their local communities because of global citizenship.

Also, global influences on culture are also shaping citizenship education around the world (n=1). For instance, in many countries, there is a strong emphasis on equality and equity, social diversity, and inclusion, which are integrated into citizenship education curricula (n=1). These values and

perceptions of citizenship have influenced the understanding of citizenship among Lebanese learners and youth.

b. Improvements to the Curriculum

To address the challenges and social changes observed, the interviewees suggested some improvements to the curriculum. Generally, there was a consensus that the current Lebanese curriculum needs fundamental revision in terms of citizenship.

The first and most frequent recommendation was the need for a **dynamic approach to citizenship education** (n=9). This involves a citizenship education approach that centers on activities, workshops, debates and discussions, community service, informal citizenship education, and “hands-on” or real-world learning experiences instead of memorizing content which is currently given in Lebanese schools. This dynamic approach would incorporate real-world issues and encourage critical engagement. In fact, the **discussion of social issues within the curriculum** is considered crucial (n=4). Thus, addressing topics like inequality, corruption, and environmental challenges enables learners to connect with pressing societal concerns, which would help them apply the principles of citizenship in their daily lives.

Furthermore, some argued that **citizenship education should not be confined to a single course** (n=2). Instead, it should be integrated across various subjects and levels of education to reinforce its importance and provide a more holistic understanding. This interdisciplinary approach ensures that the values and skills associated with citizenship are consistently emphasized.

c. Policy, Professional Development, and Schools

Many recommendations were provided on the policy, school, and professional development levels to improve citizenship education.

First, policy-level improvements should prioritize aligning citizenship education with international frameworks (n=7). Furthermore, national principles related to citizenship must be clearly defined and instilled in order to be incorporated into policy updates and new curriculums (n=1). Also, a more inclusive approach to citizenship education should be adopted (n=3) by integrating global perspectives while maintaining respect for local values. Additionally, citizenship education must emphasize peacebuilding and social cohesion (n=5). It should also incorporate certain subjects of global interest like climate citizenship education (n=3).

Second, it is crucial to strengthen collaborations between schools and the various organizations and stakeholders that might improve the quality of citizenship education, including NGOs, INGOs, CSOs, and other stakeholders (n=6). Similarly, collaborations with parents and communities can be beneficial in developing a “hands-on” or practical approach to citizenship education (n=2).

As for professional development, teachers seem to require substantial training and capacity-building programs to be able to effectively deliver citizenship education to learners in a dynamic, critical, and engaging manner (n=2).

Overall, the recommendations and challenges elaborated by the experts and organizations in this section reflect the partial implementation of target 4.7 of the SDG 4, which aims to ensure that all

learners acquire knowledge and skills to promote sustainable development, through education for global citizenship, human rights, and cultural diversity.

N. Conclusion

In conclusion, the interviews provided insights into the many dimensions of citizenship education in Lebanon, examining its alignment with national and international frameworks, the challenges faced in its implementation, and the emerging trends that shape its future.

Although citizenship education is theoretically recognized as an important element of sustainable development and social cohesion, there are still significant gaps in its practical application.

The challenges identified ranged from socio-economic and political instability to structural and implementation barriers. They emphasize the necessity of targeted interventions. Recommendations for policy, schools, and professional development include aligning curricula with international frameworks, encouraging participatory approaches to curriculum design, enhancing teacher training, and incorporating emerging themes such as global and climate citizenship. Strengthening collaborations among schools, communities, NGOs, and international agencies is also important for creating sustainable and impactful programs.

Ultimately, the research highlights the need to bridge the gap between policy and practice. Thus, by addressing systemic issues and involving all stakeholders, teachers, learners, parents, and policymakers in the design and implementation of citizenship education, Lebanon can take a step toward improving the quality of citizenship education. Achieving this vision requires a dynamic and inclusive approach, ensuring that citizenship education simultaneously aligns with global standards and is tailored to Lebanon's unique socio-political context.

Chapter Five: Discussion

I. Understanding Citizenship and Citizenship Education

A. Definition of Active Citizenship

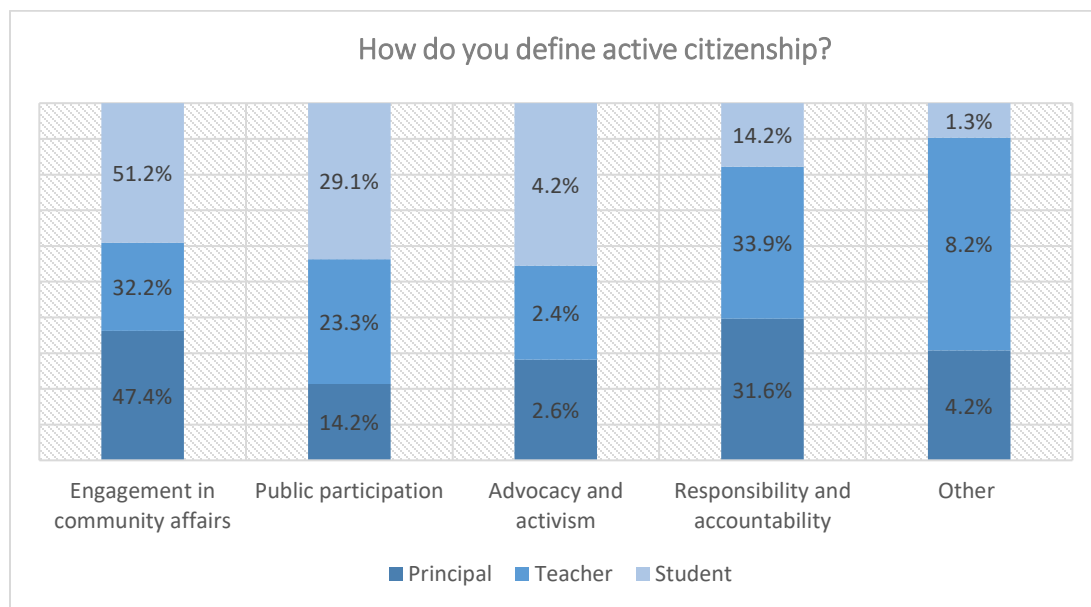


Figure 15: Definition of active citizenship by principals, teachers, and students

The table above illustrates how different stakeholders (learners, teachers, and principals) define active citizenship. Educators, including teachers and principals, emphasize responsibility, accountability, and community participation as the key aspects of active citizenship, highlighting their focus on ensuring a sense of duty and engagement within the community. In contrast, learners prioritize public participation, viewing it as a more significant element of active citizenship, though they assign less importance to responsibility and community involvement compared to educators. Across all groups, advocacy and activism are not widely recognized as defining features of active citizenship, indicating a shared perception that these aspects play a minimal role in shaping active civic engagement.

B. The Primary Goal of Citizenship Education

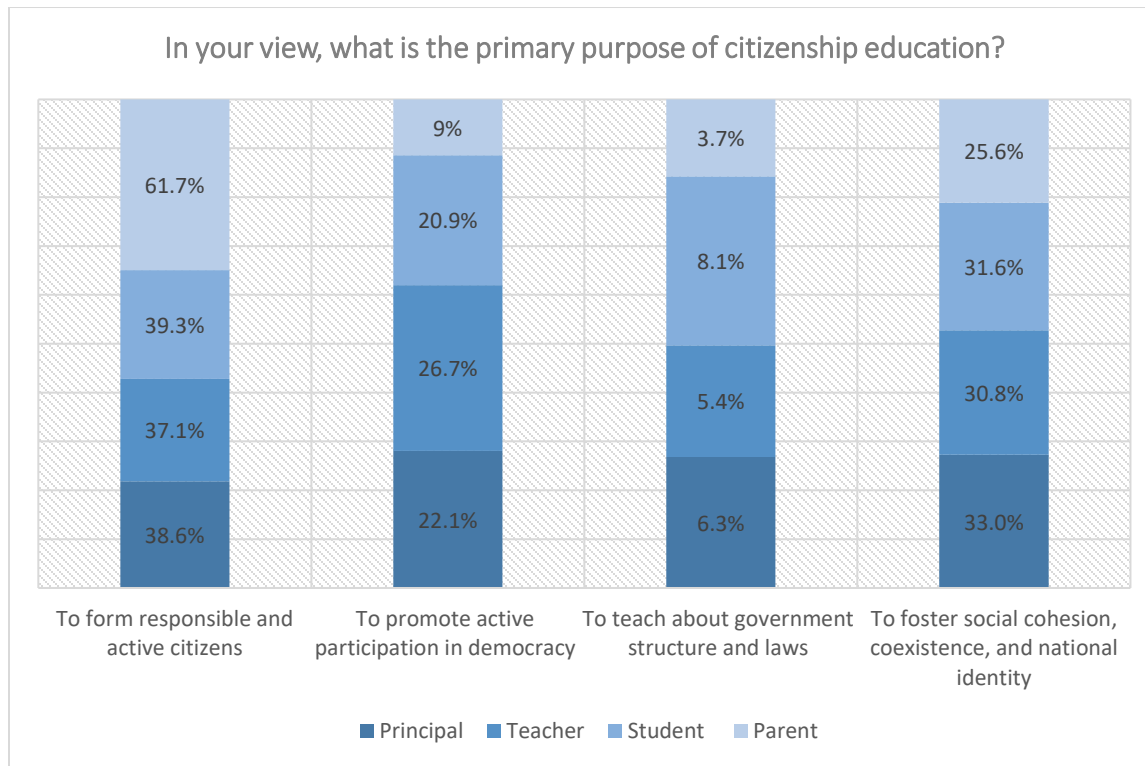


Figure 16: Primary Goal of Citizenship Education by All Stakeholders

The figure above illustrates the primary goal of citizenship education according to principals, teachers, students, and parents

Parents, students, principals, and teachers provided differing perspectives on the primary goal of citizenship education. Parents (61.7%) emphasized the importance of forming responsible and active citizens, while principals (33%), learners (31.6%), and teachers (30.8%) placed greater emphasis on promoting social cohesion, coexistence, and national identity. Teachers (26.7%) prioritized active participation in democratic societies more than any other group, while all stakeholders consistently ranked teaching government structure and laws as the least important goal.

Interviewees echoed the importance of citizenship education in enhancing responsibility and active participation. Several interviewees (n=5) highlighted its role in shaping social cohesion and encouraging patriotism in responsibility and engagement. Additionally, interviewees emphasized the role of citizenship education in promoting mutual acceptance, tolerance, and a sense of belonging across all sectarian and religious groups, aligning closely with the questionnaire responses that prioritized social cohesion and national identity.

a. Opportunities for citizen education

While the **questionnaires** primarily focused on ranking goals of CE, the **interviewees** provided insights into the opportunities of citizenship education. Interviewees stressed the need for experiential and practical learning opportunities to empower youth as active citizens. They also highlighted the importance of involving multiple agents—schools, families, and broader societal structures—in citizenship education, suggesting that responsibility cannot be solely the responsibility of the schools. This complements the questionnaire finding that parents, as key stakeholders, highly value enhancing responsibility and active engagement.

b. Social and Political Context

Both instruments emphasized the importance of citizenship education in addressing Lebanon’s unique societal challenges. The **questionnaires** revealed a strong emphasis on social cohesion and national identity, particularly from principals, students, and teachers. Similarly, the **interviews** emphasized the necessity of citizenship education in building social cohesion, tolerance, and bridging sectarian divides. This alignment emphasizes the shared understanding of citizenship education as a tool for societal stability and progress.

c. Active Participation and Democratic Engagement

The **questionnaires** identified active participation in democratic societies as a priority for teachers (26.7%) but less so for parents (9%). The **interviews** expanded on this by describing active citizenship as requiring informed, engaged, and empowered individuals, achievable through practical learning experiences. This qualitative insight enriches the quantitative finding, suggesting that while parents may not prioritize democratic engagement, it remains a critical aspect of citizenship education from an educational perspective. Quantitative results emphasized the prioritization of forming responsible citizens and promoting social cohesion, while qualitative insights provided depth by exploring the societal and practical dimensions of citizenship education. Thus, the data enhances the various role of citizenship education in Lebanon, advocating for a holistic approach that integrates theoretical, practical, and societal elements to address both individual and collective goals.

C. Importance of Educating Youth in Citizenship and Civic Responsibilities

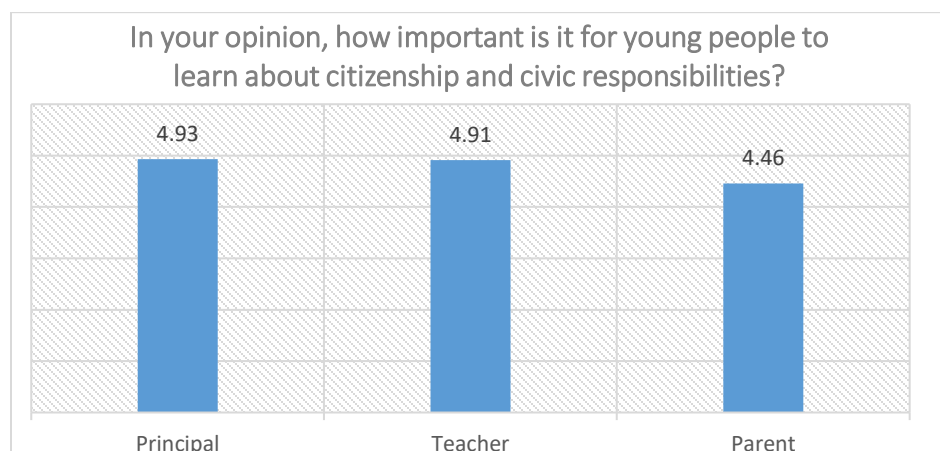


Figure 17: Importance of Educating Youth about Citizenship and Civic Responsibilities

The Kruskal-Wallis test indicated a statistically significant difference ($H(2) = 181.712, p < 0.001$), showing that at least one group differed significantly in their responses. Pairwise comparisons with Bonferroni adjustment revealed the following:

- Significant differences were found between parents and teachers ($p < 0.001$) and between parents and principals ($p < 0.001$).
- No significant difference was observed between teachers and principals ($p = 0.931$, adjusted $p = 1.000$).

One of the main findings is that parents have significantly different views compared to teachers and principals regarding the importance of teaching youth about citizenship and civic responsibilities. However, teachers and principals share similar perspectives. This suggests that efforts may be needed to align parent's views with those of educators to promote a cohesive approach to civic education.

D. Factors shaping a person's understanding of Citizenship

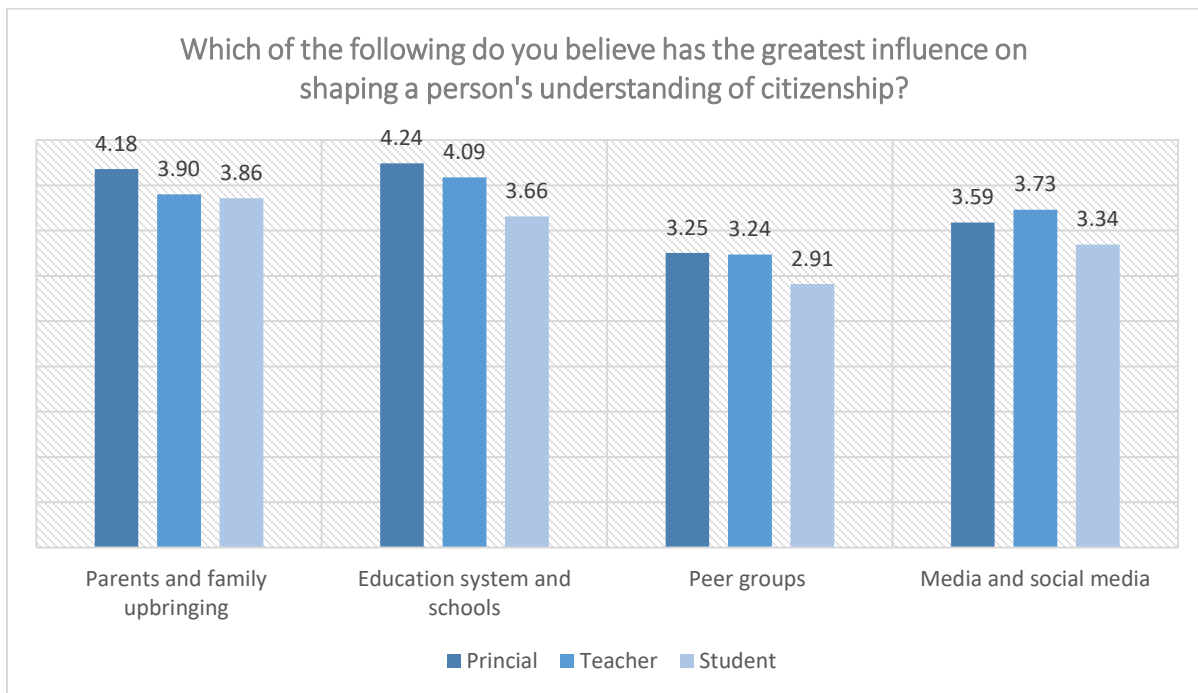


Figure 18: Greatest Influence on Shaping a Person's Understanding of Citizenship

1. Parents and family upbringing:

The Kruskal-Wallis test revealed a statistically significant difference in the importance of parents and family upbringing across groups: $H(2) = 6.159, p = 0.046$. Pairwise comparisons showed a marginally significant difference between learners and principals, with principals assigning higher importance to this factor compared to learners ($p = 0.050$, adjusted using Bonferroni correction).

2. Educational system and schools

According to The Kruskal-Wallis test a highly significant difference was found across groups: $H(2) = 97.728$, $p < 0.001$. Pairwise comparisons indicated that learners rated this factor significantly lower than both teachers and principals ($p < 0.001$, Bonferroni-adjusted). This highlights a strong consensus among educators regarding the critical importance of the educational system.

3. Peer groups

According to The Kruskal-Wallis test, there is a significant difference between groups: $H(2) = 32.967$, $p < 0.001$. Pairwise comparisons revealed that learners rated peer groups significantly lower than both teachers and principals ($p < 0.001$, Bonferroni-adjusted), suggesting that educators perceive peer influence as more impactful than learners do.

4. Media & social media

According to The Kruskal-Wallis a significant difference was observed: $H(2) = 31.267$, $p < 0.001$. Pairwise comparisons showed that learners rated this factor significantly lower than both teachers ($p < 0.001$) and principals ($p = 0.026$, Bonferroni-adjusted). This indicates that learners may undervalue the role of media and social media compared to educators.

Thus, the educational system and schools emerged as the most important factor overall, with significant differences between learners and educators across all categories. This suggests that educators (teachers and principals) strongly emphasize the role of formal education in shaping citizenship understanding, while learners tend to rate its importance lower.

E. The Importance of Citizenship within the school system.

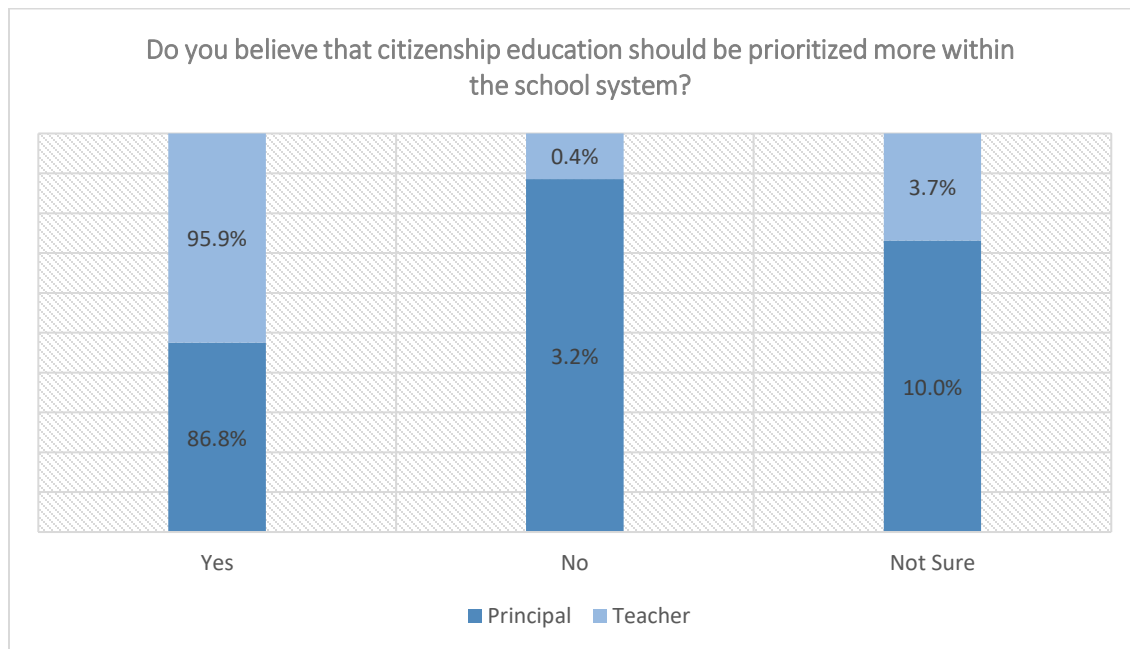


Figure 19: Prioritizing Citizenship Education:

The data shows a strong consensus among both principals (86.8%) and teachers (95.9%) that citizenship education should be given greater priority in the school system. Teachers are particularly supportive, with nearly universal agreement. The minimal disagreement and low levels of uncertainty reflect a widespread acknowledgment of the critical role citizenship education plays in preparing students for active participation in civic and societal life. This highlights the need for educational policymakers to address this shared priority and implement reforms that enhance citizenship education in schools.

II. Teaching and Learning

A. Assessment of Citizenship Outcomes

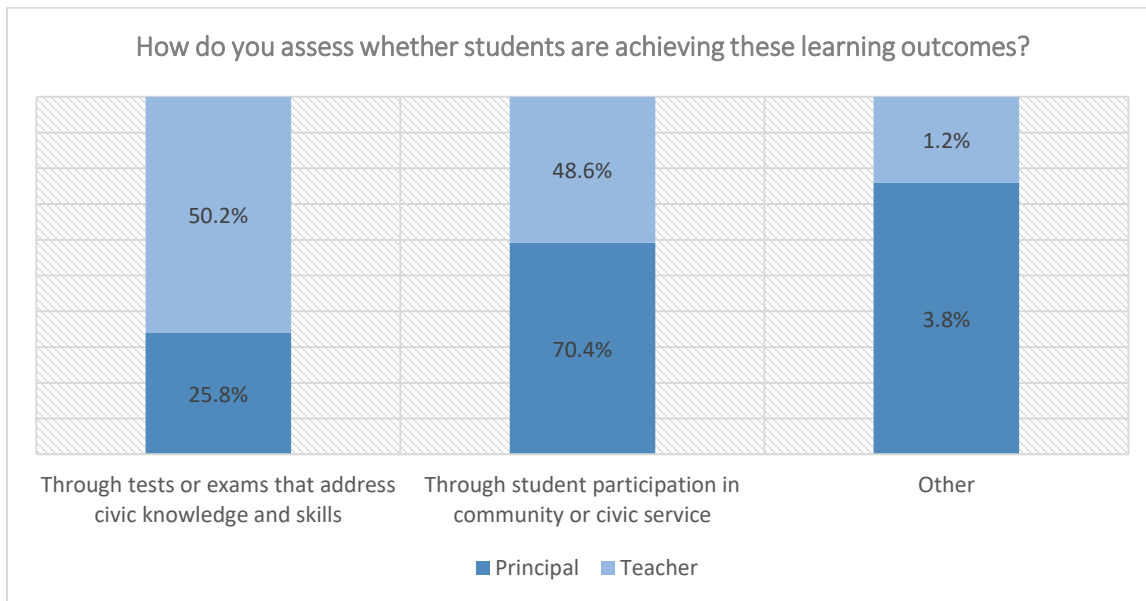


Figure 20: Assessment of Citizenship Outcomes

The figure above presents the methods principals and teachers use to assess or evaluate the outcomes of citizenship education.

Principals and teachers differed in their preferred methods of assessing citizenship education. Teachers (50.2%) relied heavily on tests to evaluate civic knowledge and skills, while principals (70.4%) emphasized participation in community service and civic engagement. This indicates that teachers prioritize structured, academic measures, whereas principals value experiential, real-world applications of civic values.

The **interviews** also emphasize the importance of dynamic, hands-on approaches to citizenship education. Interviewees highlighted the need to move beyond academic, test-based evaluations toward real-world learning experiences, such as community service, workshops, and debates. This aligns with principals' preference for experiential assessments in the questionnaire data, emphasizing the importance of practical application in measuring the success of citizenship education.

B. Learning Strategies

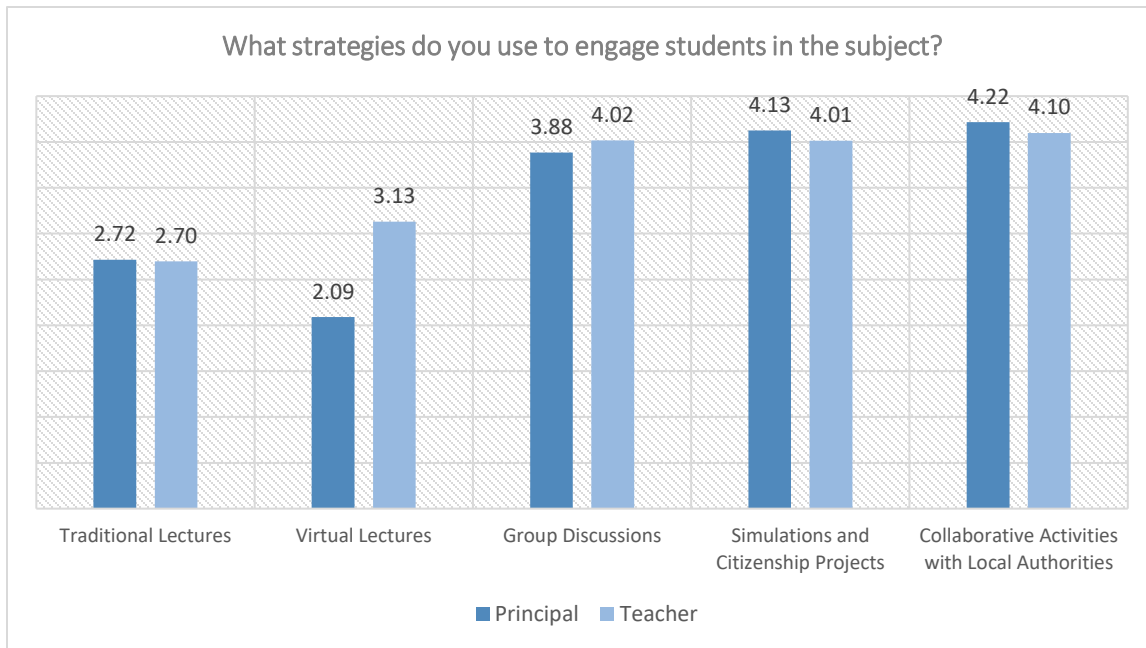


Figure 21: Learning Strategies

Mann-Whitney statistical test indicate that virtual lectures and group discussions were rated differently between teachers and principals, with virtual lectures showing the most significant differences ($p < 0.001$). This suggests that perceptions of the effectiveness of virtual learning methods vary greatly, potentially reflecting differences in access, experience, or preferences. Traditional lectures, simulations and citizenship projects, and collaborative activities did not show significant differences, indicating more consistent evaluations among teachers and principals.

Group discussions and dialogues are the most commonly used method for implementing citizenship education, as reported by both principals (40.5%) and teachers (49.9%), though students perceive them as less dominant (34.2%). Traditional lectures remain a significant method, with learners (22.2%) reporting higher exposure to this approach than principals and teachers acknowledge. Simulations, projects, and collaborative field activities are moderately used, with learners noting slightly higher engagement in field activities (22.0%) compared to educators. Virtual lectures and other methods are the least used, indicating limited integration of technology or unconventional approaches in citizenship education. Overall, the analysis highlights a reliance on traditional and discussion-based methods, with some incorporation of experiential learning. However, there is a clear need to place greater emphasis on innovative and hands-on approaches to improve student engagement and learning outcomes in citizenship education.

The **interviews** provided more information pertaining to the limitations of current teaching methods. Interviewees criticized the reliance on traditional, academic-style lectures and called for a more dynamic approach centered on activities, workshops, and real-world learning experiences. They emphasized the need for methods that encourage critical engagement with societal issues, such as inequality, corruption, and environmental challenges. This aligns with the questionnaire

data, which showed moderate use of simulations and projects, but suggests a need to expand and prioritize these experiential methods further.

Curriculum Improvements

The **questionnaires** did not directly address curriculum improvements, but they highlighted the limited use of innovative and experiential teaching methods, such as simulations and collaborative field activities. This suggests that the current curriculum may not fully support dynamic, hands-on approaches to citizenship education.

The **interviews** provided detailed recommendations for curriculum reform. Interviewees unanimously agreed on the need to shift away from the traditional, knowledge-focused curriculum toward a more dynamic and interdisciplinary approach. They advocated for integrating citizenship education across various subjects and levels of education, rather than confining it to a single course. This would ensure that citizenship values and skills are consistently reinforced throughout learners' educational journeys. The emphasis on addressing real-world issues in the curriculum aligns with the questionnaire findings that experiential methods are underused and highlights the need for systemic change to improve student engagement and outcomes.

In Summary

The results emphasize the importance of experiential, hands-on learning in citizenship education. Principals' preference for community service aligns with interviewees' call for real-world applications.

- There is agreement on the limitations of traditional, lecture-based methods. Learners' higher exposure to traditional lectures and interviewees' critique of the academic style highlight this shared concern.
- Both instruments identify the need for dynamic teaching strategies and curriculum reforms to enhance critical engagement and practical application of citizenship principles.

Differences:

- Teachers' reliance on tests (50.2%) to assess civic knowledge and skills contrasts with the interviewees' emphasis on moving away from academic evaluations. This suggests a disconnect between teachers' practices and the broader vision for citizenship education.
- Learners reported slightly higher exposure to collaborative field activities and virtual lectures than teachers and principals acknowledged. This indicates a potential underestimation by educators of the impact or frequency of these methods.

The data from the two instruments highlight the need for a paradigm shift in citizenship education in Lebanon. While quantitative data reveals current practices in assessment and teaching methods, qualitative insights emphasize the need for systemic reforms to prioritize experiential, interdisciplinary, and real-world approaches. Findings emphasize the importance of aligning teaching and assessment methods with the broader goals of citizenship education—encouraging active, engaged, and responsible citizens capable of addressing societal challenges.

III. Challenges in Citizenship Education

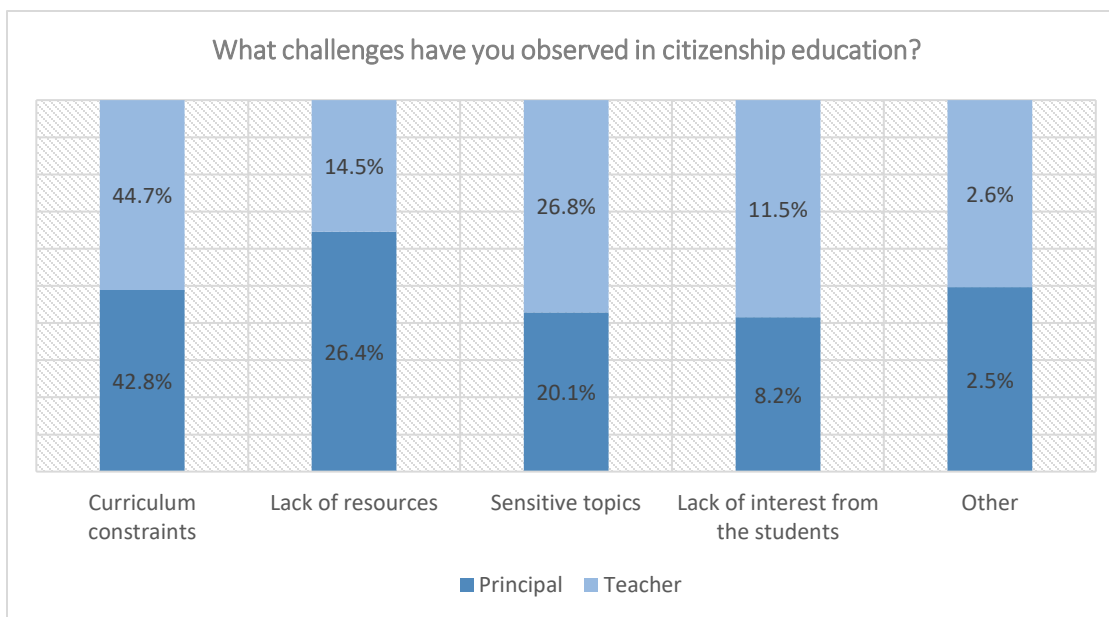


Figure 22: Challenges in Citizenship Education

The figure above outlines the challenges faced by principals and teachers in implementing citizenship education. The results are as follows:

The most prominent challenge for both principals and teachers is the rigidity of curricula, which limits flexibility in delivering effective citizenship education. Principals are more affected by resource shortages, while teachers are more concerned about discussing sensitive topics. Learners' disinterest is a relatively minor issue but still poses a challenge. Overall, the findings highlight the need for more adaptable curricula, better resource allocation, and support for addressing sensitive issues in citizenship education.

A. Curriculum Constraints

The questionnaire's findings revealed that both principals (42.8%) and teachers (44.7%) identified curriculum rigidity as the most significant challenge, as it limits flexibility in delivering citizenship education effectively. The interviews supported this by emphasizing the outdated, academic-focused nature of the curriculum, which lacks dynamic, hands-on approaches necessary for engaging learners. Both sources agree on the need for curriculum reform to incorporate experiential and project-based learning methods that better align with the goals of citizenship education.

B. Resource Constraints

Resource shortages were highlighted as a challenge in the questionnaire, with principals (26.4%) reporting this issue more frequently than teachers (14.5%), likely due to their responsibility for resource allocation. Similarly, interviewees stressed financial challenges, particularly in marginalized schools, where inadequate facilities and limited access to technology hinder implementation. The findings point out that resource scarcity are a major obstacle, with interviews

providing additional context on the disproportionate impact on underprivileged schools. Addressing this issue requires increased funding and equitable resource allocation.

C. Sensitive Topics

In the questionnaire, teachers (26.8%) expressed greater concern than principals (20.1%) about addressing sensitive topics in citizenship education, reflecting the difficulty of discussing controversial issues in classrooms. The interviews expanded on this by identifying systemic barriers such as sectarianism, confessionalism, and socio-political divisions that complicate discussions of sensitive issues. Both sources highlight the challenges of addressing these topics, emphasizing the need for teacher training and support to handle them effectively.

D. Student Engagement

The questionnaire's findings indicated that learners' disinterest was a relatively minor challenge which was noted by both principals (8.2%) and teachers (11.5%). However, interviews suggested that the traditional, lecture-based approach to citizenship education may contribute to learners' disengagement, which calls for more interactive and real-world teaching methods. Both sources suggest that improving student engagement requires a shift toward dynamic and participatory learning approaches.

E. Teacher-Related Challenges

While the questionnaire highlighted classroom-level challenges such as sensitive topics and resource shortages, it did not address systemic issues affecting teachers. Interviewees, however, pointed to teacher disempowerment and lack of qualifications as significant barriers. This calls for professional development and greater involvement of teachers in reform processes. These findings suggest that addressing teacher-related challenges requires systemic support, including training, empowerment, and inclusion in decision-making.

F. Socio-Economic and Political Challenges

The questionnaire did not address socio-economic and political challenges, but interviewees' responses identified these as critical barriers. Issues such as sectarianism, poverty, inequality, and political instability were seen as systemic obstacles that limit the effectiveness of citizenship education. Moreover, the interviews highlighted the broader socio-political context as a key challenge, emphasizing the need for reforms that address these deeply rooted issues.

IV. Recommendations from School principals and teachers

Recommendations from school principals and teachers regarding enhancing citizenship education reveal similarities and differences. Principals prioritized updating school curricula (75.7%) and encouraging engagement in community service and civic activities outside of school (72.5%), reflecting their focus on structural changes and experiential learning opportunities. Similarly, teachers also ranked updating school curricula as their top priority (66.5%), with their second-highest priority being encouraging engagement in community service and civic activities (55.5%), thus aligning more closely with principals in this area. However, teachers placed greater emphasis on promoting discussions about current social and political issues (43.7%) compared to principals,

who rank this lower at 38.6%. Additionally, while principals advocated for collaboration with civil society (39.7%), teachers rank this as a lower priority, with only 11% selecting it as their top recommendation. These differences suggest that while principals focused on broader institutional changes and external partnerships, teachers emphasized classroom-based strategies and direct engagement in community and societal issues.

A. Updating the Curriculum

Both principals (75.7%) and teachers (86.1%) emphasized the need to update the curriculum as a top priority, reflecting a consensus that the current content is outdated and inadequate for enhancing active citizenship. Interviews reinforced this by advocating for a more dynamic curriculum that integrates real-world issues, hands-on learning, and interdisciplinary approaches, moving beyond purely academic instruction. This emphasizes the urgent need for curriculum reform to modernize content, incorporate experiential learning, and address societal challenges like inequality and corruption.

B. Encouraging Community Engagement

Principals (72.5%) and teachers (81.6%) highly valued community service and civic activities outside school as essential for fostering active citizenship. The interviews also emphasized partnerships with NGOs, municipalities, and other stakeholders to provide learners with real-world exposure and strengthen ties to civil society. The data shows the importance of experiential learning through community engagement to bridge the gap between theoretical knowledge and practical application of citizenship principles.

C. Promoting Discussions on Social and Political Issues

Teachers (78.4%) and principals (38.6%) recognized the importance of classroom discussions on current social and political issues, though teachers placed greater emphasis on this method. Interviews supported this by stressing the need for open dialogue on topics like inequality, corruption, and environmental challenges to enable critical thinking and real-world application. Data suggests that engaging learners in open, critical discussions in classrooms is essential for preparing them to engage with pressing societal concerns.

D. Prioritizing Practical Applications

49.7% of the principals and 82.5% of the teachers advocated prioritizing practical, hands-on learning over theoretical instruction. Interviews echoed this by recommending workshops, debates, and real-world activities to make citizenship education more engaging and relevant. The triangulated insight reinforces the need for a shift toward experiential learning methods to equip learners with the skills necessary for active participation in civic life.

E. Strengthening Collaboration with Civil Society

Principals (39.7%) and teachers (80%) supported partnerships with NGOs, municipalities, and other organizations to enhance citizenship education. Interviews further emphasized the role of these collaborations in providing students with exposure to civic initiatives and fostering a deeper connection to their communities. The triangulated insight highlights the value of strengthening

school partnerships with external stakeholders to enrich citizenship education and promote active engagement.

F. Aligning Policies and Professional Development

While the questionnaire focused on classroom and curriculum-based improvements, interviews highlighted the need for policy-level alignment with international frameworks and capacity-building for teachers. Experts stressed the importance of teacher training programs to deliver citizenship education effectively and dynamically. Findings show the necessity of systemic reforms, including policy updates, professional development, and collaboration with global frameworks, to create a sustainable foundation for citizenship education in Lebanon.

V. Discussion on Digital Citizenship

A. Digital Citizenship from the Four Stakeholders' Perspectives (School Principals, Teachers, Parents, and Students)

a. Understanding Digital Citizenship

Data shows the levels of understanding of digital citizenship among all four stakeholders. It is evident that each party understands digital citizenship differently, which necessitates a unified understanding to be comprehensive and effective.

It appears that 70% of the school principals have a good awareness of digital citizenship, but there is room for improvement in this awareness. The understanding of school principals in Lebanon regarding the concept of digital citizenship primarily focuses on digital safety and digital responsibility. The study also revealed some inconsistencies in the level of understanding of digital citizenship among school principals based on age, school location, and type of school. Private schools and urban areas demonstrate higher levels of understanding compared to public schools and rural areas.

As for teachers, their understanding of this concept reached 54.29%. However, the results indicated that teachers tend to focus on the preventive and ethical aspects of digital citizenship, such as codes of conduct, safety, and digital responsibility, while technical aspects and digital participation are considered less important. This disparity can be explained by several factors, including the lack of training resources available for teachers to develop their skills in technical aspects, or a lack of awareness of the importance of digital participation as part of digital citizenship.

Parents possess a good understanding of the simple roles of media, such as informing the public about current events (75.35%), but their awareness of more complex roles, such as holding the government accountable and confronting misinformation, remains limited. The study showed a clear relationship between parents' awareness of the role of media and their level of understanding of digital citizenship, indicating that improving their understanding of the various roles of media can enhance their overall awareness of digital citizenship. Additionally, education plays a crucial role in enhancing parents' awareness of digital citizenship, as those with higher education levels demonstrate a better understanding of this concept compared to those with lower education levels.

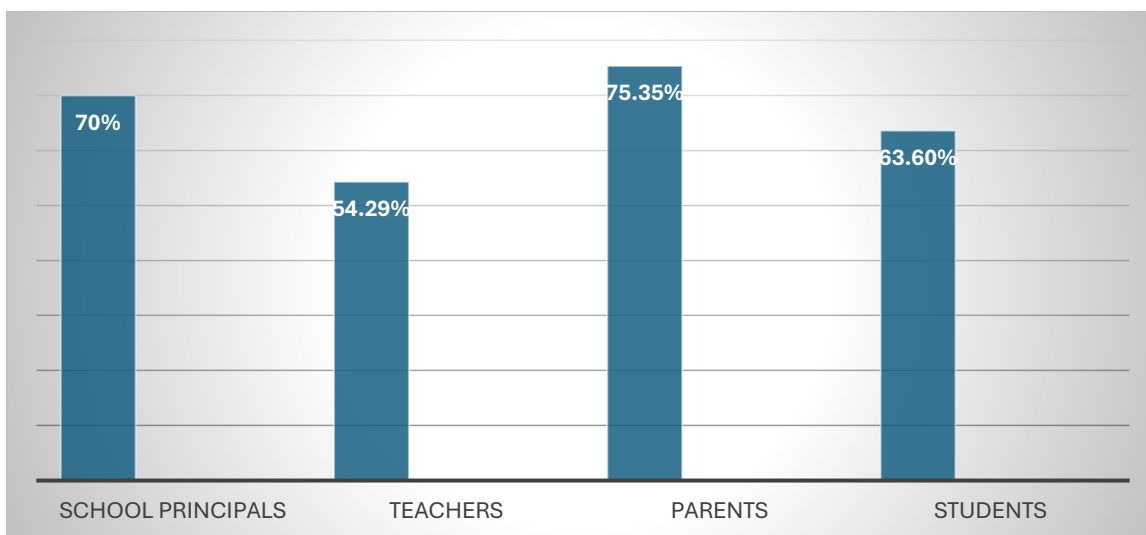


Figure 23: Understanding the concept of Digital Citizenship among the four Stakeholders

Regarding learners, there appears to be varied awareness among students about the concept of digital citizenship. Learners seem to recognize some basic aspects related to digital citizenship, especially those concerning ethical behavior and privacy protection. However, there is a weakness in their understanding of technical and social aspects. This disparity indicates the need to enhance their comprehensive understanding of this concept through systematic education and continuous awareness initiatives.

b. Aspects of Digital Citizenship by Stakeholder

The following tables present the aspects of digital citizenship according to each stakeholder: School principals, teachers, parents, and students. The red color indicates weaknesses in certain aspects of digital citizenship compared to others, highlighting the need for intervention when formulating policies related to education on digital citizenship to ensure a comprehensive approach to all aspects.

1. School principals

Stakeholder	(%)	Analysis and Interpretation	Relationship Description
Online Safety	65.79	This percentage reflects a significant focus on protecting learners from digital risks, indicating increased awareness of these dangers.	Strong relationship between focus on safety and clear policies
Digital Responsibility	54.21	Indicates the importance of teaching students how to act responsibly,	Relationship between digital responsibility and data safety

Stakeholder	(%)	Analysis and Interpretation	Relationship Description
		reflecting a growing awareness of digital behavior.	
Digital Literacy	29.47	Suggests a need to enhance technical skills, indicating insufficient focus on technical aspects.	Weak correlation with digital literacy
Online Etiquette	26.84	Reflects the importance of ethical behavior but is less significant compared to digital safety.	Relationship between etiquette and safety, where etiquette can impact safety
Digital Participation	23.16	Suggests less interest in active participation, reflecting a lack of training programs.	Weak relationship with other aspects, indicating a need to enhance participation

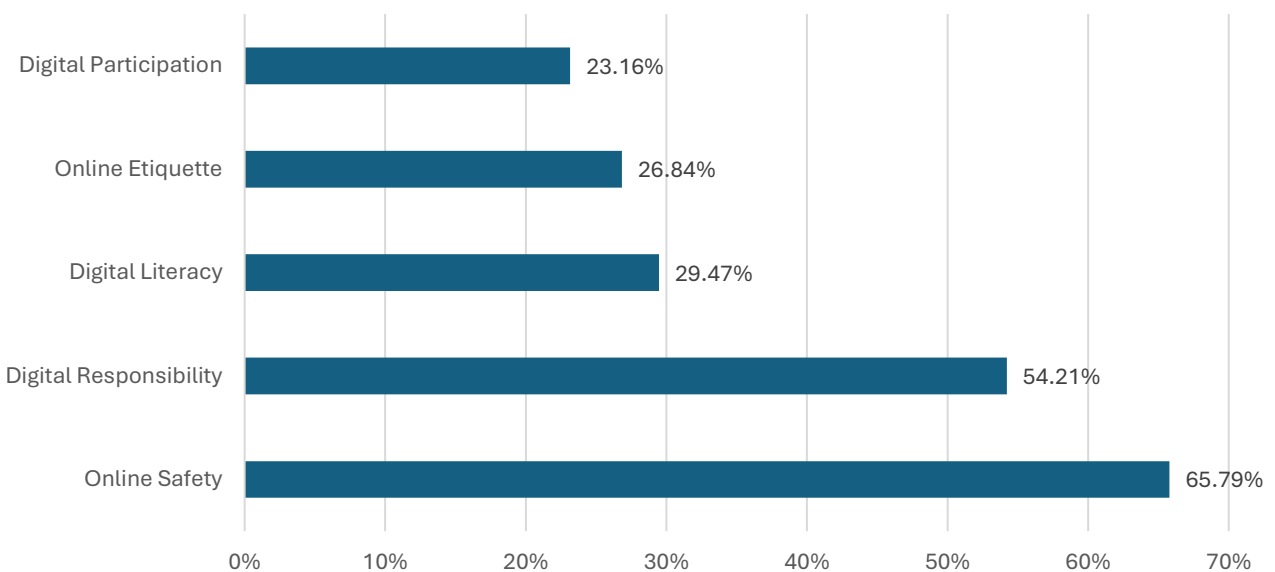


Figure 24: Aspects of digital citizenship according to the opinion of school principals

For School principals, the data shows that the focus on digital literacy is only 29.47%. This low percentage indicates a weakness in developing the necessary technical skills to address digital threats, reflecting insufficient training programs directed at them. In an era of increasing digital threats, it is crucial for School principals to be equipped with the knowledge needed to implement effective policies for protecting learners. Additionally, the 26.84% related to online etiquette

reflects inadequate focus on ethical behaviors in the digital space, which could lead to an unsafe educational environment where learners are exposed to risks due to the absence of clear ethical values. Furthermore, 23.16% in digital participation indicates less interest in active engagement, suggesting a lack of training programs that promote interaction and participation in digital activities. This deficiency can contribute to reduced interaction between School principals and teachers, negatively impacting the establishment of a positive digital culture within educational institutions.

2. Teachers

Stakeholder	(%)	Analysis and Interpretation	Relationship Description
Online Etiquette	54.29	Reflects the importance of ethical behavior, indicating teachers' desire to promote moral values.	Strong relationship with safety, where etiquette impacts student protection
Online Safety	52.24	Reflects teachers' concerns about digital risks, indicating their awareness of safety importance.	Direct relationship with digital responsibility
Digital Responsibility	42.04	Indicates the importance of acting responsibly, reflecting teachers' desire to build a conscious generation.	Strong relationship with etiquette and safety
Digital Literacy	30.20	Reflects less interest in technical aspects, indicating a need to enhance technical skills.	Weak correlation with digital literacy
Digital Participation	22.45	Indicates a lack of focus on participation, suggesting a need to enhance this aspect.	Weak relationship with other aspects

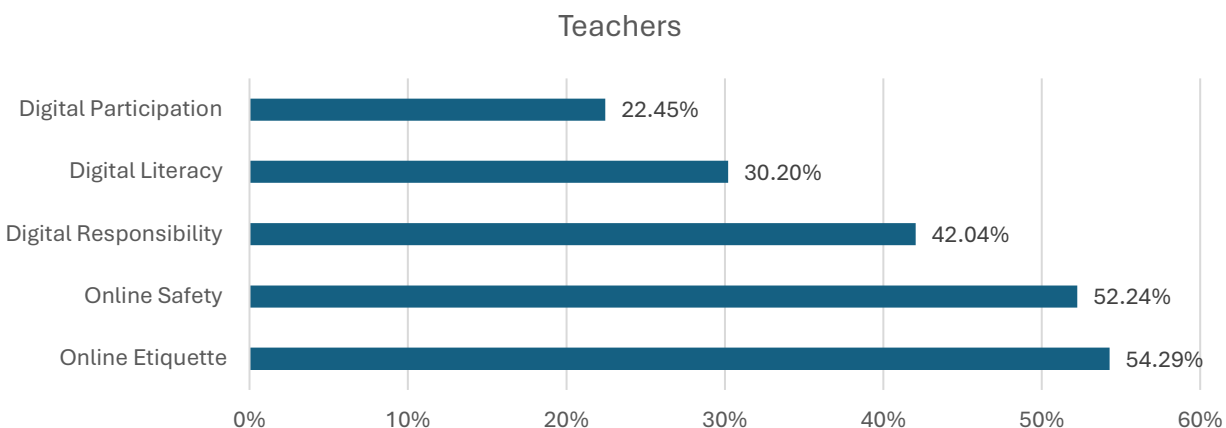


Figure 25: Aspects of digital citizenship for teachers

For teachers, 30.20% in digital literacy indicates a weak focus on technical aspects, necessitating the enhancement of their digital skills to ensure effective teaching of students. Teachers are the essential link in transferring digital knowledge, and a lack of digital skills can lead to ineffective teaching. Additionally, the 22.45% in digital participation reflects a weakness in focusing on the importance of active participation, indicating a lack of educational programs that encourage interaction and engagement. This situation suggests the need to reassess educational curricula and develop interactive teaching strategies that promote student involvement and interaction in the digital space.

3. Parents

Stakeholder	(%)	Analysis and Interpretation	Relationship Description
Online Behavior Etiquette	47.01	Reflects parents' awareness of the importance of ethical behavior, indicating their concern for protecting their children.	Strong relationship with personal information protection
Personal Information Protection	44.43	Reflects parents' concerns about their children's privacy, indicating increased awareness of digital risks.	Direct relationship with avoiding cyberbullying

Stakeholder	(%)	Analysis and Interpretation	Relationship Description
Avoiding Cyberbullying	35.00	Indicates parents' concerns about the impact of bullying, reflecting the importance of awareness.	Mutual relationship with information protection
Participation Digital Community Activities	33.76	Indicates the importance of participation but not considered as significant as other aspects.	Weak relationship with ethical aspects
Creating Useful Digital Content	35.14	Indicates the need to enhance digital creativity, suggesting a moderate awareness of its importance.	Weak relationship with digital participation

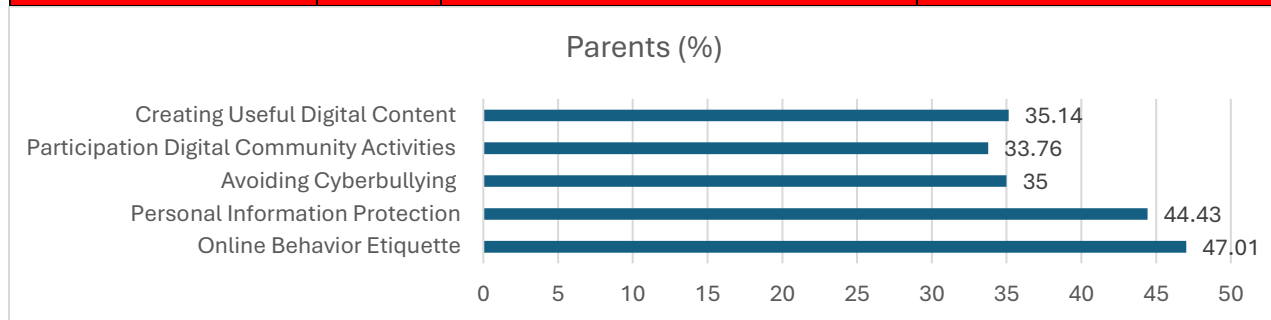


Figure 26: Aspects of digital citizenship according to the opinion of parents

For parents, 33.76% in participation in digital community activities indicates the importance of this engagement, but it is not considered as significant as other aspects. This situation reflects the need to enhance awareness of the importance of digital space and its impact on children, as parents play a vital role in guiding their children toward positive digital behaviors. Additionally, 35.14% in creating useful and innovative digital content indicates a need to enhance digital creativity, suggesting a moderate awareness of the importance of digital content but a lack of necessary skills to create it. This gap emphasizes the necessity of providing educational and training resources for parents to empower them to support their children in developing their digital skills.

4. Students

Stakeholder	(%)	Analysis and Interpretation	Relationship Description
Personal Information Protection	63.6	Reflects a good understanding of the importance of privacy, indicating the impact of education and awareness.	Strong relationship with behavioral rules
Online Behavior and Respect	60.3	Indicates good awareness of the importance of ethical behavior, reflecting the success of educational efforts.	Strong relationship with avoiding bullying
Avoiding Cyberbullying	53.4	Indicates good awareness of psychological risks, highlighting the need for further awareness.	Direct relationship with information protection
Knowing How to Use Digital Tools	33.6	Reflects a lack of awareness, indicating a gap in digital education.	Weak relationship with digital security
Participation in Digital Community Activities	28.3	Indicates a lack of awareness of the importance of participation, necessitating enhanced awareness.	Weak relationship with other aspects

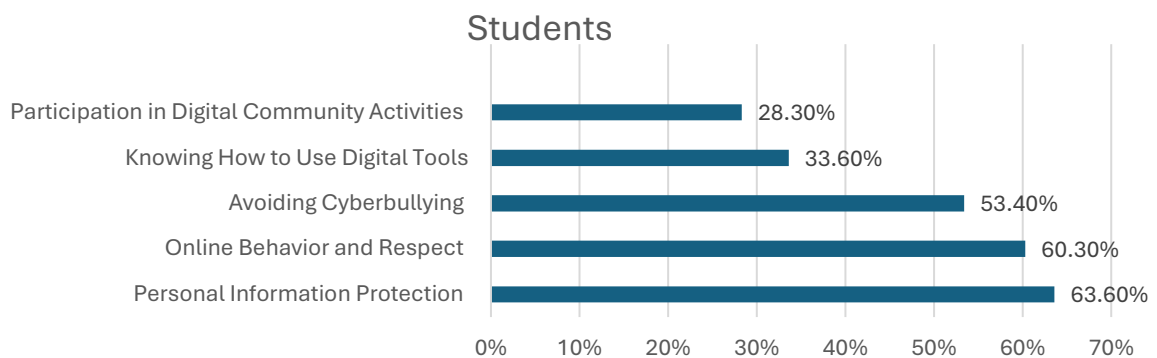


Figure 27: Aspects of digital citizenship for Students

For students, 33.6% in knowing how to use digital tools reflects a lack of awareness, indicating a gap in digital education. This gap can lead to students' inability to use technology effectively, which impacts their academic performance. Additionally, the 28.3% in participation in digital community

activities indicates a weak awareness of the importance of participation, necessitating enhanced awareness of the significance of interaction and engagement in the digital space. It is essential to include digital citizenship skills in the curriculum so that students learn how to interact positively and safely in the digital world.

Thus, these data reveal gaps in digital citizenship among the four stakeholders, as the low percentages in areas such as digital literacy, digital etiquette, and digital participation highlight the urgent need to enhance education and awareness in these fields. It is crucial to develop training programs and workshops aimed at raising awareness and teaching the necessary digital skills to ensure the safety and security of all parties in the digital community. Furthermore, there should be effective partnerships between schools, parents, and the local community to promote digital citizenship, contributing to the establishment of a more aware and effective digital society.

c. Level of Integration of Digital Citizenship in School Curricula and Its Effectiveness

The study results indicate significant gaps in the integration of digital citizenship in the Lebanese curriculum, with varying opinions among the four stakeholders. Despite a strong desire from school principals to include this concept, the reality shows insufficient incorporation in the curricula. There is a need to improve communication and collaboration among School principals, teachers, and parents to effectively achieve the goals of digital citizenship, as well as to develop educational strategies that meet the needs of students in the digital age.

Accordingly, 28.9% of School principals indicated that the school curriculum includes education on digital citizenship, while 71% do not see this inclusion. Additionally, 85% of School principals support the integration of digital citizenship into the curriculum, reflecting a strong desire to promote this concept.

The study showed that 34.69% of teachers confirmed the inclusion of digital citizenship in their curricula, while 37.55% do not recognize this inclusion. Furthermore, 27.75% of teachers were uncertain about the presence of this integration.

The study also indicated that 30.58% of the parents believe that schools provide education related to digital citizenship, while the remainder points to the absence of such education. Moreover, only 25.9% of the students have received systematic education on digital citizenship, highlighting a significant gap in digital education.

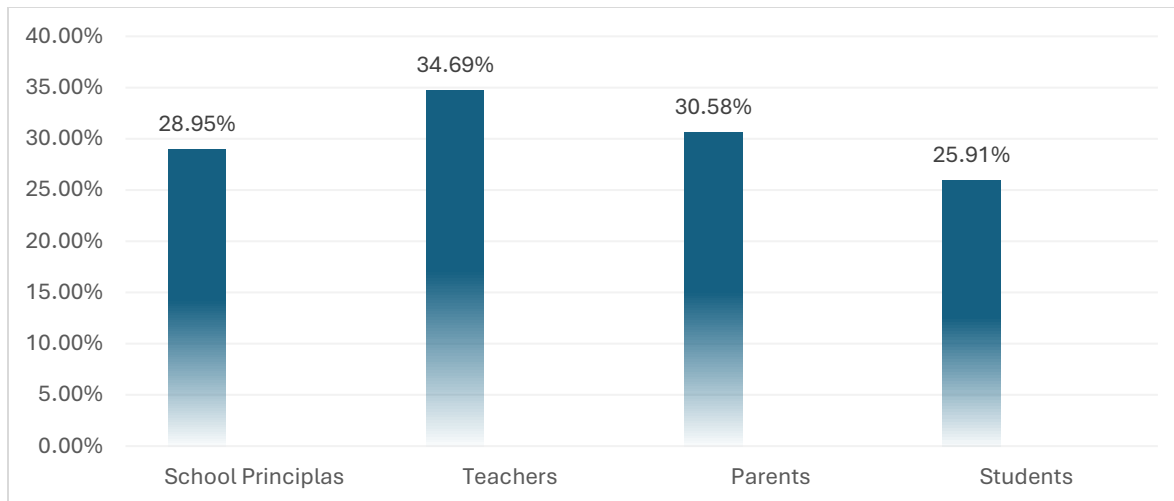


Figure 28: The percentage of digital citizenship included in the Lebanese curricula

Despite the support from school principals, the low percentage of integration of digital citizenship into the curriculum indicates a gap between the desire for change and the current reality. This may be due to insufficient resources or inadequate training for teachers, highlighting the need for clear strategies to incorporate digital citizenship into the curriculum, including providing training and support for educators.

The uncertainty among teachers regarding the inclusion of digital citizenship in the curriculum suggests a level of ambiguity that could affect the quality of education provided. Additionally, the lack of sufficient awareness among parents about what is being taught in schools regarding digital citizenship may impact their support for educational programs. Therefore, schools should enhance communication with parents to raise awareness about the importance of digital citizenship and how it is integrated into the curriculum.

The low percentage of students who reported receiving systematic education on digital citizenship reflects the inadequacy of education provided in this area, potentially placing students at risk of being unaware of the risks and opportunities associated with the digital community. Thus, it is essential to develop targeted educational programs for students that comprehensively address digital citizenship.

d. Ways of Digital Citizenship Integration in Schools

The study showed that integrating digital citizenship into the curriculum is the most common method according to both school principals and teachers, reflecting a reliance on traditional teaching materials. It was found that organizing workshops and practical activities remains limited, reducing students' opportunities to apply what they learn in a practical context. Additionally, parents prefer extracurricular activities, indicating their desire to engage their children in non-traditional ways.

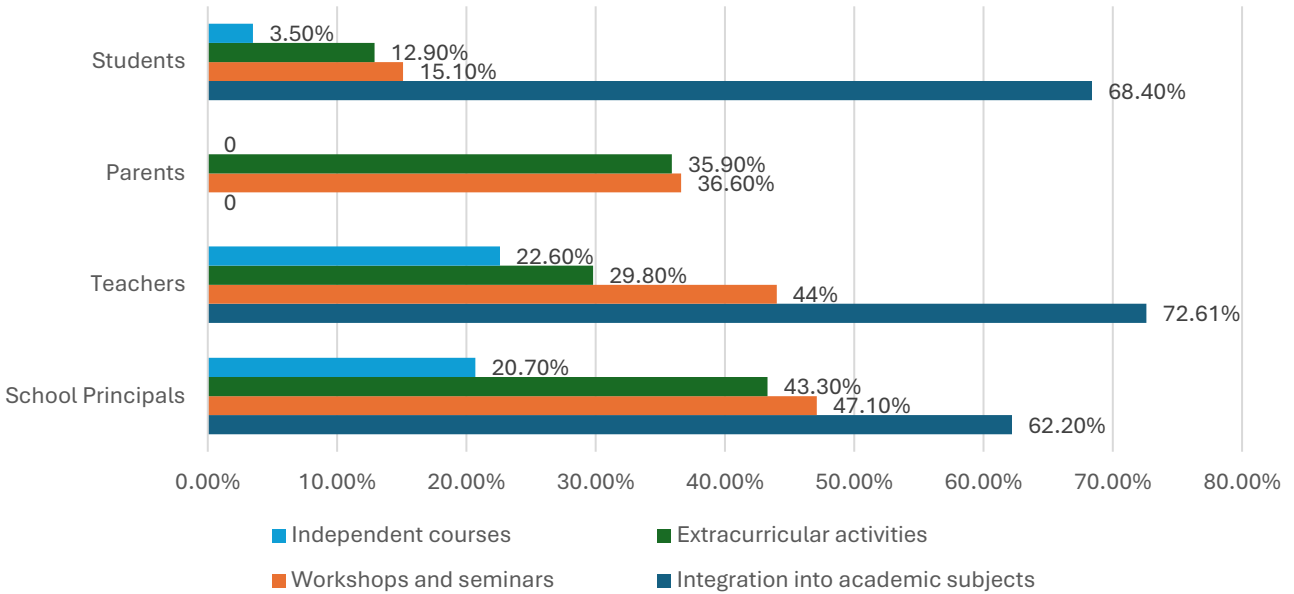


Figure 29: How to include digital citizenship education in schools

When considering the effectiveness of digital citizenship education from the perspective of the four stakeholders, most parties regarded education as "somewhat effective," indicating that it only covers the basic aspects. A very small percentage considered the education to be "ineffective," suggesting that the issue lies in the limited number of beneficiaries rather than the quality of the education provided.

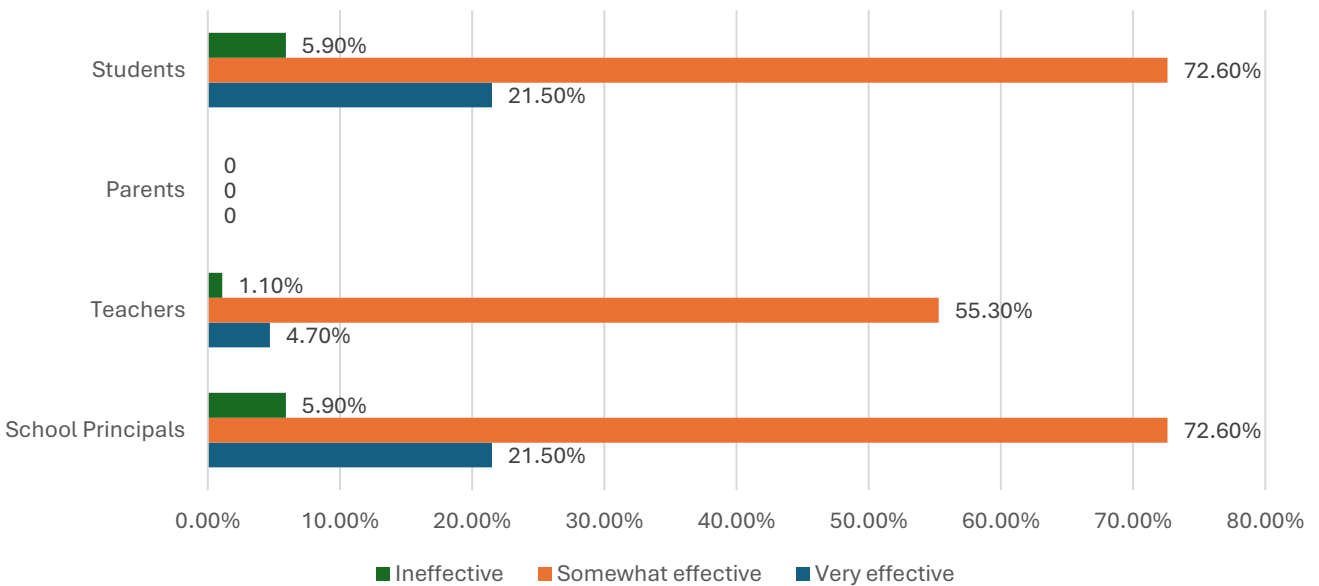


Figure 30: The level of effectiveness of digital citizenship education when it exists

Regarding the supporting resources for digital citizenship education, School principals believe that the key issues lie in professional development for teachers, funding for necessary technological resources, and enhancing training on these resources. Meanwhile, parents prefer online resources and workshops to support their children.

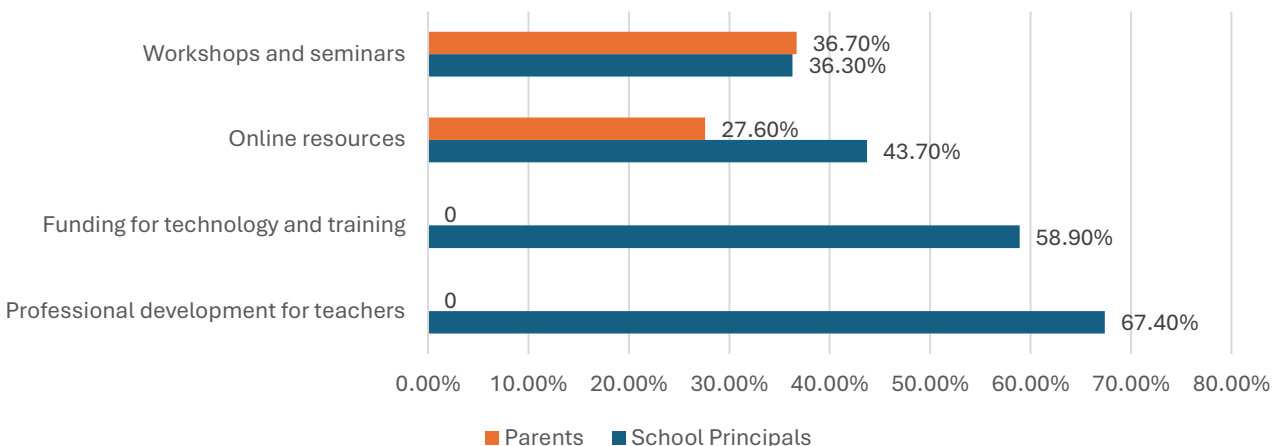


Figure 31: Resources supporting digital citizenship education

B. Challenges Facing Digital Citizenship Among the Four Stakeholders

a. Challenges Between School Principals and Teachers

The study reveals that School principals face several key challenges in integrating digital citizenship into the curriculum, including:

- **Time Constraints in the Curriculum:** 72.63% of School principals indicate that the current curriculum's density prevents sufficient time from being allocated to teaching digital citizenship. This challenge directly affects teachers, who find themselves compelled to cover other subjects, thus reducing opportunities for teaching digital citizenship.
- **Lack of Resources and Infrastructure:** 53.16% of School principals consider the lack of resources a major obstacle, especially in public schools. This deficiency impacts teachers' ability to provide diverse and effective educational content.
- **Insufficient Teacher Training:** 44.74% of School principals see an urgent need for training teachers to effectively teach digital citizenship. The absence of adequate training programs may leave teachers unprepared to deliver this content effectively.

Teachers' challenges overlap with those faced by School principals, as follows:

- **Insufficient Training:** 44.49% of teachers feel unprepared to teach topics related to digital citizenship. This lack of readiness reflects the need for specialized training programs, which should be prioritized by School principals.
- **Lack of Educational Resources:** Teachers struggle to access the necessary resources for teaching digital citizenship. This shortage may be a direct result of insufficient support from the administration.

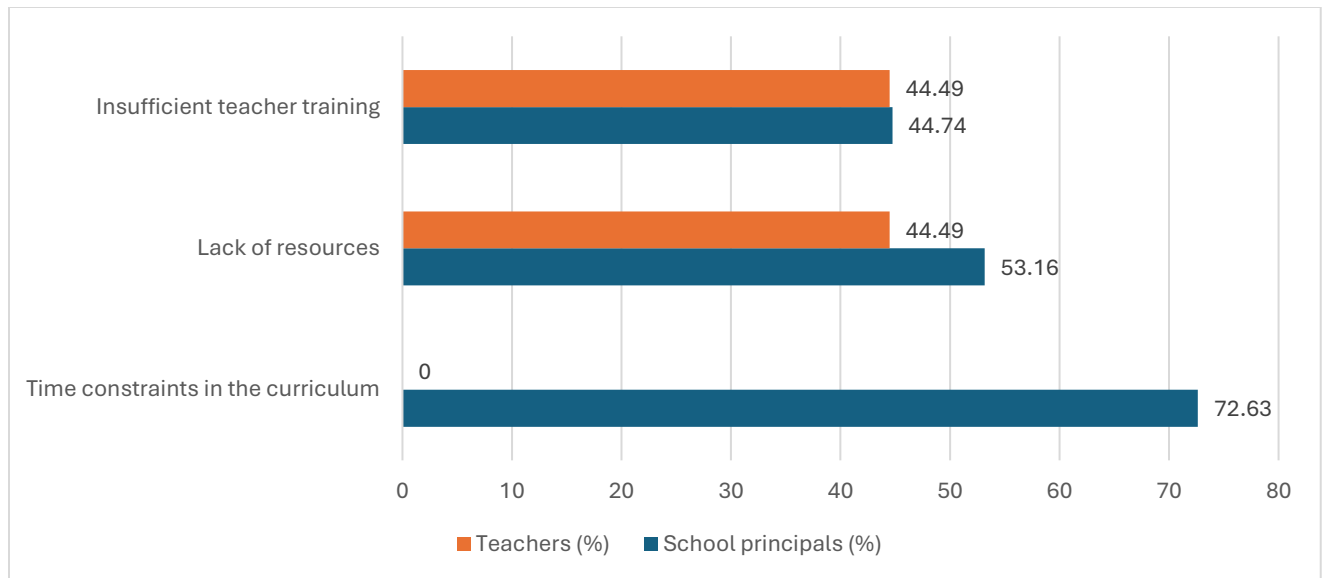


Figure 32: Challenges facing principals and teachers in including digital citizenship in the curriculum

b. Challenges Between Parents and Students

Parents face several challenges in guiding their children in the digital community, including:

- **Concerns About Inappropriate Content:**

70.42% of parents express worry about their children being exposed to unsuitable content. These concerns may lead to additional anxiety, making them more hesitant to allow technology use.

- **Internet Addiction:**

49.87% of parents voice concerns about their children becoming addicted to the internet. This anxiety can affect how they interact with their children, potentially leading to restrictions that may not always be effective.

Students face different challenges, such as:

- **Exposure to Cyberbullying:**

32.1% of students reported experiencing or witnessing instances of cyberbullying. This phenomenon highlights the need for effective education on how to deal with bullying, which should be a collaborative effort between parents and schools.

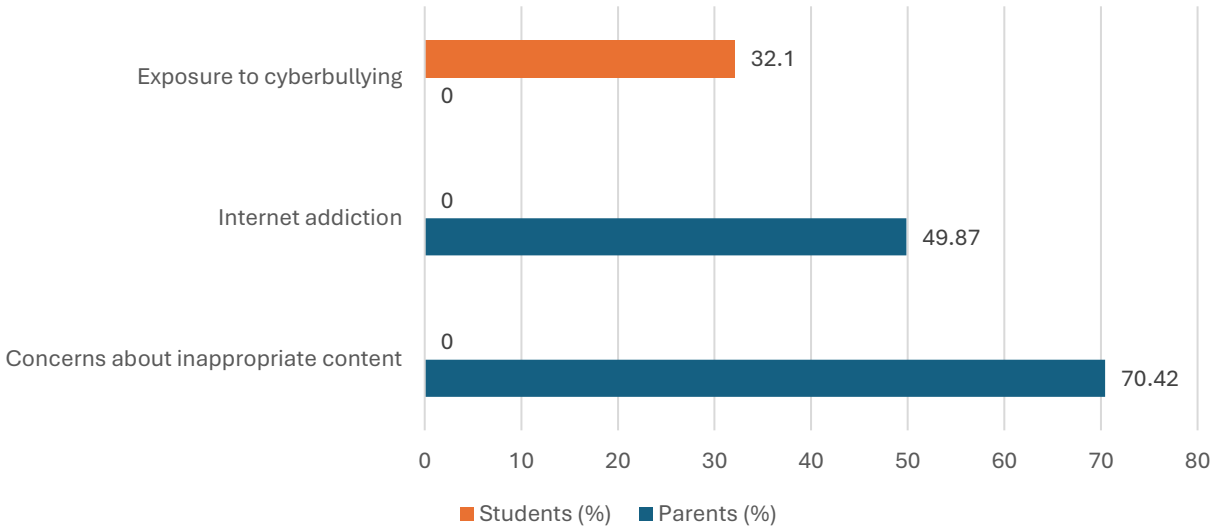


Figure 33: Challenges facing parents and students in the digital society

c. Relationship Between the Four Stakeholders

The study shows that the challenges faced by School principals and teachers directly impact the experiences of parents and students in the digital community. For example:

- Collaboration Between School principals and Teachers:

School principals must work to provide the time and resources necessary for teaching digital citizenship, which will in turn enhance teachers' ability to deliver effective educational content. If the curriculum is overcrowded, teachers will struggle to teach digital citizenship, negatively affecting students' understanding of the concept.

- Support from Parents:

Parents can play a significant role in supporting their children's education in digital citizenship. If parents are concerned about inappropriate content, they should collaborate with schools to develop awareness and educational programs that enhance students' understanding of responsible technology use.

- Communication Among Stakeholders:

Effective communication between School principals, teachers, parents, and students is essential to ensure that all parties work together to achieve the goals of digital education. This communication can help bridge gaps in knowledge and resources, leading to a better educational experience.

Chapter Six: Conclusion and Recommendations

I. Conclusion

The study offered a comprehensive understanding of the current state of citizenship education focusing on civic engagement, civic participation, and digital citizenship, as perceived by key stakeholders: learners, teachers, school principals, parents, NGOs and experts/decision-makers., and recommendations to bridge the gaps between theoretical frameworks and practical implementation.

The study revealed that **learners** had a strong theoretical understanding of citizenship and democratic values. However, their active participation is hindered by structural barriers such as time constraints, inconsistent opportunities, and limited resources. To address these barriers, this study emphasized the importance of integrating interactive, hands-on learning approaches such as project-based learning, debates, and real-world applications into the curriculum. Additionally, it recommended including contemporary issues in the curriculum such as social justice, human rights, and civic responsibilities so that civic education is more relevant and empowering for learners. Parental involvement also emerged as a critical factor in shaping learners' understanding of citizenship, highlighting the need for schools to actively engage families in civic education initiatives.

In turn, **teachers** recognized the importance of civic education in having responsible citizens and ensuring social cohesion. However, challenges such as outdated curricula, limited resources, and insufficient professional development opportunities impeded their efforts. The findings suggested a curriculum reform that prioritizes practical applications over theoretical lessons, encourages community service, and integrates discussions on social and political issues. Furthermore, continuous teacher training programs are essential to equip educators with the skills and strategies needed to effectively teach citizenship education.

School principals emphasized the participatory and collaborative nature of citizenship education, advocating for its integration across all subjects and the adoption of interactive learning strategies. Principals also highlighted the need for continuous training for teachers, raising awareness and educating parents, and learners to enhance a deeper understanding of civic rights, duties, and responsibilities. Principals view schools as ‘small nations’ where learners can model citizenship values through daily interactions and practices. This vision cannot be adopted without having a positive school climate rooted in social values such as justice, equality, and solidarity. To achieve this, principals must adopt a leadership approach that aligns with the goals of citizenship education and that actively involves the entire school community in civic projects.

Findings related to **parents** revealed that younger, more educated parents are more actively involved in civic education, while barriers such as time constraints, lack of resources, and difficulty addressing sensitive topics hindered broader parental participation.

In addition, the study highlighted the challenges faced by all stakeholders in promoting digital citizenship. Overcrowded curricula, limited resources, and insufficient collaboration among school principals, teachers, and parents negatively impacted learners’ understanding of responsible digital

behavior. To address these issues, this study recommends enhancing communication and collaboration among stakeholders, developing comprehensive training programs on digital safety and etiquette, and providing the necessary technological resources to support digital citizenship education. Extracurricular activities and regular assessments of digital education programs are also essential to ensure their effectiveness and relevance.

The interviews with experts, decision-makers, and NGOs provided a broader perspective on the systemic challenges and opportunities in citizenship education. While citizenship education is recognized as a cornerstone of sustainable development and social cohesion, significant gaps remain in its practical application. The findings emphasized the need for comprehensive reforms, including aligning curricula with international frameworks, fostering participatory approaches to curriculum design, and incorporating emerging themes such as global and climate citizenship. Strengthening collaborations among schools, communities, NGOs, and international agencies is pivotal for creating sustainable and impactful programs.

To ensure the effective implementation of citizenship education in Lebanon, the study recommended adopting a comprehensive and collaborative approach. A general curriculum reform should take place to integrate citizenship education as both a transversal and specific competency, with a strong emphasis on practical applications and contemporary issues. Strengthening partnerships among schools, families, communities, NGOs, and policymakers is crucial to creating a unified and inclusive framework. Continuous professional development for teachers, principals, and parents should be prioritized to enhance their capacity to teach and model citizenship values effectively. Equitable access to resources and support systems must be ensured to address challenges among schools and communities, while adopting interactive teaching methods, such as project-based learning and real-world applications, in order to bridge the gap between theoretical knowledge and practical engagement. Additionally, comprehensive programs on digital citizenship, including digital safety, privacy, and etiquette, should be developed and supported by modern technological tools and extracurricular activities. Parental engagement must also be strengthened through workshops, educational materials, and collaborative projects to reinforce citizenship values at home. Finally, having a positive school environment that models citizenship values through daily practices and interactions is vital for having a culture of civic responsibility and social cohesion.

II. Recommendations for Enhancing Citizenship Education

A. *Competencies and Standards*

A competency-based curriculum that focuses on citizenship and civic engagement should encompass a wide range of competencies to empower learners to become active, informed, and responsible citizens. These competencies should be integrated across various subjects to ensure that learners develop the skills and knowledge necessary for meaningful civic participation.

Key competencies for citizenship and civic engagement include **civic knowledge**, which includes understanding governmental structures, processes, and civic rights and responsibilities, as well as staying informed about local, national, and global issues. Additionally, **critical thinking and**

analysis play a vital role, as learners need the ability to analyze information, evaluate sources, and consider different perspectives. These skills will enable them to engage in informed discussions about civic issues.

Communication skills are equally important. They provide learners with the ability to express ideas clearly in various formats using written, oral, and digital communication. Active listening skills are also crucial for understanding and appreciating others' viewpoints. Furthermore, **collaboration and teamwork** are essential as they enable learners to work effectively with diverse groups and gain experience in planning and executing community projects collaboratively.

Another key competency is **ethical reasoning and decision-making**, which involves making decisions based on ethical considerations and civic values. This includes understanding the importance of integrity and accountability in civic life. Learners should also develop skills in **community engagement**, such as identifying community needs, participating in service projects, and understanding the role of civic organizations and community resources. Finally, **advocacy and leadership** are critical competencies that equip learners with the skills needed to advocate for social change, inspire others, and work with them to improve their communities.

The **National Framework for Citizenship Education**, issued by CRDP in 2021, provides a comprehensive set of competencies that serve as a valuable reference for defining the scope and sequence of citizenship education curriculum and programs. In addition, Appendices A and B related to the international framework's competencies are a good reference for the committee in charge of drafting the scope and sequence section for civic education

Since citizenship is a transversal competency (see LNGFPE), it should be integrated across the curriculum in all subjects. For example:

1. In **Social Studies**, learners can conduct projects that explore local governance, civic history, and current events. Debates on civic issues can also be organized to help learners practice critical thinking and communication skills.
2. In **Languages**, writing assignments such as essays and reports on civic topics can engage learners in research and in using their analytical skills, while literature addressing themes of justice, democracy, and civic responsibility can facilitate understanding.
3. In **Science**, learners can participate in environmental projects to link civic engagement with sustainability or discuss public health issues to understand the role of citizens in promoting health policies.
4. In **Mathematics**, analyzing data related to social issues, such as voting statistics or demographic studies, can develop critical thinking, while budgeting projects for community initiatives can teach financial literacy alongside civic responsibility.

5. **Arts and Humanities** offer opportunities for creative expression through art, music, and drama to explore civic themes and values. Cultural studies can examine the contributions of various cultures to civic life and community engagement.
6. In **Physical Education**, team sports can emphasize teamwork and sportsmanship, linking these concepts to civic values like cooperation and respect. Community health initiatives can also involve students in organizing health and wellness events for their communities.

By incorporating these competencies across multiple subjects, learners can develop a well-rounded understanding of civic engagement and take active roles in their communities.

B. Educational Policies at Central Level

Educational policies at the central level play a crucial role in institutionalizing civic education and ensuring its effective implementation across schools. To strengthen civic engagement, several key measures can be taken.

a. Implement National Civic Education Policies

To ensure the effective integration of civic education, it is essential to encourage active collaboration among key government departments, including the Ministry of Education and Higher Education (MEHE), the Ministry of Social Affairs (MOSA), and the Ministry of Youth (MOY). Joint efforts in creating initiatives, policies, and action plans related to civic engagement are necessary to achieve meaningful outcomes. For instance, MOSA's initiative, "*We Are Volunteers*" platform, aims to involve youth in volunteer work to drive positive change within their communities. This platform provides equal opportunities for young people to enhance their skills, contribute to social impact, and encourage partnerships with civil society organizations, NGOs, and the private sector in Lebanon.

Transforming learning environments to accommodate civic education requires a series of legislative and regulatory reforms. These reforms should address internal regulations at various levels, including school structures, administrative and technical staff, and the roles and responsibilities of councils and committees. A comprehensive review of these areas is essential to create a supportive framework for civic education across all schools.

The community service program, currently suspended in public schools, should be reactivated by MEHE and CRDP. Additionally, Decree 8924/21-9-2012, which pertains to community service in public and private schools for secondary learners, should be amended to include learners at the early intermediate schooling level. Expanding the program to younger children will strengthen civic responsibility and engagement from an earlier age.

Youth parliaments, forums, and youth-friendly municipalities already established in some Lebanese districts (*casa*) should be linked to educational institutions. These platforms may serve as a bridge between young people and local governance, empowering them to participate actively in decision-making processes and civic life.

Efforts should build upon successful experiences in creating conducive learning environments for civic education, such as the *Whole Institution Approach* adopted by the UNESCO Associated

Schools Network (ASPnet). This model promotes a holistic and inclusive approach to civic education, which can be replicated and scaled across other schools in Lebanon.

Successful projects implemented at a national level by MEHE, CRDP, such as active citizenship program, Alwan Junior program, ETwinning, and Youth in Action should be shared with others and expanded to reach more schools and students. These initiatives have demonstrated their potential in strengthening civic engagement and digital collaboration among youth, thus, making them valuable tools for broader implementation.

Policies developed by CRDP, such as the *National Strategy on Greening Education* and the *National Framework for Social Partnerships*, should be integrated into the educational system. These policies emphasize the importance of sustainability and collaboration between schools, communities, and the private sector, by aligning civic education with broader social and environmental goals.

b. Allocate Funding for Civic Programs

Funding allocation is another critical issue that requires attention. Increased funding should be dedicated to programs that promote civic education, including extracurricular activities, community service projects, and partnerships with local NGOs. Moreover, sufficient funds should be allocated to improve the infrastructure, deal with the logistics, and provide the needed technology, particularly in under-resourced public schools, to ensure equitable access to civic education opportunities.

c. Facilitate Professional Development

Professional development for educators and principals is essential for effectively implementing civic engagement initiatives in the education sector. A well-structured professional development program should focus on enhancing educators' knowledge, teaching skills, collaboration, and continuous learning. Workshops and training sessions should provide an overview of civic education and its importance, along with techniques for teaching civic concepts such as fighting corruption, democracy, rights, and responsibilities. Strategies for encouraging learners' engagement and participation should also be included.

Online courses and webinars can make professional development more accessible by offering modules that educators can complete at their own pace. These courses should cover civic education theory and practice, case studies of successful civic engagement initiatives, and tools for assessing learners' engagement and understanding. Mentorship programs can further enhance professional development by pairing less experienced educators with mentors who have expertise in civic education. Regular meetings, lesson planning support, and opportunities to observe experienced educators in action can encourage growth and confidence.

d. Collaborative Learning Communities

Collaborative learning communities should also be established to provide educators with platforms for sharing resources, discussing best practices, and collaborating on projects. These professional learning communities (PLCs) may facilitate joint planning of broader civic engagement initiatives and community projects. Moreover, access to a repository of civic education resources, including

lesson plans, activities, and assessment tools, should be provided to educators. Networking opportunities can further enhance collaboration by connecting educators to share ideas and experiences.

e. Evaluation of Professional Development

Finally, the evaluation of professional development is vital to ensure its effectiveness. Feedback should be gathered from participants through surveys and discussions to assess the impact of these sessions. Monitoring changes in educators' teaching practices and learner engagement in civic education, as well as evaluating learners' outcomes related to civic knowledge, skills, and participation, can provide valuable insights. Continuous improvement should be emphasized, using feedback and assessment results to refine and enhance professional development offerings over time.

C. Educational Policies at School Level

Strengthening civic engagement at the school level requires a holistic approach that integrates policies, the school environment, social partnerships, and governance. This “whole-school approach” ensures that civic engagement becomes a core part of the school's culture and operations.

a. Policies

Inclusive participation policies are essential for encouraging civic engagement. Schools should establish mechanisms to ensure an inclusive participation of learners, parents, and community members in school governance. For example, learners' representation in decision-making processes can be facilitated through student councils or advisory boards. Additionally, service-learning policies should be formulated to mandate service-learning as part of the curriculum. This approach encourages students to engage in community service projects that connect classroom learning with real-world civic issues, ensuring both academic and civic growth.

b. School Environment

The school environment plays a significant role in shaping civic values and engagement. A culture of civic engagement should be established through school-wide initiatives, events, and discussions. Civic values should be displayed in the school environment through posters, murals, and bulletin boards to reinforce their importance. Creating safe and inclusive spaces for open dialogue about civic issues is also crucial. These spaces allow learners to express their opinions, engage in respectful discussions, and appreciate diverse perspectives. Furthermore, access to resources that support civic engagement, such as libraries with civic literature, technology for research, and materials for community projects, should be ensured.

c. Social Partnerships

Establishing collaboration between MEHE (local schools) and other ministries involved in civic engagement is essential to ensure sustainable activities, particularly in rural areas. Collaboration with local organizations is equally vital for providing learners with hands-on civic engagement opportunities. Schools should partner with local NGOs, community organizations, and civic groups to organize joint events, workshops, and projects that connect learners with community

leaders and civic activities. Mentorship programs can also be established to link learners with community leaders, activists, and professionals in civic fields, offering guidance and inspiration for meaningful civic involvement. Additionally, schools can facilitate internships or volunteer opportunities in local government offices (SDC: Social Development Centers of MOSA, Municipalities, Civil Defense, among others) or civic organizations, enabling learners to gain practical experience in civic processes.

Family and community engagement initiatives further increase civic education. Schools should develop programs that actively involve families and community members in civic-related activities, such as community forums, workshops, or civic fairs. Clear communication channels should be established to keep parents informed and engaged in civic-related school events, promoting a collaborative approach to civic engagement.

d. Governance

Participatory governance structures are essential for having a sense of ownership and responsibility among learners and parents. Schools should implement governance structures that allow for learner and parent input in decision-making processes. Committees or advisory groups that include learners and parents can be formed to discuss civic engagement initiatives and policies. Student leadership should also be encouraged through the establishment of student councils, which empower learners to participate in decision-making processes and represent their peers. Training in leadership, advocacy, and civic responsibility should be provided to student leaders.

Civic engagement clubs can be formed to organize events, discussions, and community projects. Transparent decision-making processes should be encouraged by sharing information about school governance, policies, and initiatives related to civic engagement. Regular meetings or forums should be held to allow stakeholders to voice their opinions and contribute to discussions on civic issues. Accountability measures should also be established to evaluate the effectiveness of civic engagement initiatives and policies. Feedback from learners, parents, and community members should be regularly collected, and progress reports on civic engagement outcomes should be shared to ensure responsiveness to the needs of the community.

D. Teaching and Learning Strategies for Civic Engagement

Teaching strategies play a pivotal role in encouraging civic engagement among students. To ensure that learners develop the necessary skills and knowledge, educators should adopt innovative and interactive approaches that make civic education meaningful and relevant. The following strategies can be employed to inspire active participation and critical thinking.

a. Active Learning

Active learning approaches are central to effective civic education. Educators should incorporate project-based learning, where learners work on real-world problems and develop solutions that benefit their communities. For instance, learners can design campaigns to address local issues such as environmental sustainability or public health. Role-playing activities can also be used to simulate civic scenarios, such as debates on policy issues or participation in mock elections, allowing learners to experience civic processes firsthand. Another effective method is service-

learning projects, which combine classroom instruction with community service. These projects enable learners, using responsibility and empathy, to apply their knowledge while addressing community needs.

b. Discussion and Debate

Facilitating open discussions and debates on civic topics encourages learners to think critically and articulate their ideas. Educators should create a safe and inclusive environment where learners feel comfortable expressing diverse perspectives. Structured debates on current events, ethical dilemmas, or policy proposals can help learners develop their argumentation and reasoning skills. Socratic seminars, where learners engage in guided discussions based on open-ended questions, can further deepen their understanding of civic concepts and issues.

c. Technology Integration

The integration of technology in civic education can enhance learning and engagement. Digital platforms and tools, such as virtual simulations, online forums, and multimedia presentations, can provide learners with interactive and immersive experiences. For example, learners can participate in virtual town hall meetings or use online tools to analyze data related to social issues. Social media platforms can also be leveraged to teach learners about digital citizenship, responsible online behavior, and the use of technology for advocacy and social change (more details are included in Appendices A and B)

d. Interdisciplinary Approaches

Civic education should not be confined to a single subject but should be integrated across the curriculum. Educators can collaborate across disciplines to create interdisciplinary projects that connect civic engagement with other areas of study. For example, a science class might explore environmental issues and propose solutions through civic action, while a history class might examine the role of civic movements in shaping society. This approach helps learners see the interconnectedness of civic issues and their relevance to various fields.

e. Experiential Learning

Experiential learning opportunities, such as field trips and community-based projects, allow learners to engage directly with civic institutions and processes. Visits to local government offices, courts, or historical sites can provide learners with firsthand insights into how civic systems operate. Community-based projects, such as organizing a neighborhood clean-up or volunteering at a local shelter, enable learners to apply their knowledge and skills in real-world contexts, fostering a sense of agency and impact.

f. Reflection and Assessment

Reflection is a critical component of civic education, as it allows learners to evaluate their experiences and develop a deeper understanding of civic concepts. Educators should incorporate reflective activities, such as journaling, group discussions, or presentations, to encourage learners to analyze their learning and its implications for their roles as citizens. Assessment methods should go beyond traditional tests and include performance-based assessments, such as portfolios, presentations, or project reports, to evaluate learners' civic knowledge, skills, and engagement.

By adopting these teaching strategies, educators can create dynamic and impactful learning experiences that inspire learners to become active and informed citizens.

E. Assessment Methods

Assessment methods in civic education should be designed to evaluate not only students' knowledge but also their engagement, critical thinking, and practical application of civic concepts. A combination of formative, summative, and performance-based assessments ensures a comprehensive approach to measuring learners' progress and impact.

a. Formative Assessment

One effective formative assessment method is the use of reflective journals. Learners can maintain journals where they document their civic engagement experiences, reflect on their learning progress, and explore personal growth in understanding civic responsibilities. Educators can provide prompts that encourage critical thinking about learners' roles in their communities, helping them to connect their classroom learning with real-world applications.

Peer feedback is another valuable formative tool. By implementing peer review processes for projects and presentations, learners can offer constructive feedback to one another while gaining insights from diverse perspectives. This collaborative approach not only enhances critical thinking but also ensures a sense of shared learning and responsibility.

b. Summative Assessment

Summative assessments provide a more comprehensive evaluation of learners' civic engagement over a defined period. Civic engagement portfolios are an excellent tool for this purpose. Learners compile portfolios that showcase their activities, reflections, and learning outcomes over a semester or academic year. These portfolios can include project reports, reflective essays, and evidence of participation in community activities, offering a holistic view of their progress and achievements.

Capstone projects are another powerful summative assessment method. These projects require learners to identify a community issue, conduct research, propose solutions, and present their findings to a panel of community members or educators. This approach not only assesses learners' content knowledge but also evaluates their ability to apply what they have learned to real-world problems, using both critical thinking and practical skills.

c. Performance-Based Assessment

Performance-based assessments focus on learners' ability to demonstrate their knowledge and skills in action. Presentations and debates are effective tools for this purpose. Learners can deliver presentations on civic topics or participate in debates, allowing educators to evaluate their understanding of the material, their ability to articulate arguments, and their engagement with peers. Rubrics may be used to ensure transparent and consistent evaluation criteria.

Community action projects provide another impactful performance-based assessment method. These projects involve students planning, implementing, and evaluating initiatives that address local community needs. Educators can assess the effectiveness of these projects by considering the

planning process, execution, and measurable outcomes. Feedback from community partners can also be incorporated to provide an external perspective and encourage continuous improvement.

By combining these assessment methods, educators can create a framework that not only measures learners' civic knowledge and skills but also encourages active participation, reflection, and growth as engaged citizens.

F. Strategies to Involve Parents

Involving parents in civic engagement not only enhances learners' educational experiences but also ensures a community-oriented mindset. By implementing effective strategies, schools can create a collaborative environment that encourages active participation from families, ultimately contributing to a more engaged and informed citizenry.

a. Education and Awareness

Educating parents about the importance of civic engagement is a crucial first step. Schools can organize workshops and seminars to inform parents about how they can support their children's learning in this area. These sessions can cover topics such as digital citizenship, community involvement, and understanding civic rights and responsibilities. Additionally, schools can host information sessions to provide an overview of their civic education initiatives, curriculum, and opportunities for parental involvement. These efforts ensure that parents are well-informed and equipped to contribute effectively.

b. Encouraging Participation

Parents can play an active role in civic engagement initiatives through participation in volunteer opportunities. Schools can invite parents to assist with organizing community service projects, participating in school governance, or sharing their expertise related to civic engagement. Family engagement events, such as community clean-up days, civic fairs, or family discussions, or World Café (platform based) on current events, are another way to bring families together around civic values. These events should be interactive and designed to encourage meaningful participation from all family members.

c. Collaboration with Schools

Strengthening parent-teacher collaboration through clubs, committees to focus on civic engagement can create a platform for parents and educators to collaborate on planning and implementing civic education programs. Parents can be encouraged to take leadership roles within these collaborations, ensuring a sense of shared responsibility. Establishing feedback mechanisms, such as surveys, focus groups, or suggestion boxes, allows parents to voice their opinions and suggest improvements to civic education practices. This two-way communication ensures that parents feel valued and involved in shaping the programs.

d. Support for Student Learning

Parents can support their children's civic learning at home through various activities. Schools can provide parents with resources, such as toolkits containing discussion prompts, activities, and media recommendations, to reinforce civic concepts. Encouraging discussions about civic topics

at home is another effective strategy. Schools can offer discussion guides or questions to help parents engage their children in meaningful conversations about current events, community issues, and civic responsibilities. This creates a home environment where civic engagement is valued and explored.

e. Building a Community Network

Creating a network of parents, schools, and community organizations can significantly enhance civic engagement efforts. Schools can partner with local NGOs and community organizations to develop programs that involve both parents and learners in civic activities. Promoting community events that parents can attend with their children further strengthens these connections. Networking events that bring parents together with community leaders, local activists, and educators can also foster relationships, encourage collective action, and build a strong support system for civic initiatives.

f. Recognition and Celebration

Recognizing and celebrating the civic contributions of parents and families is essential for maintaining their engagement. Schools can highlight their contributions during events, creating awards or acknowledgments for families who actively participate in community service or civic initiatives. Additionally, showcasing learners' work provides an opportunity for parents to see the impact of their children's efforts. Schools can host exhibitions, presentations, or community forums where learners share their civic engagement projects, reinforcing the importance of parental involvement and celebrating collective achievements.

By implementing these strategies, schools can create a supportive and collaborative environment that engages parents as key partners in civic education. This partnership not only enhances students' learning but also strengthens the broader community's commitment to civic responsibility and engagement.

G. Collaboration with NGOs

Lebanon is characterized by a dynamic civil society, with a variety of active NGOs that can support MEHE and CRDP in enhancing civic engagement. Their expertise, resources, and strong community connections can significantly enrich civic education initiatives, ensuring that learners are well-prepared to participate actively and responsibly in their communities and democracy. By Institutionalizing the collaboration with the education sector NGOs, and the broader community, we can ensure sustainable and efficient support for designing and implementing civic engagement programs

a. Curriculum Development and Resource Provision

NGOs specializing in civic education can bring valuable expertise to curriculum development. By collaborating with CRDP, NGOs can help design and refine curricula that are relevant, engaging, and effective in promoting civic responsibility. Additionally, NGOs can support the creation of educational materials, toolkits, and online resources that teachers can use to enhance classroom instruction. These resources ensure that educators have the tools they need to deliver impactful civic education.

b. Training and Professional Development

Professional development is essential for equipping educators with the skills and knowledge needed to teach civic education effectively. NGOs can partner with CRDP to organize workshops and seminars focused on innovative teaching methods, civic engagement strategies, and best practices in the field. Furthermore, NGOs can help establish mentorship programs that connect experienced educators with those new to teaching civic education. This mentorship encourages professional growth, collaboration, and the sharing of expertise among educators.

c. Facilitating Community Partnerships

NGOs serve as valuable intermediaries between schools and community organizations, helping to establish partnerships that expand civic engagement opportunities for students. By leveraging their networks, NGOs can coordinate collaborative projects that involve learners, local organizations, and government entities. These projects, such as community service initiatives, provide these learners with hands-on experience in civic participation while fostering a sense of collective responsibility and community involvement.

d. Student Engagement Initiatives

NGOs can play a key role in developing programs specifically designed to engage youth in civic activities. Leadership training, advocacy workshops, and civic engagement camps are just a few examples of initiatives that NGOs can implement to inspire and empower learners. Additionally, NGOs can support the establishment of student councils and civic clubs by providing guidance and resources to ensure their effective operation. These initiatives encourage learners to take an active role in their communities and develop leadership skills.

e. Monitoring and Evaluation

Assessing the impact of civic education initiatives is crucial for ensuring their effectiveness and sustainability. NGOs can assist in developing metrics and evaluation frameworks to measure the success of these programs and their influence on learner engagement. They can also facilitate the collection of feedback from learners, educators, and community members. This feedback helps to identify areas for improvement and ensures that civic education programs remain relevant and impactful.

f. Funding and Resource Mobilization

Securing funding is often a challenge for educational institutions, and NGOs can provide valuable support in this area. With their experience in grant writing, fundraising, and building partnerships, NGOs can help schools access financial resources for civic engagement initiatives. Additionally, NGOs can share their own resources, such as training materials, expertise, and tools, to further support schools in their efforts to promote civic education.

g. Promoting Inclusivity

Inclusivity is a critical aspect of civic education, and NGOs can help ensure that marginalized communities are actively engaged in these initiatives. By focusing on targeted outreach, NGOs can work to include underrepresented voices in civic education and participation. They can also assist CRDP in adapting civic education materials and programs to be culturally relevant and

accessible to diverse student populations. This ensures that all learners, regardless of their background, can benefit from and contribute to civic engagement efforts.

By ensuring collaboration with NGOs, schools and educational institutions can leverage their expertise, resources, and networks to create impactful, inclusive, and sustainable civic education programs. This partnership strengthens the foundation for a more active and responsible citizenship, ensuring that learners are prepared to contribute meaningfully to their communities and society at large.

III. Recommendations for Digital Citizenship

a. Recommendations for All Stakeholders

▪ Enhance Communication and Collaboration:

Strengthening communication among School principals, teachers, parents, and students is crucial for a shared understanding of digital citizenship and its importance. Regular meetings and joint workshops can be organized to discuss challenges and opportunities.

▪ Develop Comprehensive Training Programs:

Integrated training programs should be designed for all stakeholders, covering topics such as digital safety, privacy protection, and online etiquette. These programs should be accessible to everyone to enhance understanding and skills.

▪ Provide Necessary Resources:

Schools should offer the educational resources needed to support digital citizenship education, such as modern technological tools and teaching materials focused on this area.

▪ Activate Extracurricular Activities:

Extracurricular activities that promote understanding of digital citizenship should be encouraged, such as workshops, competitions, and community activities involving all stakeholders.

▪ Evaluate Educational Effectiveness:

Regular assessments of digital citizenship education programs should be conducted to determine their effectiveness, adjusting based on the results and feedback from all parties.

b. Specific Recommendations for Each Stakeholder

1- Students:

▪ Learning Digital Skills:

Students should strive to learn essential digital skills, such as how to use digital tools safely and effectively.

▪ Participation in Activities:

Students should participate in digital and community activities to enhance their understanding of digital citizenship and apply it in their daily lives.

- Developing Critical Thinking Skills:

Train students to distinguish between accurate and misleading information online, while emphasizing the importance of ethical and respectful behavior towards others on digital platforms.

- Integrating Digital Citizenship into Curricula:

Include digital citizenship as part of the curricula at all educational levels and integrate digital topics into other subjects, such as social studies, technology, and even literature, to enhance learners' understanding.

- Establishing Support Units in Schools:

Provide support units in schools to help students deal with cyberbullying or other digital issues and collaborate with parents through training sessions to promote digital citizenship among their children.

2- Teachers:

- Developing Tailored Training Programs:

Design training programs tailored to meet teachers' needs in digital citizenship topics, focusing on artificial intelligence, communication tools, and incorporating practical applications and interactive activities.

- Involving Specialized Experts:

Collaborate with experts in artificial intelligence and digital education to develop high-quality training content and organize specialized workshops and seminars to update teachers on the latest technologies.

- Bridging the Gap Between Public and Private Schools:

Develop national plans to provide unified training programs for all teachers and offer financial and moral incentives for public school teachers to participate in these programs.

- Teaching Digital Citizenship as an Independent Subject:

Allocate a dedicated subject for teaching digital citizenship, enabling students to delve deeper into digital concepts and practices.

- Developing Sustainable Training Strategies:

Implement sustainable training programs that are updated regularly to keep up with rapid technological advancements and establish training units within schools to provide continuous training for teachers.

- Strengthening Partnerships with the Private Sector and Academic Institutions:

Build partnerships with technology companies to provide technical support and training and organize joint initiatives between schools and the private sector to raise awareness about digital citizenship.

3- School Principals:

- Developing a Comprehensive Curriculum:

Incorporate dedicated units on digital citizenship as an official part of the Lebanese curriculum, ensuring a systematic inclusion of these concepts rather than partial integration.

- Establishing Clear National Policies:

Create policies that support the integration of digital citizenship into education, including providing resources for digital infrastructure, especially in public schools and rural areas.

- Securing Necessary Funding:

Invest in educational technology and digital infrastructure to improve learning experiences.

- Strengthening Partnerships with Civil Society Organizations:

Collaborate with civil society organizations to provide training workshops and educational materials that promote digital citizenship in schools.

- Conducting Regular Evaluations:

Periodically evaluate digital citizenship education programs to assess their effectiveness and identify areas for improvement, helping to develop more efficient strategies.

- Allocating Time and Resources:

Dedicate sufficient time in the curriculum for teaching digital citizenship and provide necessary resources, such as teacher training.

- Developing Clear Policies:

Establish clear policies and procedures to promote digital citizenship in schools, contributing to the creation of a safe and effective learning environment.

4- Parents:

- Raising Awareness About Digital Risks:

Organize comprehensive awareness campaigns about the risks associated with inappropriate content, cyberbullying, and internet addiction.

- Encouraging Regular Discussions with Children:

Provide practical guidelines for parents on how to manage discussions about digital safety with their children, focusing on topics like cyberbullying, protecting personal information, and the risks of communicating with strangers.

- Training Programs for Parents:

Offer training courses to increase parents' knowledge of technology and enhance their ability to protect their children.

- Strengthening Collaboration with Educational Institutions:

Engage schools in digital awareness efforts by organizing joint workshops and training programs for parents and students.

- Developing Supportive Resources for Parents:

Provide educational materials and practical guidelines on how to deal with digital risks and create online platforms for parents to share experiences with digital safety experts.

- Keeping Up with Digital Developments:

Facilitate parents' access to the latest technologies and tools that help them monitor their children's activities effectively.

Promoting digital citizenship in the educational community requires a collaborative effort from all parties. By following these recommendations, a comprehensive and effective understanding of digital citizenship can be achieved, enhancing individuals' ability to interact positively and responsibly in the digital world.

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Appendices

Appendix A :Competencies for Civic Engagement

Council of Europe’s Reference Framework of Competences for Democratic Culture

The Council of Europe’s Reference Framework of Competences for Democratic Culture (RFCDC) provides a robust framework for cultivating democratic values, skills, knowledge, and attitudes. By emphasizing these key components, the RFCDC empowers individuals to become active and informed citizens.

- Values

At the core of the RFCDC are democratic values, such as respect for human rights, democracy, and the rule of law. Additionally, the framework promotes intercultural understanding, encouraging individuals to appreciate and respect cultural diversity, thereby fostering peaceful coexistence.

- Skills

To effectively engage in democratic processes, individuals must possess a range of essential skills. Critical thinking enables individuals to analyze information, evaluate arguments, and make informed decisions. Strong communication skills, including active listening and respectful expression, facilitate effective dialogue and participation. Participatory skills empower individuals to engage in democratic processes, such as voting and community activism, and to influence public policy.

- Knowledge

A solid foundation of knowledge is essential for informed and responsible citizenship. Understanding democratic institutions, including political systems, governance structures, and civic rights and responsibilities, is crucial. Furthermore, awareness of social issues, such as inequality, discrimination, and environmental sustainability, enables individuals to identify and address societal challenges.

- Attitudes

A positive attitude is fundamental to active citizenship. Openness to diversity fosters inclusivity and empathy, while a commitment to participation drives individuals to engage in civic life and contribute to their communities.

Ultimately, the RFCDC offers a comprehensive approach to education for democratic citizenship. By equipping individuals with the necessary values, skills, knowledge, and attitudes, the framework empowers them to become active participants in their communities and beyond.

The RFCDC also outlines a set of essential skills that contribute significantly to supporting civic engagement among students. By cultivating these skills, students are empowered to engage meaningfully in democratic processes and address societal challenges.

- Critical Thinking Skills

Critical thinking enables students to analyze information, evaluate arguments, and identify biases. This skill is essential for making informed decisions and understanding complex social issues. By developing critical thinking skills, students are better equipped to challenge the status quo, question authority, and participate in constructive dialogue.

- Communication Skills

Effective communication is fundamental to civic engagement. Strong communication skills, including both verbal and written communication, allow students to express their ideas clearly and persuasively. By developing these skills, students can participate in debates, engage in public discourse, and advocate for their beliefs.

- Participatory Skills

Participatory skills empower students to actively engage in democratic processes. These skills include voting, petitioning, and community organizing. By developing these skills, students can influence public policy, hold elected officials accountable, and contribute to the betterment of their communities.

- Empathy and Interpersonal Skills

Empathy and interpersonal skills are essential for building strong relationships and fostering understanding. By developing these skills, students can work collaboratively with others, resolve conflicts peacefully, and appreciate diverse perspectives. These skills are crucial for creating inclusive and harmonious communities.

- Conflict Resolution Skills

Conflict resolution skills enable students to manage disagreements constructively. By developing these skills, students can find common ground, negotiate compromises, and resolve conflicts peacefully. These skills are essential for maintaining civil discourse and promoting cooperation.

- Autonomous Learning Skills

Autonomous learning skills empower students to take initiative in their own learning. By developing these skills, students can seek out information, conduct research, and critically evaluate sources. This independence is crucial for lifelong learning and active citizenship.

The competencies outlined in the RFCDC equip students with the necessary skills to engage meaningfully in democratic processes. By fostering critical thinking, communication, participatory abilities, empathy, conflict resolution, and autonomous learning, these skills collectively enhance students' capacity to act as informed and responsible citizens. This comprehensive approach not

only prepares them for current civic challenges but also instills a commitment to ongoing participation in democratic life.

- The OECD Framework for Student Competencies on Citizenship and Civic Engagement

The OECD framework for student competencies on citizenship and civic engagement offers a comprehensive approach to preparing young people for active participation in democratic societies. By focusing on a combination of cognitive, social, emotional, and participatory skills, as well as knowledge and attitudes, this framework provides a roadmap for fostering informed, responsible, and engaged citizens.

Key Competencies and Their Implications

1. Cognitive Skills:

- **Critical Thinking:** This skill enables students to analyze information, evaluate arguments, and make informed decisions. It is essential for understanding complex social issues and participating in public discourse.
- **Problem-Solving:** By developing problem-solving skills, students can identify challenges, propose solutions, and implement strategies to address them. This is crucial for addressing societal issues and contributing to positive change.

2. Social and Emotional Skills:

- **Empathy:** Empathy allows students to understand and appreciate diverse perspectives, fostering inclusivity and respect. It is essential for building relationships, resolving conflicts, and collaborating with others.
- **Collaboration:** Effective collaboration skills enable students to work together towards common goals, such as community projects or advocacy campaigns. This skill is essential for fostering a sense of shared responsibility and collective action.

3. Participatory Skills:

- **Engagement in Democratic Processes:** Understanding democratic processes, such as voting, petitioning, and public discourse, empowers students to participate actively in shaping their communities.
- **Community Involvement:** Encouraging students to engage in community service and local initiatives fosters a sense of belonging and responsibility. It also provides opportunities for students to apply their skills and knowledge to real-world problems.

4. Knowledge:

- **Understanding of Civic Concepts:** A strong foundation in democratic values, human rights, and the functioning of political systems is essential for informed and responsible citizenship.
- **Awareness of Social Issues:** By understanding current social issues, students can become more engaged in addressing them. This knowledge empowers them to advocate for change and contribute to positive social impact.

5. Attitudes:

- **Open-Mindedness:** An open-minded attitude allows students to appreciate diverse perspectives and engage in constructive dialogue. It is essential for fostering tolerance, understanding, and cooperation.
- **Commitment to Active Citizenship:** A commitment to active citizenship motivates students to participate in civic life, volunteer in their communities, and strive for a better future.

6. Integrating Civic Competencies (OECD)

The OECD framework also provides a robust approach to integrating civic competencies into educational systems, ensuring their practical application. By emphasizing a competency-based approach, the framework prioritizes the development of skills, knowledge, and values that enable students to actively participate in democratic life. The framework offers comprehensive guidance for educators and policymakers, covering curriculum development, pedagogy, assessment, and teacher training. This guidance ensures that civic competencies are systematically integrated across educational settings, from early childhood to higher education.

Experiential learning is a key component of the framework. By engaging in real-world activities, such as community service projects and simulations of democratic processes, students can apply their civic skills in authentic contexts. This hands-on approach reinforces the relevance of civic education and fosters a sense of agency and responsibility. The framework also emphasizes the importance of formative assessment, which allows educators to monitor students' progress and provide timely feedback. This approach helps students identify their strengths and weaknesses and allows educators to adapt their teaching strategies to meet the individual needs of their students.

Teacher training and development are crucial for effective implementation of the framework. By providing teachers with the necessary knowledge and skills, educational institutions can ensure that civic competencies are taught effectively. Finally, the framework promotes an interdisciplinary approach to civic education, integrating civic concepts into various subjects. This helps students see the relevance of civic competencies in everyday life and encourages them to apply their knowledge and skills in different contexts.

By focusing on these key strategies and components, the OECD framework ensures that civic competencies are not merely taught but actively practiced by students. This holistic approach equips students with the skills, knowledge, and values they need to become informed, engaged, and responsible citizens.

UNESCO Global Framework for Citizenship Education (GCED) initiative

The UNESCO Global Citizenship Education (GCED) initiative aims to empower individuals, particularly young people, to become active and responsible citizens of local and global communities. By fostering critical thinking, social engagement, and a respect for human rights, tolerance, and cultural diversity, GCED seeks to create a more just, equitable, and sustainable world.

Key Components of GCED

- **Universal Values:** GCED promotes core values such as peace, human rights, tolerance, equality, and respect for cultural diversity.
- **Key Skills:** The initiative emphasizes the development of critical thinking, peaceful conflict resolution, cooperation, and active participation in public life.
- **Multidimensional Education:** GCED recognizes the importance of a holistic approach to education, addressing cognitive, affective, and psychomotor dimensions.

Strategic Objectives

- **Promoting Active Citizenship:** GCED seeks to cultivate a sense of civic responsibility and empower individuals to participate in their communities.
- **Global Thinking:** The initiative aims to develop a global perspective, enabling individuals to understand global issues and their impact on local communities.
- **Sustainable Learning:** GCED emphasizes lifelong learning, equipping individuals with the skills they need to adapt to a rapidly changing world.

Practical Applications for GCED

GCED can be integrated into various subjects, such as civics, history, and geography, as well as extracurricular activities like community service, environmental projects, and cultural exchange programs. These activities provide opportunities for students to apply their knowledge and skills to real-world issues and to develop a sense of global citizenship.

The implementation of Global Citizenship Education (GCED) is hindered by several challenges. Cultural and political diversity across countries can pose obstacles, as values, priorities, and sensitivities vary widely. This can make it difficult to incorporate universal values and concepts into national curricula and educational practices. Lack of resources is another significant challenge, as adequate funding is needed to support teacher training, curriculum development, and the provision of relevant materials. Without sufficient resources, it becomes difficult to effectively implement GCED programs and achieve the desired outcomes.

Appendix B: International Frameworks for Competencies in Digital Citizenship

CRDP is currently defining the scope and sequence for all subjects within the framework of a new competency-based curriculum. Citizenship is a crucial aspect of this endeavor, recognized as both a transversal competency among the nine identified and a specific competency in its own right.

This study investigates competencies related to citizenship by examining relevant international frameworks for learners' competencies in digital citizenship and civic engagement. These frameworks emphasize the importance of equipping learners with the necessary skills and knowledge for effective civic participation.

By focusing on knowledge acquisition, skill development, and value formation, these initiatives aim to prepare learners to navigate complex societal challenges and actively engage in their communities. The following sections present key frameworks and provide general guidance on their implementation.

- Competencies for Digital Citizenship

International frameworks for student competencies on digital citizenship focus on equipping learners with the necessary skills, knowledge, and attitudes to navigate the digital world responsibly. The digital age has ushered in a new era of connectivity, presenting both immense opportunities and significant challenges. As a result, there is a growing need to equip individuals with the necessary skills and knowledge to navigate the digital landscape responsibly and ethically. Various frameworks have emerged to address this imperative, each offering a unique perspective on the essential components of digital citizenship.

- The Council of Europe's Digital Citizenship Education Framework

It is a comprehensive approach that emphasizes the development of digital competencies aligned with democratic values. It encompasses three key areas: Being Online, Well-Being Online, and Rights Online. This framework aims to prepare individuals to participate actively and responsibly in digital environments while upholding human dignity and democratic principles.

The EU Digital Competence Framework (**DigComp**) provides a structured approach to defining the digital competencies required for individuals to thrive in the digital age. It covers a wide range of skills, including information and data literacy, communication and collaboration, digital content creation, safety, and problem-solving. The primary goal of DigComp is to guide policymakers in developing initiatives that enhance citizens' digital capabilities.

- UNESCO's ICT Competency Framework for Teachers

It offers valuable insights into the essential competencies required to teach digital citizenship effectively. It focuses on three key areas: Understanding ICT in Education, Curriculum and Assessment, and Pedagogy. By equipping teachers with the necessary skills and knowledge, this framework aims to foster the development of digital citizenship among students.

- The DQ (Digital Intelligence) Global Standards, developed by the DQ Institute

It provides a comprehensive set of competencies related to digital citizenship. It covers areas such as digital identity management, digital communication and collaboration, digital safety and security, and digital rights and responsibilities. This framework aims to empower individuals to navigate the digital world with confidence and integrity.

- OECD Framework for Digital Citizenship

The OECD framework for digital citizenship provides a comprehensive approach to equipping students with the necessary competencies to navigate the digital world responsibly.

- Digital Literacy is fundamental to digital citizenship, enabling individuals to access, understand, evaluate, and create information using digital technologies. This skill is essential for navigating the vast amount of information available online and for effectively communicating and collaborating with others.
- Critical Thinking and Problem-Solving skills are crucial for discerning credible information from misinformation and for making informed decisions in the digital age. By developing these skills, students can evaluate the reliability of online sources, identify biases, and think critically about the information they encounter.
- Communication and Collaboration skills are essential for effective interaction in digital spaces. Students need to understand online etiquette, communicate their ideas clearly, and work collaboratively with others in diverse digital contexts. These skills are vital for building positive relationships and participating meaningfully in online communities.
- Safety and Security Awareness are essential for protecting oneself in the digital world. Students must be aware of the risks associated with online activities, such as privacy concerns and cybersecurity threats. By understanding these risks, students can take steps to protect their personal information and avoid potential harm.
- Ethical Use of Technology involves understanding the ethical implications of technology use, such as respect for intellectual property and understanding the concept of digital footprints. By promoting ethical behavior, the framework encourages students to use technology responsibly and to consider the impact of their online actions.
- Active Participation empowers students to engage actively in online communities and democratic processes. By participating in online discussions, sharing their ideas, and advocating for their beliefs, students can contribute to a more inclusive and just digital society.

By focusing on these key components, the OECD framework empowers students to become responsible and informed digital citizens.

In conclusion, these frameworks highlight the multifaceted nature of digital citizenship. By understanding and implementing the principles outlined in these frameworks, individuals can become responsible and informed digital citizens, capable of harnessing the power of technology for positive impact.

Useful references for citizenship competencies

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Appendix C: Questionnaire addressed to Students

This questionnaire is part of a national study on citizenship education in Lebanese schools. It aims to gather information about your involvement in both the community and digital civic activities, your understanding of democratic values, and how you participate in your real and digital community and school. Your honest responses are crucial to helping us enhance and strengthen citizenship education programs across Lebanon. All answers are confidential and will only be used for research purposes. We thank you in advance for your valuable participation.

a. Section 1: Understanding of Citizenship and Civic Responsibilities

1. To what extent do you agree with the following statement: “It is essential for young people to learn about citizenship and civic responsibilities”
 - Totally agree
 - Agree
 - Neutral
 - Disagree
 - Totally disagree

2. How do you define active citizenship? (close-ended question)
 - Engagement in community affairs
 - Public participation
 - Advocacy and activism,
 - Responsibility and accountability
 - Other, please specify

3. What is the role of democracy in promoting civic participation? (Select all that apply)
 - Ensure equal rights for all citizens
 - Promote transparency, accountability, and government responsibility
 - Guarantee high levels of citizen participation and engagement
 - Empower citizens to make decisions through voting
 - Other, please specify

4. If you were eligible, would you vote in the next election?
 - Yes
 - Probably not
 - No

5. In your opinion, what constitutes the “common good” in a society? (Select all that apply)
 - Public safety and security
 - Access to education and healthcare
 - Environmental protection

- Economic prosperity
 - Social equality
 - Other, please specify
6. Civic values are essential for a well-functioning society. Which of these civic values do you find most challenging to uphold in your daily life? (Select up to three)
- Acceptance and respect for diversity
 - Tolerance
 - Equality and Social Justice
 - Solidarity
 - Social responsibility
- b. Section 2: Civic Education
7. Which of the following do you believe has the greatest influence on shaping a person's understanding of citizenship? Rank the following options from the most important to the least important (1 being the least important and 5 being the most important).
- Parents and family upbringing
 - Education system and schools
 - Peer groups
 - Media and social media
 - Personal experiences
 - Other, please specify
8. In your view, what is the primary purpose of citizenship education? (select all that apply)
- To form responsible and active citizens
 - To promote active participation in democracy
 - To teach about government structure and laws
 - To prepare individuals for the job market
 - To foster social cohesion, coexistence, and national identity
9. How often does your school organize activities related to civic engagement (community service, school elections, collaboration with NGOs)?
- Frequently
 - Occasionally
 - Rarely
 - Never

10. Which method(s) do you think do you prefer for learning about citizenship education?
(Select one or more answers)

- In-person lectures
- Online lectures
- Group debates and discussions
- Simulations and citizen projects
- Collaborative activities with local authorities in the field
- Other, please specify:

11. In your opinion, what are the main problems with the current educational system regarding citizenship education? (Select one or more answers)

- The disconnect between practice and theory
- Outdated educational programs
- Citizenship education is too theoretical
- Lack of the possibility of critical thinking in the curriculum
- Other, please specify:

c. Section 3: Digital Citizenship

12. When talking about the role of media in terms of citizenship education, in your opinion, what does digital citizenship involve? (Select all that apply)

- Being respectful online
- Protecting personal information
- Avoiding cyberbullying
- Knowing how to use digital tools
- Participate in digital community activities

13. Have you received any formal education on digital citizenship at school?

- Yes
- No

If yes, how did you receive this education?

- Curriculum course
- Extracurricular course
- Workshop or seminar
- Other, please specify:

If yes, how effective do you think this education was?

- Not effective
- Somewhat effective

- Very effective

14. How do you use technology responsibly?

- I always make sure not to harm others when commenting or posting
- I only share useful content
- Sometimes I share content without thinking
- I don't care about the consequences of what I post

15. How do you protect your privacy online?

- I always check the privacy settings on my accounts
- I use pseudonyms and hide my personal information
- I share everything without thinking about privacy
- I don't put any personal information online

16. Have you ever experienced or witnessed cyberbullying?

- Yes, experienced
- Yes, witnessed
- No

If yes, how did you respond? (Select all that apply)

- Ignored it
- Reported it
- Supported the victim
- Discussed it with a teacher
- Shared it with peers
- Other, please specify

17. What topics do you think should be included in digital citizenship education? (Select all that apply)

- Ethical online behavior
- Safe online communication
- Knowledge of using information and its tools
- How to use social media effectively and responsibly
- Navigating online misinformation
- Other, please specify

d. Section 4: Civic Engagement at schools

18. On a scale of 1 to 5, how would you rate your overall level of civic engagement?
(1 = Not engaged at all, 5 = Very engaged)

19. Are you involved in any student organizations, clubs, or councils at your school?

- Yes
- No
- Not consistently

If yes, which type of school organizations are you involved in? (Select all that apply)

- Student council or government
- Debate or public speaking club
- Environmental or sustainability club
- Volunteering or service club
- Online campaigns
- Other, please specify

20. How willing are you to take a leadership role in civic activities at school (student council, organizing events)?

- Very willing
- Somewhat willing
- Neutral
- Not willing
- Not willing at all

21. How often do you participate in activities or events organized by your school related to citizenship education (e.g., debates, school elections, community projects)?

- Frequently
- Occasionally
- Rarely
- Never

If yes, was your participation voluntary?

- Yes
- No

22. Have you donated / collected money for a good cause?

- Yes
- No

23. Have you signed / supported a petition?

- Yes
- No

24. Do you vote in school council elections?

- Yes
- No

25. Have you stood as a candidate in a school council election?

- Yes
- No

26. Have you participated in a school-based project to help solve a problem?

- Yes
- No

27. Have you ever volunteered to help people in your local community?

- Yes
- No

28. How often do you take part in local community initiatives or civic events outside of school (municipal meetings, volunteering)?

- Frequently
- Occasionally
- Rarely
- Never

29. Which skills do you think are most important for effective civic participation? (Select up to three skills as per their importance)

- Communication skills
- Critical thinking
- Leadership
- Teamwork
- Problem-solving
- Other, please specify:

30. How well do you feel your school prepares you for civic engagement and participation?

- Very well
- Adequately
- Not very well
- Not at all

31. What are your suggestions for schools to better prepare students for civic engagement?

- Incorporate more experiential civic activities (e.g., volunteering, community projects)
- Offer workshops on leadership and advocacy skills
- Integrate current events and social issues into the curriculum

- Encourage participation in debates and public speaking
- Other, please specify

32. Besides school, in which settings do you most often engage in civic activities? (Select all that apply)

- Family
- Religious institutions
- Non-governmental organizations (NGOs) or Local community groups
- Social media platforms
- None of the above
- Other, please specify:

33. Which factors motivate you to engage in civic activities? (Select all that apply)

- Personal interest in specific issues
- Sense of social responsibility
- Sense of patriotism
- Desire to make a difference
- Peer influence
- School requirements
- Other, please specify:

e. Section 6: Challenges and Suggestions

34. What are the main barriers that prevent you or may prevent you from being more civically engaged? (Select all that apply)

- Lack of time
- Lack of information about opportunities
- Lack of interest
- Feeling that my actions won't make a difference
- Transportation issues
- Other, please specify

35. Which topics related to citizenship do you feel you need to learn more about? (Select all that apply)

- How the government works
- Human rights and social justice
- Sustainable development and Environmental issues
- Digital Citizenship
- International issues and global citizenship
- None of the above
- Other, please specify

- 36.** What are the possible suggestions in your school's citizenship education programs to better prepare you to participate actively in the civic and **public** life of Lebanese society? (one or more answers)
- Promote more discussions on current social and political issues
 - Update school curricula
 - Promote practice over theory
 - Promote interactions with civil society through activities in collaboration with NGOs, municipalities and/or religious institutions.
 - Incorporating student voices in decision-making processes
 - Other, please specify
- 37.** Do you have any additional comments or suggestions on how young people can be better engaged in civic and community activities? (optional)

f. Section 7: Demographic Information

38. Sex:

- Male
- Female

39. Grade Level:

- Grade 10
- Grade 12

40. Type of School:

- Private
- Public

41. Type of curriculum:

- Lebanese Baccalaureate
- French Baccalaureate
- International Baccalaureate
- Technical Baccalaureate
- Other, please specify:

42. Region of Residence:

- Beirut
- Mount Lebanon
- Baalbek-Hermel
- North Lebanon
- South Lebanon

- Bekaa
- Nabatieh
- Keserwan-Jbeil
- Akkar

43. Parents' Highest Level of Education:

- Did not complete high school
- High school/BT diploma
- Bachelor's/TS or LT degree
- Master's degree
- Doctoral Studies

Appendix D: Questionnaire addressed to Teachers

This questionnaire is part of a national study on citizenship education in Lebanese schools. It aims to gather information about citizenship education in schools and your attitudes and perspectives concerning matters related to civics and national education. Your honest responses are crucial to helping us enhance and strengthen citizenship education programs across Lebanon. All answers are confidential and will only be used for research purposes. We thank you in advance for your valuable participation.

a. Section 1: Understanding of Citizenship and Citizenship Education

1. How do you define active citizenship?

- Engagement in community affairs
- Public participation
- Advocacy and activism,
- Responsibility and accountability
- Other, please specify

2. What inspired you to become a citizenship teacher?

- Engagement in community affairs
- Public participation
- Advocacy and activism,
- Responsibility and accountability
- Other, please specify

3. In your opinion, how important is it for young people to learn about citizenship and civic responsibilities?

- Very important
- Important
- Neutral
- Not important
- Not important at all

4. In your view, what is the primary purpose of citizenship education? (select all that apply)

- To form responsible and active citizens
- To promote active participation in democracy
- To teach about government structure and laws
- To prepare individuals for the job market
- To foster social cohesion, coexistence, and national identity
- Other, please specify:

5. Which of the following do you believe has the greatest influence on shaping a person's understanding of citizenship? Rank the following options from the most important to the least important.
- Parents and family upbringing
 - Education system and schools
 - Peer groups
 - Media and social media

b. Section 2: Pedagogical Approaches

6. Do you incorporate citizenship education in the subject you teach?
- Yes
 - No
 - Sometimes

If yes, what teaching methods do you most often use to deliver citizenship education?

- Lectures (traditional course)
 - Online lectures
 - Group debates and discussions
 - Simulations and citizen projects
 - Collaborative activities with local authorities in the field
 - Other, please specify
7. Can you describe a typical citizenship education lesson in your classroom? (optional)
8. How do you encourage critical thinking and independent analysis in your citizenship lessons?
- Debates and discussions on controversial topics
 - Case studies or real-world scenarios for problem-solving activities
 - Research projects to explore multiple perspectives
 - Other, please specify
9. Based on your experience, which method(s) do you think are effective for learning about citizenship education? (Rate them on a scale from 1 to 5, with 1 being not effective at all and 5 being very effective)
- Lectures
 - Group debates and discussions
 - Simulations and citizen projects
 - Collaborative activities with local authorities in the field
 - Online activities

10. Do you collaborate with other teachers when planning or delivering citizenship education lessons?

- Yes
- Not always
- No

If yes, what is the nature of these collaborations?

- Co-teaching
- Shared projects
- Planning to not teach the same content
- Other, please specify

11. How satisfied are you with the current citizenship education in the school you teach at?

- Very satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very dissatisfied

12. How do you perceive the school's general engagement in terms of citizenship and citizenship education?

- Very engaged
- Engaged
- Neutral
- Not engaged
- Not engaged at all

c. Section 3: Student Engagement and Outcomes

13. To what extent do you think students are interested in the topics discussed in citizenship education in general?

- Very interested
- Interested
- Neutral
- Not interested
- Not interested at all

14. To what degree do students actively participate in class discussions or activities during citizenship education?

- Very frequently
- Often

- Rarely
- They usually do not participate
- I do not teach or integrate citizenship education

15. To what extent do you think students understand their civic responsibilities based on the citizenship education you provide?

- Very well
- Somewhat
- Not very well
- Not at all

16. How do you assess whether students are achieving these learning outcomes? (Select all that apply)

- Through tests or exams
- Through classroom discussions
- Through student participation in community or civic service
- Through their engagement and participation during the session
- Other, please specify:

17. What strategies do you use to engage students in the subject?

- Relating the content to real-life scenarios or current events
- Using interactive activities like debates or role-playing
- Using technology or multimedia (e.g., videos, online tools)
- Letting students choose the topics or projects
- I do not use any strategies
- Other, please specify:

18. Rate the effectiveness of each of these methods on a scale from 1 to 5 (1 being not effective at all, and 5 being very effective)

- Relating the content to real-life scenarios or current events
- Using interactive activities like debates or role-playing
- Using technology or multimedia (e.g., videos, online tools)
- Letting students choose the topics or projects
- Connecting the topic to students' personal experiences

19. Do you involve parents in citizenship education?

- Yes
- No

If yes, how? _____

d. Section 4: Digital Citizenship

20. What aspects of digital citizenship do you consider most important for students? (Select all that apply)

- Digital literacy
- Internet Safety
- Digital Participation
- Digital Responsibility
- Ethical/Etiquette online behavior

21. Does the school you teach at currently include digital citizenship education in its curriculum?

- Yes
- No
- Not sure

If yes, how is digital citizenship education integrated into the curriculum? (Select all that apply)

- Standalone courses
- Integrated into existing subjects (e.g., Social Studies, Technology)
- Workshops and seminars
- Extracurricular activities
- Other, please specify

If yes, how effective do you believe the current digital citizenship education program is at your school?

- Not effective
- Somewhat effective
- Very effective

If not, do you think it should be included in the curriculum?

- Yes
- No
- Not sure

22. To what extent do you think you are prepared to teach about AI?

- Very prepared
- Prepared
- Somewhat prepared
- Not prepared
- Not prepared at all

23. To what extent do you think you are prepared to teach about social media influence?
- Very prepared
 - Prepared
 - Somewhat prepared
 - Not prepared
 - Not prepared at all

e. Section 5: Challenges in Citizenship Education and Suggestions

24. What challenges have you observed in citizenship education?

- Curriculum constraints
- Lack of resources
- Sensitive topics
- Lack of interest from the students
- Lack of professional training
- Other, please specify:

25. What could be possible suggestions in your school's citizenship education programs to better prepare students to actively participate in the civic and political life of Lebanese society? (rank them from the most important to the least important)

- Include more teaching on political institutions and democratic processes
- Encourage engagement in community service and civic activities outside of school
- Promote more discussions on current social and political issues
- Update school curricula
- Promote practice over theory
- Promote interactions with civil society through activities in collaboration with NGOs, municipalities and/or religious institutions.

26. Do you believe that citizenship education should be prioritized more within the school system?

- Yes
- No
- Not sure

If not, why?

27. Are there any emerging trends or issues that should be included in the citizenship education curriculum?

- Global citizenship
- Digital citizenship
- Sustainable Development Goals
- Gender equality
- Social justice
- No emerging trends or issues

- Other, please specify:

28. How satisfied are you with tackling each of the following trends? (1 being not satisfied at all and 5 being very satisfied)

- | | | | | | |
|----------------------------------|---|---|---|---|---|
| ● Global citizenship: | 1 | 2 | 3 | 4 | 5 |
| ● Digital citizenship: | 1 | 2 | 3 | 4 | 5 |
| ● Sustainable Development Goals: | 1 | 2 | 3 | 4 | 5 |
| ● Gender equality: | 1 | 2 | 3 | 4 | 5 |
| ● Social justice: | 1 | 2 | 3 | 4 | 5 |

29. What challenges do you face in promoting civic engagement among students? (Select all that apply)

- Lack of interest from students
- Curriculum constraints limiting practical activities
- Lack of support from the community or school
- Difficulty in finding civic opportunities for students
- Other, please specify

30. What are your suggestions for improving school leadership and management in relation to citizenship education? (Select all that apply)

- Increase collaboration between teachers and school leadership
- Provide more training and support for teachers in citizenship education
- Promote leadership opportunities for students within the school
- Foster a more transparent communication system between staff and administration
- Other, please specify

31. How can the relationship with parents be strengthened to support citizenship education? (Select all that apply)

- Regular parent-teacher meetings focused on citizenship education goals
- Encourage parents to participate in school-led community service projects
- Workshops or informational sessions for parents on civic education
- Digital platforms to update parents on activities related to civic education
- Other (please specify):

32. What are your suggestions for better engagement with the community to enhance citizenship education? (Select all that apply)

- Partner with local organizations for student-led community projects
- Activities or programs that address local community issues
- Volunteering opportunities with community organizations
- Other (please specify):

33. What changes would you recommend for central policies to support effective citizenship education? (Select all that apply)

- Provide more resources for citizenship education programs
- Clear guidelines on how to incorporate citizenship education into the curriculum
- Flexibility for schools to adapt the citizenship curriculum to local contexts
- National framework for assessing citizenship education outcomes
- Other (please specify):

34. Is there anything else you would like to add about your views on citizenship education or your school's approach to it? (optional)

f. Section 6: Professional Development and Support

35. Have you received any relevant training related to citizenship education?

- Yes, often
- Yes, rarely
- No

If yes, describe the type of training you received: _____

If yes, what was/were the topic(s) of the training you received: _____

If yes, what was the average duration of the training you received: _____

If yes, what authority or organization(s) provided the training: _____

36. How do you plan to continue your professional development to enhance your teaching skills in citizenship education?

- Resources provided by the schools
- Resources provided by external institutions
- In-person workshops and seminars
- Online workshops and seminars
- Professional development
- Other, please specify:

37. Does your school ensure continuous training related to citizenship?

- Yes
- No
- Other, please specify

g. Section 7: Demographic Information

38. Sex:

- Male
- Female

39. Age:

- Under 30
- 30-40
- 41-50
- 51-63
- 64 and above

40. Region of Residence:

- Beirut
- Mount Lebanon
- Baalbek-Hermel
- North Lebanon
- South Lebanon
- Bekaa
- Nabatieh
- Keserwan-Jbeil
- Akkar

41. Type of school you currently teach in:

- Private
- Public
- Both

42. What Grades do you teach?

- Grade 10
- Grade 12

43. What subjects do you teach?

- Sociology
- Economics
- History and/or Geography
- Civics
- Philosophy
- Religious teaching

44. What is your academic background or university major? _____

45. Years of teaching:

- Less than 1 year
- 1 to 2 years
- 3 to 5 years
- 6 to 9 years
- More than 10 years of teaching experience

Appendix E: Questionnaire addressed to School Principals

This questionnaire is part of a national study on citizenship education in Lebanese schools. It aims to gather information about citizenship education in schools and your attitudes and perspectives concerning matters related to civics and national education. Your honest responses are crucial to helping us enhance and strengthen citizenship education programs across Lebanon. All answers are confidential and will only be used for research purposes. We thank you in advance for your valuable participation.

a. Section 1: Understanding of Citizenship and Citizenship Education

1. How do you define active citizenship?

- Engagement in community affairs
- Public participation
- Advocacy and activism,
- Responsibility and accountability
- Other, please specify

2. In your opinion, how important is it for young people to learn about citizenship and civic responsibilities?

- Very important
- Important
- Neutral
- Not important
- Not important at all

3. In your view, what is the primary purpose of citizenship education? (select all that apply)

- To form responsible and active citizens
- To promote active participation in democracy
- To teach about government structure and laws
- To foster social cohesion, coexistence, and national identity
- Other, please specify:

4. Which of the following do you believe has the greatest influence on shaping a person's understanding of citizenship? Rank the following options from the most important to the least important.

- Parents and family upbringing
- Education system and schools
- Peer groups
- Media and social media

b. Section 2: Pedagogical Approaches

5. How does citizenship education fit into your school's curriculum?
 - It is taught in the civic education course
 - It is taught as a stand-alone subject
 - It is integrated into other courses
 - Other, please specify:

6. What teaching methods does your school most often use to deliver citizenship education?
 - Lectures (traditional course)
 - Online lectures
 - Group debates and discussions
 - Simulations and citizen projects
 - Collaborative activities with local authorities in the field
 - Other, please specify

7. Rate the effectiveness of each method on a scale from 1 to 5 (1 being not effective at all and 5 being very effective)
 - Lectures (traditional course)
 - Online lectures
 - Group debates and discussions
 - Simulations and citizen projects
 - Collaborative activities with local authorities in the field

8. With what institutions do you collaborate for experiential or "hands-on" citizenship education?
 - Non-governmental organizations (NGOs) or local groups
 - Municipalities
 - Other schools
 - Universities
 - No collaborations
 - Other, please specify

9. How frequently do these collaborations take place?
 - Frequently
 - Often
 - Rarely
 - Never

10. How well do they contribute to students' understanding of citizenship?
 - Very effective
 - Effective
 - Somewhat effective
 - Not effective

- Not effective at all

11. Do you follow a national or regional curriculum for secondary classes, or does the school have flexibility in designing its citizenship education program?

- Citizenship is taught through the Lebanese program
- Citizenship is taught through the Lebanese program with additional citizenship education
- Citizenship is taught through the French baccalaureate
- Citizenship is taught through the international baccalaureate
- Other, please specify

c. Section 3: Student Engagement and Outcomes

12. What are the intended learning outcomes for students who participate in citizenship education at your school? (one or more answers)

- Understanding of civic rights and responsibilities
- Development of critical thinking and decision-making skills
- Active participation in community or civic projects
- Development of a national and Arab identity
- Respect for diversity and inclusion
- Leadership and teamwork skills
- Other, please specify:

13. How do you measure or assess these outcomes?

- Exams or quizzes on civic knowledge and skills
- Participation in community service or civic engagement activities
- Reflection essays or personal statements
- Other, please specify:

14. How do you evaluate students' overall engagement?

- Very engaged
- Engaged
- Not engaged
- Not engaged at all

15. Where do you mostly observe this engagement?

- Councils
- Clubs
- Extracurricular activities or events
- Online platforms or social media
- Other, please specify

d. Section 4: Digital Citizenship

16. How familiar are you with the concept of digital citizenship?

- Very familiar
- Familiar
- Neutral
- Not familiar
- Not familiar at all

17. What aspects of digital citizenship do you consider most important for students? (Select all that apply)

- Digital literacy
- Internet Safety
- Digital Participation
- Digital Responsibility
- Ethical/Etiquette online behavior
- Other, please specify

18. Does your school currently include digital citizenship education in its curriculum?

- Yes
- No
- Not sure

If yes, how is digital citizenship education integrated into the curriculum? (Select all that apply)

- Standalone courses
- Integrated into existing subjects (e.g., Social Studies, Technology)
- Workshops and seminars
- Extracurricular activities
- Other (please specify): _____

19. Does your school have a formal policy on digital citizenship?

- Yes
- No

If yes, what does the policy cover? (Select all that apply)

- Acceptable use of technology
- Cyberbullying prevention
- Online privacy and security
- Social media use
- Digital footprint management
- Other, please specify

- 20.** How do you monitor and enforce digital citizenship practices in your school? (Select all that apply)
- Internet filters and monitoring software
 - Teacher and staff supervision
 - Student training and awareness programs
 - Parent involvement and education
 - Other, please specify
- 21.** What challenges do you face in implementing digital citizenship education? (Select all that apply)
- Lack of resources
 - Insufficient training for teachers
 - Limited time in the curriculum
 - Resistance from students or parents
 - Keeping up with technological changes
 - Other, please specify
- 22.** What support or resources would help you improve digital citizenship education at your school? (Select all that apply)
- Professional development for teachers
 - Comprehensive curriculum guides
 - Access to online resources and tools
 - Partnerships with technology companies
 - Funding for technology and training
 - Other, please specify
- 23.** Have you implemented any of these resources in your digital citizenship programs?
- Yes (specify which ones):
 - No

If yes, what improvements have you seen?

- 24.** What additional topics do you believe should be included in digital citizenship education? (Select all that apply)
- Digital wellness and screen time management
 - Critical thinking and media literacy
 - Ethical use of artificial intelligence
 - Online collaboration and communication skills
 - Other, please specify

e. Section 5: Professional Development and Support

25. To what extent do you believe your teaching staff is adequately prepared to teach citizenship education?

- Very prepared
- Prepared
- Neutral
- Not prepared
- Not prepared at all

26. What professional development or training do your teachers receive for teaching citizenship education effectively?

- Workshops or seminars on the principles of citizenship
- Workshops or seminars on how to teach citizenship
- Training in experiential learning methods (e.g., community-based projects)
- Professional development focused on developing critical thinking and debate skills in students
- Other, please specify

27. How frequently do your teachers receive such support?

- Frequently
- Often
- Rarely

f. Section 6: Parental Engagement in Citizenship Education

28. In your opinion, what is parents' general attitude toward the citizenship education curriculum and activities in your school?

- Supportive and engaged
- Curious but cautious
- Indifferent or unaware
- Critical and seeking improvement

29. In your opinion, how engaged or involved are parents in the citizenship education of their children?

- Very engaged
- Engaged
- Neutral
- Not engaged
- Not engaged at all

30. Through what strategy do you involve parents and the community in citizenship education?

- Informational sessions for parents
- Encouraging parent participation in school or community service projects
- Regular communication through messages
- Inviting parents as guest speakers or mentors in the classroom
- No strategy
- Other, please specify

31. Which strategies for involving parents in citizenship education have been the most successful in your school?

- Informational sessions for parents
- Encouraging parent participation in school or community service projects
- Regular communication through messages
- Inviting parents as guest speakers or mentors in the classroom
- No strategy
- Other, please specify

g. Section 7: Challenges in Citizenship Education and Suggestions

32. Are there any emerging trends or issues that should be included in the citizenship education curriculum?

- Global citizenship
- Digital citizenship
- Sustainable development goals
- Gender equality
- Social justice
- No emerging trends or issues
- Other, please specify

33. What challenges have you encountered in terms of citizenship education?

- Curriculum constraints
- Lack of resources
- Unprepared teachers
- Sensitive topics
- Difficulty in finding collaborations
- Lack of interest from the students
- Other, please specify

- 34.** What could be possible suggestions in your school's citizenship education programs to better prepare students to actively participate in the civic and public life of Lebanese society? (one or more answers)
- Encourage engagement in community service and civic activities outside of school
 - Promote more discussions on current social and political issues
 - Update school curricula
 - Promote practice over theory
 - Promote interactions with civil society through activities in collaboration with NGOs, municipalities and/or religious institutions.
 - Other, please specify
- 35.** Do you believe that citizenship education should be prioritized more within the school system?
- Yes
 - No
 - Not sure

If not, why?

- 36.** What strategies do you suggest for strengthening the relationship between the school and parents to better support citizenship education? (open-ended)
- 37.** In your opinion, how can the school engage more effectively with the local community to enhance citizenship education? (open-ended)
- 38.** What recommendations do you have for improving central policies to better support the implementation of citizenship education in schools? (open-ended)
- 39.** Is there anything else you would like to add about your views on citizenship education or your school's approach to it? (optional)

h. Section 8: Demographic Information

- 40.** Sex:
- Male
 - Female
- 41.** Age:
- 30-40
 - 41-50

- 51-63
- 64 and above

42. School location:

- Beirut
- Mount Lebanon
- Baalbek-Hermel
- North Lebanon
- South Lebanon
- Bekaa
- Nabatieh
- Keserwan-Jbeil
- Akkar

43. Type of school you currently serve at:

- Private
- Public

44. How long have you been a principal in the school you currently serve at:

- Less than 2 years
- 3 to 5 years
- 6 to 9 years
- More than 10 years

Appendix F: Questionnaire addressed to Parents

This questionnaire is part of a national study on citizenship education in Lebanese schools. It aims to gather information about your perspective and involvement in civics and national education. Your honest responses are crucial to helping us enhance and strengthen citizenship education programs across Lebanon. All answers are confidential and will only be used for research purposes. We thank you in advance for your valuable participation.

a. Section 1: Understanding of Citizenship

1. On a scale of 1 to 5, how would you rate your overall level of civic engagement?
(1 = Not engaged at all, 5 = Very engaged)
2. How do you define active citizenship?
 - Engagement in community affairs
 - Public participation
 - Advocacy and activism
 - Responsibility and accountability
 - Other, please specify
3. Civic values are essential for a well-functioning society. Which of these civic values do you find most challenging to uphold in daily life? (Select up to three)
 - Acceptance and respect for diversity
 - Equality and Social Justice
 - Solidarity
 - Freedom
 - Social responsibility
 - Other, please specify
4. On a scale from 1 to 5, how equipped do you feel in terms of citizenship?
1: Not equipped at all; 5: Very well equipped
5. How do you typically stay informed about local and national civic issues? (Select all that apply)
 - TV news
 - Social media
 - Government websites
 - Local Newspapers
 - Other, please specify

b. Section 2: Digital Citizenship

6. What role do you think the media plays in a democratic society? (Select all that apply)

- Informing the public about current events
- Holding the government accountable
- Shaping public opinion
- Challenging misinformation
- Providing a Voice for Marginalized Groups
- Other, please specify

7. When talking about the role of media in terms of citizenship, in your opinion, what does digital citizenship involve? (Select all that apply)

- Being respectful online
- Protecting personal information
- Avoiding cyber bullying
- Participate in digital community activities
- Create useful and innovative digital content

8. Do you believe that online behavior can affect others positively or negatively?

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

9. Does the school teach digital citizenship education in their curriculum?

- Yes
- No
- Not sure

10. Do you think it is important for schools to include digital citizenship education in their curriculum?

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

- 11.** How often do you discuss online safety and digital citizenship topics with your child?
- Never
 - Rarely
 - Sometimes
 - Often
 - Always
- 12.** What are your main concerns regarding your child's online activities? (Select all that apply)
- Privacy breaches
 - Exposure to inappropriate content
 - Cyberbullying
 - Online predators
 - Addiction to social media/games
 - Other, please specify
- 13.** How closely do you monitor your child's online activities?
- Not at all
 - Occasionally
 - Regularly
 - Very closely
- 14.** What methods do you use to monitor or guide your child's online behavior? (Select all that apply)
- Parental control software
 - Regular discussions
 - Setting rules for Internet use
 - Monitoring social media accounts
 - Checking browser history
 - Other, please specify:
- 15.** How confident are you in your ability to guide and support your child in becoming a responsible digital citizen?
- Not confident at all
 - Somewhat confident
 - Very confident
- 16.** What resources or support do you think would help you in guiding your child's digital citizenship? (Select all that apply)
- Workshops or seminars
 - Online resources and guides
 - School programs and initiatives
 - Parental control tools
 - Support groups or forums

- Other, please specify

17. What topics do you believe should be included in digital citizenship education at school?

(Select all that apply)

- Digital footprint and reputation management
- Safe online communication
- Evaluating online information
- Knowledge of using information and its tools
- How to use social media effectively and responsibly
- Other, please specify

c. Section 3: Parental Involvement in Citizenship Education

18. How often do you discuss topics related to citizenship (e.g., rights, responsibilities, democracy) with your children?

- Daily
- Weekly
- Monthly
- Almost Never

19. In the past year, have you encouraged your child to participate in any of the following activities? (Select all that apply)

- Student Councils
- Community service projects
- Civic youth organizations
- Volunteering
- Participating in online campaigns
- Other, please specify

20. How do you engage your children in learning about civic issues? (Select all that apply)

- Discussing current events and news
- Encouraging participation in community service or volunteer activities
- Watching documentaries or educational programs about government and society
- Taking part in discussions about fairness, equality, and justice
- None of the above
- Other, please specify

21. To what extent do you think your children have developed an understanding of civic responsibility and democratic values from home discussions and activities?

- To a large extent
- To some extent

- Very little
- Not at all

22. In your opinion, how important is citizenship education for children?

- Very important
- Important
- Moderately important
- Not important

23. In your opinion, what role should parents play in promoting citizenship education?

- Primary role (parents should be the main influence)
- Equal role (both parents and schools should share responsibility)
- Supporting role (schools should take the lead, with support from parents)

24. In your view, what is the primary purpose of citizenship education? (one option)

- To form responsible and active citizens
- To promote active participation in democracy
- To teach about government structure and laws
- To prepare individuals for the job market
- To foster social cohesion, coexistence, and national identity

25. What do you believe citizenship education should focus on? (Select all that apply)

- Civic knowledge (e.g., government, laws, and rights)
- Democratic values (e.g., justice, equality, freedom)
- Social responsibility (e.g., community service, environmental care)
- Critical thinking and problem-solving
- Civic participation (e.g., voting, activism)
- Other, please specify

d. Section 4: Collaboration with Schools

26. On a scale from 1 to 5, how satisfied are you with the citizenship education curriculum taught at your child's school?

1: Not satisfied at all; 5: Very Satisfied

27. Does your children's school communicate with parents about how to support citizenship education at home?

- Frequently
- Occasionally
- Rarely

- Never

28. How do you collaborate with your children's school to support their civic education? (Select all that apply)

- Attending parent-teacher conferences to discuss civic learning
- Volunteering for school civic projects or events
- Reinforcing lessons learned at school through discussions at home
- Participating in school governance (e.g., PTA, school board)
- I don't currently collaborate with the school on civic education
- Other, please specify:

29. How frequently do you engage with your child's school to support their civic education?

- Frequently
- Often
- Rarely
- Never

e. Section 5: Challenges and Suggestions

30. What challenges do you face in teaching your child about citizenship and civic responsibility at home? (Select all that apply)

- Lack of knowledge or resources on citizenship topics
- Time constraints due to work or family commitments
- Difficulty explaining complex civic issues to children
- Lack of interest from the child
- Uncertainty about how to approach controversial topics (e.g., politics, social justice)
- None of the above

31. How do you try to overcome these challenges?

- Seeking external resources
- Asking for school support
- Other, please specify

32. What types of support or resources would help you engage more effectively in your children's citizenship education? (Select all that apply)

- Workshops or seminars for parents on how to teach citizenship at home
- Educational materials (e.g., guides, handouts, online resources)
- School-community events that involve both parents and students
- Regular communication from the school on how to support citizenship education
- Other, please specify:

33. What aspects of the current school-based citizenship education do you think need improvement? (Select all that apply)

- Curriculum content
- Teaching methods
- Practical application of civic knowledge
- Strengthening partnerships with local communities
- Parent-school collaborations
- Other, please specify

f. Section 6: Demographic Information

34. Sex:

- Male
- Female

35. Age:

- 30-40
- 41-50
- 51-63
- 64 and above

36. Highest Level of Education:

- Did not complete high school
- High school diploma
- TS
- LT
- Bachelor's degree
- Master's degree
- Doctoral Studies

37. Region of Residence:

- Beirut
- Mount Lebanon
- Baalbek-Hermel
- North Lebanon
- South Lebanon
- Bekaa
- Nabatieh
- Keserwan-Jbeil

- Akkar

38. How many children do you currently have enrolled in school?

- 1
- 2
- 3
- 4 or more

39. Type of School you registered your children in:

- Private
- Public
- Both

Appendix G: Interview Grid – NGOs

a. Part One: Background and Organization

1. Can you provide a brief overview of your NGO, and its mission regarding citizenship education?
2. What is your general perspective on active citizenship currently? To what extent is citizenship education important in today's landscape?
3. What specific programs or initiatives does your organization implement to promote citizenship education? (and for how long)

b. Part Two: Implementation and Impact

1. What strategies and non-formal activities do you employ to engage students in (1) active and (2) digital citizenship?
2. Do you measure the effectiveness of your citizenship education programs? What tools or evaluation frameworks do you rely on to assess program effectiveness?
3. Do you offer education, training, or programs on digital safety, privacy, and combating hate speech online? If yes, how do you deliver education on digital citizenship and responsible use of technology?

c. Part Three: Partnership and Collaboration

1. How do you describe your ways of collaborating with schools, government bodies, and other organizations in your efforts to promote citizenship education?
2. Can you describe any successful partnerships that have enhanced your programs?
3. Do you have partnerships with tech companies or organizations that focus on digital education to enhance digital citizenship?

d. Part Four: Challenges and Solutions

1. What challenges does your organization face in delivering citizenship education and how do you handle these challenges?
2. What resources or support do you need to overcome these challenges?

e. Personal Insights

1. What inspired you personally to work in the field of citizenship education?
2. How do you stay informed about developments in citizenship education?
3. Can you share a memorable experience where your efforts directly contributed to measurable change in students' civic engagement or community involvement?

f. Future Directions

1. In your opinion, what are the emerging trends in citizenship education that NGOs should focus on?
2. How do you see digital platforms or tools enhancing citizenship education in the next five years?
3. What are your organization's future goals and plans regarding citizenship education initiatives?

Appendix H: Interview Grid – Experts and Decision-makers

a. Background and Context

1. How do you define citizenship education? (two major ideas)
2. Can you describe your current and previous role and how it relates to citizenship education?
3. What are the key policies currently guiding citizenship education in Lebanon? (mainly for decision-makers)

b. Policy Framework (mainly for decision-makers)

1. What legislative measures have been implemented to support citizenship education in schools?
2. How do national policies align with international frameworks, such as those from UNESCO or the EU..., regarding citizenship education?
3. How does citizenship education relate to other national educational priorities?

c. Program Implementation

1. Can you provide examples of successful programs or initiatives that have been implemented in Lebanon to promote citizenship education?
2. In your opinion, what are the factors that determine a successful program in citizenship education?
3. What assessment methods are used or should be used to evaluate the effectiveness of citizenship education programs?

d. Challenges and Barriers

1. What are the main challenges faced in implementing citizenship education at a national level? How should these challenges be addressed?
2. How can challenges related to digital safety and harmful online behavior be addressed within citizenship education?
3. What are the gaps between policy intentions and actual practice in citizenship education?

e. Future Directions

1. What emerging trends will influence the future of citizenship education?
2. How do you envision the future of digital citizenship in the context of rapid technological advancements?
3. What recommendations would you make for improving the integration of citizenship education into national curricula?
4. What role could emerge technologies (artificial intelligence) play in either enhancing or challenging the principles of citizenship education?

Appendix I: List of Programs

The following is the complete list of programs by the local and international organizations interviewed. This list comprises all programs mentioned by representatives of organizations during their interviews. However, it should be noted that since this compilation is based solely on programs explicitly cited in the interviews, there may be additional programs led by these organizations that were not mentioned and therefore could not be included in this list.

Organization	Program	Description
UNODC	GRACE (Global Resources for Anticorruption Education and Youth Empowerment) Initiative	The GRACE initiative is an anti-corruption education program. It comprises the partnership with universities, education, and youth to develop an attitude against corruption.
	Educational books (The Zorbs)	These comic books revolve around characters called "The Zorbs". The UNODC has developed these educational tools for teachers and youth, adapted to various age groups.
	Boardgames	Boardgames and tools are used for citizenship education in communities. They are used to promote knowledge on responsible and transparent behavior and teach about corruption. These games usually involve two teams and help to learn about ethical issues and citizenship while having fun.
NAFDA	Values Compass	It is a tool that was suggested by school directors aiming to observe and evaluate the three main values in their schools. This tool serves for evaluation and helps schools evaluate its performance in the education of values and citizenship, on a yearly basis. It can help them identify the values that need more work in the following year.
	Social Vision	It is a tool that promotes the ties between schools and society. Through this tool, schools can create a vision related to society, adopt certain strategies, and prioritize their needs for the following year.

	على الساحة	This tool focuses mostly on citizenship, justice-oriented citizenship, and participatory citizenship. This tool is currently being applied in some schools. Following NAFDA's impact study, this tool was shown to be very beneficial.
Makhzoumi Foundation	Vocational training program "Step Forward"	"Step forward" is an initiative targeting youth aiming to prepare them for the job market and their careers. It consists of leadership workshops for them, internship opportunities, and community service.
	Healthcare program	Makhzoumi Foundation focuses on providing accessible primary health services based on the Primary Care standards implemented by the Lebanese Ministry of Public Health in Coordination with Canada Accreditation. They are a model for other healthcare centers with innovations in healthcare programs and clinical operations. They form collaborative relationships with public, private, local, and international organizations. They offer various services to all people.
	Microcredit program	Microcredit was initiated to provide financial services to those who are unable to get these services from the banks, giving them the chance to increase their incomes and save themselves from the poverty circle covering more than a third of the world's population.
	Environment and development program	This program started long ago in the foundation, focusing on the environment, and consists of most of their work. This program started with training sessions with farmers at AUB. The program hopes to provide services for all citizens all over the country without distinguishing any region, religion, or confession.
	Educational toolkit	It is an educational toolkit on education for sustainable development that was distributed to all schools in Lebanon.
	Let's Talk	It is a project—done a few years ago—on children's rights. It assembled students from various schools and backgrounds and taught them about children's rights. The children performed a theatre piece and role-play based on what they had learned about human rights.

	Relief unit	This unit was established in collaboration with the UNHCR following the Syrian refugee crisis. It is not a program, but it is a unit for relief, and with the goal of ensuring people's needs.
Asfari Institute	Global Citizenship course	This course was developed and will be offered to political studies students at AUB. Similarly, the course will be offered to all students in the AUB Mediterraneo, which is the AUB's twin branch in Cyprus.
	Workshops	The institute organizes workshops for general university students on good governance and citizenship.
	Trainings and certificates	There is a certificate on re-imagining citizenship in the Arab world, which consists of three online models based on the pillars of the observatory. It trains students on good citizenship. These also include capstones and projects on citizenship.
	Yearly conferences on citizenship	The yearly conference is a regional scientific conference on citizenship, consisting of a scientific committee.
	Podcast series	The institute does a podcast series on citizenship.
UNESCO Beirut	Promotion of sustainable development and global citizenship	UNESCO Beirut is actively working to promote sustainable development through Article 4.7, which focuses on achieving inclusive education for all. The organization's efforts have been primarily concentrated at the university level, with a specific emphasis on global citizenship education. This includes ensuring the right to access education as a fundamental right for everyone.
	Green Room	The UNESCO is collaborating with the CRDP through the Green Room, a training day aimed at instilling a culture of environmental responsibility and commitment to value-based practices.

	<p>Research with Arab universities</p>	<p>UNESCO Beirut also conducted a study at Arab universities focusing on promoting citizenship within universities rather than schools. This study, conducted across several Arab universities, aimed to assess how students achieve citizenship, their role in it, and their opportunities for intellectual engagement on campus. It explored whether students can freely perform their roles and how Arab universities can promote participation, especially among future teachers. Based on the findings, a curriculum has been developed to foster active citizenship and participation in social life, targeting students who will later become educators.</p>
<p>Lebanese National Commission for UNESCO</p>	<p>Book entitled “Cultural Aspects in Christian and Islamic Religions”</p>	<p>This book explores Islamic and Christian cultural manifestations, promoting interfaith understanding and dialogue through a holistic approach involving education, municipalities, and NGOs. Written in Arabic and French, it aims to integrate cultural awareness into curricula and foster appreciation for heritage, addressing ignorance and fears that could lead to social tensions. By highlighting life skills, arts in education, and practical activities, the book serves as a tool for building active citizenship and cultural harmony.</p>
	<p>Trainings</p>	<p>Training courses aimed at empowering educators, students, and community members are organized. These courses focus on key themes such as global citizenship, peace culture, non-violence, and sustainable development, equipping participants with practical skills to implement these values in their daily lives and work.</p>
	<p>Support existing curricula</p>	<p>The commission works to enhance and support the integration of global citizenship and human rights into the current school curricula. Rather than imposing new programs, it helps teachers and institutions incorporate these critical values within existing frameworks.</p>
	<p>Feasibility and implementation assessment of projects</p>	<p>The commission evaluates the viability and execution of educational projects within schools. By collaborating with school administrators and other stakeholders, it ensures that projects are realistically feasible, properly planned, and effectively carried out, with a focus on achieving measurable impact in the community.</p>

Adyan Foundation	Alwan Program	Alwan is a dynamic extracurricular program designed as a two-year club for young students. Its primary objective is to equip participants with the essential tools for effectively managing diversity, fostering collaboration among peers from various backgrounds, and engaging in impactful volunteer initiatives.
AFDC	Nature conservation programs	The nature conservation programs train young people to report, control fires, prepare, and respond quickly to environmental threats in all regions of Lebanon.
UNICEF	Life Skills Package	UNICEF works on the part of the youth program on a package called the Life Skills Package. This package stems from the conceptual framework of life skills and citizenship education and is centered around the 12 core life skills and citizenship education skills. It is delivered to children and young people from ages 10 to 24 in non-formal education setups in technical vocational schools and in NGO settings where they come to community centers.
	AU Report program	It is a program in which young people express their concerns and voices to UNICEF, on the basis of which they inform other young people about how they think and how they should be acting and working together to come up with certain common projects and act on them.
International Alert	Programs on Women Empowerment	Women empowerment is an area of strong focus for International Alert. Through their programs with women, including young women, they promote skills for leadership participation, community work, cross divide, cross political confessional divide, and collaborations.
	Toolkit development	International Alert provides partnerships to promote citizenship education and to integrate citizenship skills and values in formal or school settings.
	Training programs	International Alert provides training to education staff in non-formal education centers and child protection staff in non-formal education centers.

British Council	Connecting Classrooms	Connecting Classrooms is a global education program for schools, designed to help young people to develop the knowledge, skills, and values to live and work in a globalized economy, and contribute responsibly both locally and globally.
	Digital Case Building	The aim of this initiative is to educate the users, especially young users below 18, on the dangers and risks of using online platforms such as social media to safeguard them in a way, and then give them the tools and the skills to be able to be a critical thinker and to be able to differentiate between misinformation.

Appendix J: Desk Review for the purpose of this study, By Mrs. Suheir Zein.

a. Introduction

Citizenship education is one of the basic pillars for building a society that is capable of facing contemporary challenges, including economic transformations, climate change, social disparities and fast technological progress. It aims to develop citizens who are fully aware of their rights and obligations and to promote the values of equality, democracy and social justice. Citizenship education contributes to the transfer of knowledge about political or legal principles, to empower citizens to participate effectively in public affairs, and to encourage them to take leadership roles in their society.

At the educational level, citizenship education helps with the development of critical thinking and moral analysis skills, enabling citizens to consciously deal with complex political and social issues. It also plays an active role in promoting an in-depth understanding of cultural and religious diversity, which supports the values of tolerance and peaceful co-existence in multicultural societies. "The importance of citizenship education is to enable learners to understand the political and legal systems that govern their society, and to teach them how to actively engage in democratic processes, whether through voting, participation in civil society organizations, or even through peaceful protest as a means of expression."

Moreover, citizenship education takes on a global dimension, contributing to the ability of citizens to deal with international issues from a holistic perspective, without losing sight of cultural and national specificities. That education strengthens citizens' sense of belonging to a global society that requires continuous cooperation and interaction among different cultures to achieve stability and sustainable development.

In general, citizenship education is an essential pillar for social peace and sustainable development. It contributes to building individuals who are tolerant, committed to public interest, and qualified to interact positively with both local and global challenges. Achieving this goal requires that educational institutions, civil society and public policies unify their efforts to develop comprehensive educational programs that respond to the needs of the communities and support individuals in their roles as active citizens.

In conclusion, this document reports on how citizenship education can promote the values of democracy as well as the most prominent strategies and the major challenges that may be faced in implementing it in education. The importance of introducing citizenship education into the Lebanese curricula, an exploration of international frameworks and studies on citizenship education and the standards used in those curricula, and the Lebanese frameworks in the Lebanese curriculum on citizenship education and the Lebanese learners' conception of citizenship concepts will also be addressed. Finally, a list of recommendations related to the inclusion of citizenship education in the Lebanese curricula are listed as local studies have recommended the importance of including them in the formation of responsible and active citizens in political and social life. This report may serve as a reference point for Lebanese curriculum committees, who will prepare the scope and sequence of each subject matter

b. The importance of citizenship education

Citizenship education, which is at the heart of the educational process, aims to prepare individuals to be active citizens in society, committed to the values of democracy and human rights. In light of the political and social challenges facing the world today, it has become necessary to promote the concept of citizenship education as part of the school curriculum. In fact, statistics indicate that countries that rely on citizenship education programs are seeing a marked increase in civic participation and political awareness (UNESCO, 2022, Global Citizenship Education: Preparing learners for the challenges of the 21st century.) Citizenship education is not limited to theoretical knowledge; it includes the development of critical thinking skills, dialog, respect for pluralism, and active participation in public life.

This growing interest in citizenship education comes in response to challenges facing global societies, such as climate change, migration, and cultural conflicts. In this context, citizenship education contributes to intercultural understanding and reducing conflict; in fact, studies indicate that individuals who are active in their education studies show a higher level of tolerance and social engagement (OECD, 2023; Education at a Glance 2023)

The reforms to the education system as part of the new curriculum development in Lebanon in 2023, focused specifically on integrating citizenship education as part of the overall education process. This step is necessary to build a generation capable of facing national and international challenges, as education on citizenship contributes to the promotion of political and social awareness enabling those who are educated to be active participants in public life.

Citizenship education is strongly linked to the UN's Sustainable Development Goals (SDGs), particularly SDG 4.7, which focuses on promoting the values of tolerance, equality and respect for human rights in education. This illustrates the crucial role of citizenship education in promoting sustainable development, which calls for equity in education that is more just and inclusive.

c. Linking Citizenship Education to the 2030 Agenda for Sustainable Development

Citizenship education is particularly important in light of global efforts to achieve the Sustainable Development Goals (SDGs), especially SDG 4.7, which promotes quality education that promotes tolerance, equality, and respect for human rights. The 2023 UN report suggests that civics-focused education can lead to up to 25% more political participation among young people in countries that have adopted inclusive education programs (United Nations, 2023: The Sustainable Development Goals Report 2023.)

In this context, citizenship education is an effective means of promoting critical thinking and informed decision-making skills. These enhance individuals' ability to participate effectively in public affairs and to contribute to political and social decision-making. In addition, citizenship education contributes to building more cohesive and sustainable societies, promoting values of cooperation and solidarity among all members of society, thus contributing to reducing conflicts and increasing understanding between different cultures.

Citizenship education is also an essential part of the comprehensive educational process that seeks to prepare individuals to be active citizens in their society, capable of contributing to sustainable development and the promotion of democracy and human rights. Investment in this type of education is necessary to achieve a sustainable and democratic society in line with national and global goals.

d. Global Frameworks for Citizenship Education

Globally, many international organizations, such as UNESCO and the Organization for Economic Co-operation and Development (OECD), have developed frameworks and standards aimed at guiding states towards promoting citizenship education in their education systems. According to a 2022 UNESCO report, 75% of the organization's member states have adopted specialized citizenship education programs, indicating increased global awareness of the importance of this type of education in promoting peace and understanding among peoples (UNESCO, 2022, Global Citizenship Education: Preparing learners for the challenges of the 21st century).

From the UNESCO Report on the 2022 Transforming Education Summit, several key findings highlighted the importance of making education systems more relevant to the needs of the twenty-first century. Most notable were the commitment of 133 countries to provide national data on education transformation pledges, as well as launching global initiatives aimed at addressing issues such as education in crisis, gender equality, and digital education. The pivotal role of youth was highlighted through the 'Youth Declaration' which reflects their demands and visions in this transformation. Governments and financial institutions should invest more and more efficiently in education, and a global call to action on financing education was launched.

The Report on Education for Development and Social Reconstruction (UNESCO Global Education monitoring report, 2023) highlights the role of education in promoting social change, reducing inconsistencies and promoting sustainable development. This approach focuses on the need to transform education from a mere acquisition of basic knowledge to an effective tool that contributes to the rebuilding of societies, especially in areas that have experienced conflict or incomplete development. Education aims to empower individuals to become active participants in the democratic process, in developing critical thinking skills, and in addressing the root causes of social injustice. The 2023 Global Education Monitoring (GEM) report also discusses the importance of education in addressing global challenges such as climate change, social discrimination, and displacement.

The Learning for All document, entitled "Investing in people's knowledge and skills to promote development from the World Bank" (2011), focuses on the importance of education systems that empower individuals to participate in economic growth and social progress. The document emphasizes that inclusive education not only promotes personal development, but also contributes to the promotion of social cohesion in post-conflict societies.

The UNESCO Education for Sustainable Development Goals (ESD) document (2017) also provides guidance on how to integrate sustainability and global citizenship into school curricula. That document encourages the need to promote critical thinking, environmental awareness and social justice, which are key elements in rebuilding society.

The UNESCO Global Citizenship Education Initiative (GCED) was launched with the aim of promoting values and concepts that enable individuals, especially young people, to be active and responsible citizens in local and international communities. The initiative aims to develop critical thinking and social engagement skills among learners, with a focus on respect for human rights, tolerance and environmental awareness. Education for Global Citizenship is part of efforts to achieve the Sustainable Development Goals, especially Goal 4.7, which focuses on inclusive and quality education for all.

GCED Core Components

- **Universal values:** Core values include peace, human rights, tolerance, equality and respect for cultural diversity.
- **Basic skills:** These include critical thinking skills, peaceful conflict resolution, ability to cooperate, and active participation in public life.
- **Multidimensional education:** Education for global citizenship addresses the three dimensions of learning which are knowledge, values, and skills. The GCED focuses on the interaction of these dimensions to motivate learners to practice critical thinking most of the time, appreciate cultural diversity, and develop their social responsibility.

Strategic objectives of the initiative

- **Promoting active citizenship:** GCED seeks to enhance the role of learners as active citizens in their society by developing a common understanding of civic and social responsibility.
- **Global Thinking:** The framework promotes learners' understanding of global issues such as climate change, poverty, conflict and how they can contribute to solutions to these challenges.
- **Sustainable Learning:** The initiative aims to provide lifelong education by enhancing the skills needed by individuals for effective participation in society, both at the local and global level (UNESCO, 2015).

Practical applications of education for global citizenship

Under the GCED, concepts of global citizenship are integrated into educational curricula through various subjects such as citizenship education, history, geography, non-classroom activities such as community initiatives, environmental programs, and voluntary activities. These activities promote active civic engagement; they teach learners how to think about collective solutions to contemporary problems.

Challenges for GCED

- **Cultural and political diversity:** The applications of GCED vary greatly among countries due to diversity in cultural and political frameworks. For example, some countries have difficulties integrating concepts such as human rights, equity and equality because of local sensitivities.

- **Lack of resources:** Despite the importance of GCED, the lack of resources and adequate training for teachers is a major challenge to the effective implementation of this type of education.

"No one can be authentic while preventing others from being authentic" Freire Paulo.

The basic idea in Paulo Freire's philosophy of education is that humanity manifests itself through interrelationships and positive interactions between individuals. Freire said that "Preventing others from achieving their humanity, whether through repression, corruption or inequality, runs against fundamental human values."

He called for dialog and interaction as a means of empowering individuals, and stressed that learning should be an interactive and inclusive process, with each individual contributing to building knowledge and promoting social awareness (Freire, 1970, 1998).

These frameworks focus on creating global citizens with the capacity to think critically and understand the political and social complexities facing their society. They also seek to promote the core values of building peaceful and sustainable societies, which are the values of equity, equality, human rights and social justice.

e. Competencies of Citizenship Education Curricula in some countries of the world

Below is the list of the competencies of each country in detail followed by a list of common competencies or criteria.

A table of competencies for each country:

1. United States

Competencies:

- Civic knowledge:
 - ❖ Understanding the constitution, citizens' rights, and the structure of government (executive, legislative, judicial).
 - ❖ Awareness of the historical documents and events that shaped the nation.
- Critical thinking:
 - ❖ Analysis of political and policy debates.
 - ❖ Assess the credibility of news sources and media outlets.
- Participation skills:
 - ❖ Participation in elections (voting, campaigning).
 - ❖ Involvement in community service projects.
- Civil Attitudes:
 - ❖ Promoting values such as tolerance and respect for diversity.
 - ❖ Citizenship Education in the U.S.

- Civic knowledge:

Civic knowledge is a key component of citizenship education. It includes understanding of the U.S. Constitution, the basic document defining citizens' rights and duties, as well as organizing government, which has three branches: executive, legislative and judicial. By studying these aspects, students learn how the political system works and the importance of separating powers to ensure that no one is autocratic. It also includes awareness of historical documents such as the Declaration of Independence, human rights, and pivotal historical events such as the Civil Rights Movement, which shaped the nation's path to justice and equality.

- Critical thinking:

Critical thinking enhances individuals' ability to analyze objectively political and policy debates. Learners explore how to argue in policy debates and understand the backgrounds of complex issues. In addition, education encourages the credibility of news sources and the media, enabling them to distinguish between accurate and misleading information. This type of thinking is essential in an information age, where news is available from multiple sources; this requires critical thinking to properly accommodate events.

- Participation Skills:

Active participation in civic activities is an integral part of citizenship education, as learners are encouraged to participate in elections, whether through voting or campaigning. Voting is one of the most important civil rights; it is a direct way to express opinions and participate in decision-making. In addition, learners are urged to engage in community service projects, which enhance their sense of responsibility towards their community and allow them to contribute to improving social conditions.

- Civic attitudes:

Civic attitudes include promoting core values such as tolerance and respect for diversity. Teaching these values is essential to building healthy, diverse communities. By learning about different cultures and participating in activities that promote mutual respect, learners can understand the importance of peaceful coexistence and cooperation in multicultural environments. Those values help reduce social tensions and strengthen national unity.

2. Canada

Competencies:

- Civil identity:
 - ❖ Understanding Canadian history, geography and indigenous rights.
 - ❖ Recognizing the importance of multiculturalism and inclusiveness.
- Share:
 - ❖ Engaging in democratic processes, including voting and advocacy.
 - ❖ Participating in community initiatives and public counseling.

- Critical thinking:
 - ❖ Analyzing social issues and understanding different perspectives.
 - ❖ Forming considered opinions on national and local issues.
 - ❖ Respect for diversity.
 - ❖ Promoting social justice and accepting culture diversity.

Citizenship Education in Canada

- Civil identity:

Civic identity is central to citizenship education in Canada, involving a thorough understanding of Canadian history and geography. Learners explore important historical events that have shaped national identity, such as colonialism and statehood as well as the role of indigenous people in Canadian history. An essential part of this identity is the recognition of indigenous rights, which promote awareness of social justice and human rights.

Learners are also encouraged to recognize the importance of multiculturalism and inclusiveness in Canadian society. Canada is one of the most diverse countries in the world, with people from diverse cultural and religious backgrounds. This understanding reinforces the values of understanding and respect among different cultures, thus contributing to building a cohesive society.

- Participation:

Participation in democratic processes is one of the cornerstones of citizenship education. Learners are encouraged to engage in electoral processes, including voting and advocacy. Voting is a basic civil right that enables individuals to express their opinions and participate in political decision-making.

In addition, learners are encouraged to participate in community initiatives and public consultations. These activities are an opportunity to strengthen social ties and build a strong society by working together on local issues. Through active participation, students learn the importance of giving their opinions and the impact this has on their community.

- Critical thinking:

Critical thinking enhances the ability of individuals to analyze social issues and accept different perspectives. Learners learn how to evaluate information and evidence, which contributes to informed opinions on national and local issues. This type of thinking is necessary in an information age, where sources and opinions are diverse.

Education promotes open discussion on contemporary issues, helping learners develop critical thinking and analysis skills. In the process, learners become more aware of social and political issues, qualifying them to be active citizens.

- Respect for diversity:

Respect for diversity is an essential part of citizenship education in Canada. Students learn the importance of promoting social justice and understanding diverse cultures. This understanding contributes to the promotion of inclusiveness and tolerance, leading to having more cohesive societies.

By learning about different cultures, learners can recognize the challenges that diverse communities face. This promotes values of empathy and respect. Promoting social justice and human rights is integral to building a healthy society where all individuals participate equally.

3. Australia

Competencies:

- Knowledge of democracy:
 - ❖ Understanding Australia's constitution, parliamentary system, and election processes.
 - ❖ Being aware of rights and duties as citizens.
- Active citizenship:
 - ❖ Encouraging participation in civic life through volunteerism and advocacy.
 - ❖ Engaging in local and national issues.
- Critical investigation:
 - ❖ Developing skills to analyze social, political and environmental issues critically.
 - ❖ Encouraging research and debate on contemporary issues.
- Moral understanding:
 - ❖ Promoting values that promote justice and respect for all individuals.
 - ❖ Australia's Citizenship Education
- Democratic knowledge:

Knowledge of democracy is a fundamental rule in citizenship education in Australia. It involves understanding of the Australian Constitution, which defines the governance framework of the country. Students learn how the parliamentary system works, including the role of the parliament in making laws, and the importance of separating the powers. Learners are taught about the election processes, how to vote, and the importance of participating in elections as a civil right.

This knowledge also includes awareness of citizens' rights and duties. Understanding rights, such as freedom of expression and the right to assembly, is an essential aspect of democratic education. It emphasizes duties, such as the observance of laws and active participation in society, which enhances individuals' sense of responsibility.

- Active citizenship:

Active citizenship is a vital part of citizenship education in Australia. Learners are encouraged to participate in civic life by volunteering and participating in community activities. Volunteerism is a way of strengthening social ties, where individuals have the opportunity to work together for the good of society.

Moreover, learners are urged to engage in local and national issues. By participating in public debates and social initiatives, learners can offer influential opinions in their community. This type of participation enhances learners' awareness of social and political issues, which qualifies them to be active citizens.

- Critical investigation:

Critical investigation enhances the ability to analyze social, political and environmental issues. Students learn how to search for information and evaluate its sources thus contributing to the development of critical thinking skills. This kind of education is essential in a world of increasingly flowing information, where it becomes important to distinguish facts from opinions and attitudes.

Australian education encourages discussion on contemporary issues, helping learners understand different perspectives and forming informed opinions. In the process, learners become more aware of the challenges that their community and the world are facing.

- Moral understanding:

Moral understanding is an essential part of citizenship education. It promotes many values such as social justice and respect for all individuals. Students learn the importance of human rights, equity, equality, and tolerance. Promoting those values is essential to building a cohesive and just society. By learning about social justice and human rights, learners can understand the challenges that individuals and communities face. Those values help build a society that promotes diversity and inclusiveness.

4. United Arab Emirates

Competencies:

- National identity:
 - ❖ Understanding the UAE's history, culture, and founding principles.
 - ❖ Promoting national pride and unity.
- Civic responsibilities:
 - ❖ Knowing the rights and obligations as citizens and residents.
 - ❖ Understanding the importance of laws and regulations.
- Global awareness:
 - ❖ Recognizing the UAE's role in international relations and promoting tolerance.
 - ❖ Understanding cultural diversity within the UAE and globally.

- Active Sharing:
 - ❖ Encouraging participation in community service and national events.
 - ❖ Engaging in civic dialog and policy discussions.

UAE citizen education

- National identity:

National identity is an essential part of citizenship education in the UAE, as it includes understanding the history, culture, and founding principles of the country. Learners explore the historical events that led to their unity in 1971 as well as the role of founding leaders in building the modern state. This understanding reinforces a sense of national pride and belonging, which contributes to the consolidation of the national unity among the various groups of the society.

Education also promotes national pride by learning about the nation's cultural, economic and social achievements. Celebrating Emirati heritage and traditions is part of strengthening national identity and helping build a generation that understands the importance of its history and culture.

- Civic responsibilities:

Civic responsibility is a key component of citizenship education. Students learn about their rights and obligations as citizens and residents; this enhances their awareness of the importance of abiding by the laws and regulations. Understanding these rights and obligations is essential to building a stable and secure society. Educational curricula emphasize the importance of laws and regulations in regulating the lives of individuals and communities. By promoting this understanding, learners can become responsible citizens who interact effectively with social and political issues.

- Global awareness:

Global awareness is enhancing learners' ability to learn about the UAE's role in international relations. The students learn how UAE is influential in the global arena; this includes the areas of trade, diplomacy, and sustainable development. Emphasis is also placed on the importance of promoting tolerance and understanding between different cultures. In addition, education promotes understanding of cultural diversity within the UAE and globally. Such understanding is essential to promoting the values of tolerance and respect in a diverse society, helping to build positive relationships between individuals from different cultural backgrounds.

- Active Participation:

Active participation is a vital part of UAE citizenship education. Learners are encouraged to engage in community service and participate in national events. These activities encourage a spirit of cooperation and belonging, where individuals can work together to improve their community. Learners are also urged to engage in civic dialog and policy discussions. This type of participation is essential to promoting transparency and accountability in society, enabling citizens to express their views and contribute to decision-making.

5. Finland

Competencies:

- Civic knowledge:
 - ❖ Understanding democratic principles, laws, and the electoral system.
 - ❖ Learning about rights and duties as citizens.
- Social participation:
 - ❖ Promoting active engagement in community issues and public life.
 - ❖ Encouraging learners to take initiatives in local projects.
- Critical thinking:
 - ❖ Analyzing media content and understanding bias.
 - ❖ Rectifying differing views on social and political issues.
- The Values of Democracy:
 - ❖ Promoting respect for human rights, equality and justice.
 - ❖ Finnish citizenship education
- Civic knowledge:

Civic knowledge is a fundamental basis of citizenship education in Finland, involving understanding of democratic principles, laws, and the electoral system. Education promotes awareness of the fundamental principles underpinning democracy, including the rights and duties of the citizens. Students learn how a parliamentary system works and the importance of elections as a means of expressing the will of the people. Students learn about their rights and obligations which enhances their sense of responsibility to their community. This understanding helps learners interact positively with social and political issues, thus encouraging their active participation in public life.

- Social participation:

Social participation is a vital part of citizen education. Learners are encouraged to become actively involved in community issues and public life, thereby enhancing their sense of belonging. Volunteer work and participation in community events are a way to develop cooperation and communication skills. In addition, learners are encouraged to take initiatives in local projects. This type of participation enhances learners' spirit of leadership and creativity, and thus they can be part of the solutions that concern their community.

- Critical thinking:

Critical thinking is an essential component of citizenship education, enhancing learners' ability to analyze media content and understand bias. Students learn how to evaluate information from different sources, which helps them distinguish facts from opinions. It also encourages education to correct different views on social and political issues. Through open discussion and critical

thinking, learners can understand the complexities of contemporary issues which gives them the ability to make informed decisions.

- Democratic values:

The values of democracy are the cornerstone of citizenship education in Finland. Education promotes respect for human rights, equality, and justice, which helps build a fair and inclusive society. Emphasis is placed on the importance of respect for cultural diversity and positive interaction among individuals from different backgrounds. By promoting those values, learners can become conscious citizens who understand the importance of social justice and human rights. This understanding is essential for building a cohesive society where all individuals have equal opportunities.

6. Singapore

Competencies:

- National education:
 - ❖ Understanding Singapore's history, culture, and governance structures.
 - ❖ Promoting awareness of national identity and values.
- Active citizenship:
 - ❖ Encouraging participation in community service and national development initiatives.
 - ❖ Engaging in civic activities and public discussion.
- Critical thinking and problem-solving:
 - ❖ Analyzing challenges facing society and proposing solutions.
 - ❖ Developing research skills and the ability to express opinions.
- Global awareness:
 - ❖ Learning about Singapore's role in the global context.
 - ❖ Understanding diverse cultures and promoting inclusiveness.

Singapore Citizen Education

- National Education:

National education is one of the cornerstones of citizenship education in Singapore; it involves an understanding of the country's history, culture and governance structures. Students learn about the historical events that shaped Singapore's historical background, from colonialism to independence, with a sense of pride and national belonging. Emphasis is also placed on understanding Singapore's governance structure, including the parliamentary system and how government functions. That understanding promotes awareness of national identity and values, which contributes to building a cohesive society that values cultural diversity and social justice.

- Active citizenship:

Active citizenship is a vital part of citizenship education, where learners are encouraged to participate in community services and national development initiatives. Volunteer work is a means of strengthening social ties, providing individuals with the opportunity to work together to improve community conditions. In addition, learners are encouraged to engage in civic activities and public discussions. These activities are an opportunity to promote awareness of social and political issues, helping learners develop skills for dialog and understanding with others.

- Critical thinking and problem solving:

Critical thinking and problem solving are essential elements of citizenship education. This type of education enhances the ability of learners to analyze the challenges that society faces and propose appropriate solutions. Students learn how to evaluate information from different sources, enabling them to make informed decisions. Emphasis is also placed on developing research skills and the ability to express opinions. This type of education is essential in an information age, where it helps learners understand complex issues and develop new ideas that contribute to improving society.

- Global Awareness:

Global awareness is an essential part of citizenship education competencies, as it enhances learners' understanding of Singapore's role in the global context. Students learn about international relations and the importance of cooperation between nations, which helps promote mutual understanding. Education also promotes understanding of diverse cultures and inclusiveness. This understanding enhances the ability of the learners to deal positively with cultural diversity, thus contributing to building a cohesive, tolerant and respectful society.

Analysis of Citizenship Education Competencies in United States, Canada, Australia, the United Arab Emirates, Finland, and Singapore

Citizenship education competencies are central to building democratic and healthy societies. In the above-mentioned countries, the focus is on the importance of civic knowledge, where learners are encouraged to understand political systems, laws, and citizens' rights and duties. This focus shows the need to build a strong political awareness among individuals so that they can be active and influential citizens in their society.

- Similarities:

Most of these countries are involved in promoting effective participation in civic and social life, whether through elections, volunteerism or community initiatives. The involvement of individuals in local and national issues is an essential part of citizenship education, reflecting the importance of social action in the development of societies.

Critical thinking is also encouraged as a core skill in many of these countries. Learners are taught to objectively analyze and evaluate information. This approach helps learners make informed

decisions and understand the complexities of social and political issues, thus enhancing their ability to meet challenges.

Moreover, the value of respect for diversity and the promotion of tolerance are an integral part of educational competencies. Education promotes appreciation of different cultures and promotes inclusiveness and understanding among individuals, which contribute to building a cohesive society that accepts differences.

- Differences:

Some countries differ in their focus on certain elements, such as national identity. While the UAE significantly promotes national identity, other countries such as Canada and Finland focus on multiculturalism and inclusiveness, thus reflecting different social and cultural contexts.

Moreover, promoting social responsibility is also a prominent part of the UAE's educational competencies, with more emphasis on volunteerism and participation in social justice than in some other countries. These differences show how competencies reflect the needs and challenges of local communities.

In terms of global awareness, countries like Singapore attach great importance to their role on the international stage, while this focus may not be as much in other countries such as the United States. This indicates the diversity of educational priorities.

As for the values of democracy, the degree of emphasis varies among the countries. Finland and Australia reinforce these values significantly, while in other countries the focus on legal rights and duties is more pronounced.

- Synthesis:

The educational competencies of the countries concerned show a strong commitment to promoting civic knowledge and effective participation, which is the basis for building an informed democratic society capable of meeting the challenges. These countries share a focus on critical thinking as a necessary skill, reflecting their societies' need for citizens to analyze information and make informed decisions.

However, differences in how to promote national identity and global awareness are apparent, as these differences reflect each country's specific cultural, social, and political contexts. Citizenship education competencies are therefore a key element in the formation of active and informed citizens, which contributes to raising awareness of local and global issues.

A competency analysis shows that each country adopts a diversified educational framework that meets its cultural and social needs, thereby promoting the values of tolerance and mutual respect contributing to social cohesion. Cooperation among governments, civil society and educational institutions is needed to strengthen those competencies.

In conclusion, the analysis of educational competencies reflects a comprehensive vision of citizenship education, in which each educational system seeks to prepare a generation of citizens who can participate effectively in their society, taking into account the differences that reflect the

identity of each country. Citizenship education is an investment in the future, contributing to a generation that can meet the challenges and participate effectively in building better societies.

Table of common competencies and standards

State / Competency	Singapore	Finland	United Arab Emirates	Australia	Canada	United States
Knowledge and civil-national identity	✓	✓	✓		✓	✓
Knowledge of democracy			✓	✓		
Democratic values		✓				
Critical thinking	✓	✓		✓	✓	✓
Social participation		✓			✓	✓
Active citizenship	✓		✓	✓		
Civic attitudes						✓
Respect for diversity					✓	
Moral understanding				✓		
Global/cultural awareness	✓		✓			

The table above shows that the competencies listed overlap. In terms of percentages, competencies of National Knowledge and Civic Identity and Critical Thinking ranked highest (85.71%). Other competencies' ratios ranged from 42.85% to 14.28%. These competencies require learning strategies; these include active learning strategies in general, activities, projects and research. Evaluation is conducted through observation and evaluation of projects and research prepared by learners. It is worth mentioning that curriculum developers always think about the standards of measuring the impact at the level of the practical practices of learners, not to mention considering the role of the hidden curriculum in the education of citizenship.

f. International and Arab studies on citizenship education

This section addresses the results of global and regional studies on citizenship education and their impact on the active participation of learners in their society as a tool for change and as citizens who believe in democracy, tolerance and social justice. Also, the importance of its practical application and its impact on the strengthening of their citizenship is highlighted as well as participation in the civil service and voting in elections. Moreover, the results of those studies that show that the school environment, social trust and technology are linked to strengthening citizenship among the educated are pointed out.

g. Citizenship education and the role of learners as a tool of change

In the area of citizenship education, the role that learners can play as a tool for social change is important as it enables them to participate effectively in their society and enhance their ability to meet contemporary challenges. International studies indicate that citizenship education not only provides learners with theoretical knowledge about their rights and duties, but it also teaches them how to be effective and influential in their social and political environment. Such studies have been conducted in Finland, Turkey, England and the United States of America.

▪ Finland

In Finland, participation of learners as a tool of change is an essential part of the curriculum that focuses on the promotion of active citizenship and civic skills. Educational programs such as Erasmus and the European Solidarity Corps provide opportunities for young people to engage in community projects and develop their skills in critical thinking and social interaction in order to enhance their active civic participation. These programs focus not only on the transfer of theoretical knowledge about citizenship, but also on the development of practical capabilities through direct participation in community activities and collaborative projects (Finnish National Agency for Education, 2024).

▪ Turkey

Akin et al., (2017) in a study in Turkey explored how to develop effective citizenship values for learners through community activities in schools. The study also suggested that designing curricula that focus on engaging learners in those activities enhances their awareness of their social responsibilities; Incorporating practical experiences, such as volunteering and participation in community projects, contributes to learners' sense of responsibility and commitment to their community and enhances their skills in critical thinking and problem-solving. These findings offer

a comprehensive insight into how to design educational programs aimed at empowering learners to become active citizens capable of bringing about positive change in their community.

- England

Jarkiewicz (2020) study conducted in England offers a model for promoting active citizenship through participatory learning. The study showed how participatory learning can empower youth to participate effectively in real community issues, contributing to their social awareness and increased self-confidence. The study also showed that this type of education encourages learners to participate in problem-solving collectively, thus reinforcing their sense of belonging and responsibility towards their community. Thus, the study highlighted that incorporating participatory learning into curricula can contribute to the development of critical thinking and innovation skills of learners, qualifying them to become active and influential citizens of their community (Jarkiewicz, 2020).

- United States

In the United States, McNaughtan and Brown (2020) looked at the relationship between voting in elections and the political participation of learners in community colleges, and how institutional and environmental factors influence that participation. Results showed that political awareness and institutional support contribute to promoting democratic participation among learners. The study also provided valuable guidance for the development of citizenship education curricula, highlighting the importance of raising awareness of political rights and promoting participation in the electoral process. The study also pointed out that the provision of educational environments that encourage political discussion contributes to increased participation rates in elections, thus enhancing the role of learners as active citizens in their society.

Studies on citizenship education in different countries highlight the shift from theoretical knowledge to practical engagement, with an emphasis on the role of learners as actors in social change. In countries such as Finland and England, educational programs focus on empirical learning and community participation, promoting critical thinking, social responsibility, and active citizenship. In Turkey, incorporating community activities, such as volunteering, contributes to developing a sense of social responsibility among learners, while in the United States promoting political awareness and institutional support encourages democratic participation. Critically, they reveal the inconsistency in the application of education to globally active citizenship, with the need to extend it to global issues such as climate change and human rights. In general, citizenship education should focus on civic engagement and adapt to diverse cultural and political contexts to develop socially responsible citizens who are able to bring about positive and sustainable change in their society.

h. Citizenship Education from the perspectives of learners

Studies in Singapore and England show that citizenship education curricula must include theory and practice to encourage educated people to participate in democratic life.

- Singapore

In the international context of the study of citizenship education, studies in this field highlight valuable insights on how to shape the awareness of learners and motivate them to participate effectively in civic and political life. Alviar-Martin et al. (2012) provide an analysis on civic competence development from the perspective of learners in Singapore; their study is based on interviews and surveys that explore different educational environments and their impact on the development of this competence. Researchers point out that civic competence is not only refined in the classroom, but it is an outcome from interactions that involve the family and wider community. From this perspective, the study recommends the development of educational curricula that integrate theory and practical experience through the implementation of community activities and projects that encourage effective participation and motivate learners to interact with local and global issues. The use of educational tools such as simulation and realistic projects is an effective means of enabling learners to acquire strong civic skills and enhance their awareness of the political and social environment in which they live.

- England and Singapore

Han et al. (2014) address the relationship between attitudes towards citizenship and voting among vocational high school learners in England and Singapore. The study suggests that citizenship education plays a direct role in promoting the interest of learners in social and political issues, reflecting their desire to participate in elections. Results show that positive attitudes towards citizenship, reinforced through discussions about civic and political responsibilities, play a crucial role in shaping the desire of learners to participate in democratic life. The study also shows that the provision of effective educational programs focusing on promoting political and social awareness can contribute to the formation of an educated generation willing to interact with the society and are motivated to play an active role in democratic participation.

Thus, building citizen competence depends on creating learning environments in which learners are empowered to engage directly in addressing societal issues. Directing learners towards political participation through practical and interactive educational activities is an effective way to shape their attitudes towards citizenship and to enhance their awareness of their role as active and responsible citizens.

- i. Citizenship Education from the perspectives of teachers

Two studies have been conducted in two Arab countries: the People's Democratic Republic of Algeria and the Sultanate of Oman. The results of those studies show that the curricula of social studies have an impact on the establishment of citizenship values among learners, which require the application of strategies of practical activities and dialog. However, some subject teachers consider that there are logistical challenges that constitute an obstacle to the effective implementation of citizenship education goals.

- People's Democratic Republic of Algeria

Sidi Saleh Khallaf (2021) presented a field study on the role of social studies in the development of citizenship spirit among pupils in middle school in El Alma City, Algeria. The study aimed at

evaluating the impact of social studies curricula on the development of civic values and social awareness among learners. Results showed that social studies play a pivotal role in inculcating the values of citizenship among the educated, by promoting values such as respect, cooperation, and national belonging. In addition, results indicated that teachers considered that the acquisition of those values required the application of a variety of educational strategies, including practical activities and interactive discussions, that would help promote a deeper understanding among learners. This suggests that practical participation and intellectual interaction are essential to promote a spirit of citizenship among students.

- Oman

In the Omani context, Al-Saidi's (2023) study aimed to analyze prevailing opinions among teachers about their role in promoting citizenship education. The study showed that there are inconsistencies in the level of teachers' awareness of the importance of citizenship education; some see them as an essential part of the curriculum while others have challenges related to the lack of resources and the time available to apply these concepts in the classroom. Results also show that social studies teachers consider citizenship education to be essential to encourage national belonging and civic awareness, but logistical and practical challenges are an obstacle to effectively implementing these goals.

The two studies emphasize the importance of the role that teachers play in promoting the values of citizenship through the teaching of social subjects. In both contexts, teachers agree on the importance of citizenship education and values, but they face significant challenges in applying these concepts. In the Algerian study, the need to use interactive activities as an effective tool to promote citizenship arises, while the Omani study highlights challenges related to the lack of resources and time, which limits the ability of teachers to achieve desired goals.

These studies are important references for curriculum developers in citizenship education as they provide insights into the importance of developing interactive and comprehensive teaching strategies. By analyzing opinions and beliefs among teachers, curriculum designers can develop educational content aimed at effectively promoting civic values. Studies show that incorporating practical activities and interactive discussions into curricula contribute to enhancing learners' understanding of citizenship values. Curricula must also consider inconsistencies between different educational environments, both in resources and logistical challenges, to ensure the overall and effective realization of citizenship education goals.

j. Citizenship Education through practical and interactive learning

The Global Studies on Citizenship Education through Practical and Interactive Learning highlight the importance of promoting active citizenship in learners through interactive, practice-based learning programs. This approach focuses on engaging learners in activities and projects that help them gain a deeper understanding of social and political issues and develop the skills necessary for active participation in society. This review reports on the most prominent studies that have adopted this approach in different countries. Below are the studies conducted in the region and internationally.

USA: Soapbox Project and Impact on Learners

The Andolina and Conklin study (2018) discussed the impact of the Soapbox project on secondary school learners. The project aimed to enhance citizenship skills by giving learners the opportunity to discuss community issues and listen to different views. These results reflect the importance of dialog and public discussion curricula in developing critical thinking and social skills in learners (Andolina & Conklin, 2018).

USA: Raising Citizenship Through Practical Activities

Blevins et al.'s (2018) study focused on developing learners' understanding of citizenship and advocating social causes through hands-on education. Interactive education helps learners to analyze social and political issues critically and increases their readiness to participate effectively in society. Curricula that incorporate practical activities also enhance critical thinking and negotiation capabilities, increasing learners' confidence in dealing with societal issues.

Italy: Participatory research and its impact on youth

Prati et al., (2020) in Italy examined the impact of participatory research-based educational interventions by young people to promote active citizenship. Empirical education contributes to enhancing critical thinking and teamwork skills and strengthening the learners' sense of social responsibility.

Romania: Theoretical and experimental education of citizenship

Dumitriu and Dumitru, (2014) in Romania highlighted the relationship between theoretical and practical aspects of citizenship education. Results showed a significant improvement in learners' political and social awareness, demonstrating the effectiveness of experimental education in promoting values of active citizenship.

Jordan: The Impact of McCarthy's Strategy on Developing Citizenship Values

In a study conducted by Al Khawaldeh and Al Khawaldeh (2024), the impact of McCarthy's strategy in developing citizenship values was emphasized for 10th-grade learners in Jordan. The study is significant because it reflects how modern teaching methods such as the McCarthy Strategy relies on hands-on interaction and experimental activities to stimulate learning. Results showed that students who learned through McCarthy's strategy showed marked progress in citizenship values such as responsibility, active engagement and collaboration.

These results reinforce the academic understanding of the importance of incorporating interactive strategies into citizenship education, as they contribute to the activation of theoretical concepts and turn them into tangible daily behaviors for learners.

Qatar: Assessing performance in education for sustainable development

In Qatar, Al-Kuwari et al. (2021) presented a study on the evaluation of performance in education for sustainable development. The study aimed to analyze the evaluation strategies used in Qatari schools and assess their conformity with the Sustainable Development Goals.

Results indicated that there are significant challenges in applying appropriate evaluation criteria for the Sustainable Development Goals, which necessitates improved teacher training and the development of interactive evaluation tools. This study helps guide curriculum designers in developing evaluation strategies that consider environmental and social aspects and promotes awareness of the values of environmental citizenship and community responsibility.

These studies indicate that hands-on education actively contributes to enhancing learners' understanding of citizenship as well as developing their skills in community participation. Through this type of education, learners can express their opinions, practice critical thinking, and participate effectively in society, resulting in a generation that is aware of its responsibilities and rights.

k. Citizenship education and human rights

This section reviews the studies conducted in the Arab and international countries. All agree that integrating human rights and civic identity education into the school curricula while adopting an interactive approach enhances a deep understanding of citizenship and social justice issues; thus, critical thinking skills and active involvement in political and social life are highlighted and consolidated. Studies in India, France, Georgia, the Netherlands, Hungary, Poland, the Hashemite Kingdom of Jordan and the People's Democratic Republic of Algeria are reviewed in the below section.

▪ India

Bajaj (2012) discusses the transformation of human rights-based education in Tamil Nadu into a prominent paradigm shift in the concept of education from a secondary activity to an effective tool of social transformation. The study examines how human rights-based education can contribute to the development of learners' awareness of their social rights and duties by reviewing practical experiences from different schools. Findings show that the integration of human rights education into the school curriculum fosters a deep understanding of citizenship and social justice issues, enabling curriculum makers to enhance critical thinking skills and effective participation in society.

▪ France

The study of Barrault-Stella, and Douniès, (2021) focuses on the influence of educational policies in France on the formation of a citizen identity. These policies not only promote academic achievement but also foster a sense of civic responsibility. Findings provide clear signals to curriculum designers about the need to integrate education that promotes civic identity, in order to produce learners able to actively engage in political and social life. The study also points to the importance of educational activities that promote critical thinking and active participation in public affairs.

▪ Georgia

The study of Činččera et al. (2018) discuss the "One World in Schools" program which aims to enhance learners' awareness about human rights. Results showed that the program contributed to strengthening learners' critical thinking skills and increasing their knowledge of human rights concepts. This study is a model that curriculum designers can use to integrate human rights

education within the framework of citizenship education, to enhance effective interaction with human rights issues and to support learners' personal experiences.

- Netherlands

Feddes et al., 2019) address the impact of engaging youth in democratic processes on their support for the political system in their country. Findings suggest that providing opportunities for democratic participation enhances commitment to democratic values. The study highlights the need to teach citizenship through an interactive approach that includes activities such as electoral simulations and political discussions, thereby contributing to learners' increased awareness of the importance of these values and their role as active citizens.

- Hungary and Poland

The study of Fesnic, (2016) compares the impact of civics on democratic values in Hungary and Poland. The researcher concluded that while citizenship education contributes significantly to the promotion of democratic values, its success is linked to the political and cultural context. Results benefit curriculum designers by developing educational programs that focus on entrenching political rights and promoting critical thinking, with the goal of contributing to responsible citizens able to positively influence their society.

- Hashemite Kingdom of Jordan

Al Khawalda's (2021) study dealt with the extent to which human rights concepts were included in the 10th grade civics textbook in Jordan. The study relied on a content analysis approach, concluding that the book contained some human rights concepts, but in varying proportions as some concepts were not sufficiently clear. The study recommended developing content to be more comprehensive and accurate in presenting those concepts.

This study helps curriculum designers identify strengths and weaknesses in the content of textbooks, enabling them to improve and develop curricula in line with modern citizenship values. It also highlights the importance of incorporating educational activities that allow learners to interact with human rights in a practical manner, thus enhancing their understanding of their rights and obligations as citizens.

- People's Democratic Republic of Algeria

Mwali and Oubaji (2023) analyzed the extent to which the human rights values enshrined in the last constitutional amendment of 2020 were included in the Citizenship Education Book for the fourth year of middle education in Algeria. The study followed an analytical approach to assess the compatibility of the book's content with international standards. Results showed that the book contains positive references to human rights values, but there is a need to promote those values and improve learners' understanding.

This study is an important reference point for curriculum designers, showing how human rights values are effectively integrated into educational content. By promoting that inclusion and providing practical examples of human rights values, the understanding and effective participation of learners in human and social issues can be improved.

Studies show the importance of education for citizenship in promoting awareness of rights and duties, developing civil identity, and active participation in political life. They also highlight the urgent need to develop curricula that include interactive educational practices that promote a deeper understanding of citizenship issues, thereby contributing to a generation that contributes to building democratic and sustainable societies.

1. Citizenship Education and the role of the twenty-first-century educator

In this section, the studies carried out in Arab and international countries are reviewed; results show that teachers play a supportive role in the participation of learners in dialogs that promote critical thinking to analyze political and social issues, resulting in an ability to participate actively in the society. This requires training teachers in that role. Sweden, Turkey, South Africa, Slovakia, Jordan, Kuwait, and Oman studies are reviewed below.

▪ Sweden

The study of Özdemir et al. (2016) focused on how learners' perceptions of teachers' behaviors affect their willingness to participate in classroom political discussions. The study showed that learners tend to initiate political discussions more when they feel their teachers encourage open dialog and show respect for their views. These results confirm the importance of the teacher's role as a catalyst, which requires curriculum designers to adopt educational strategies that support a classroom environment that promotes open dialog, in order to prepare a generation capable of active participation in the society.

▪ Turkey

Ersoy (2014) addresses the importance of active and democratic citizenship education in enhancing the abilities of learners to become active citizens. The study revealed the challenges facing teachers in teaching these concepts, noting that citizenship education requires the development of critical thinking and open dialog skills, as well as providing an interactive learning environment that supports multifaceted discussions. This study provides valuable guidance for curriculum designers in terms of the need to incorporate practical activities that allow learners to experience the roles of active citizens and promote critical analysis of their social issues.

▪ South Africa

Finkel and Ernst, (2005) addressed citizenship education in a Post-Racial Context, highlighting alternative paths for the development of political knowledge and democratic values. Results showed the importance of education in shaping the political consciousness of young people, suggesting educational strategies that promote interaction and active participation. Curriculum designers can build on these results to develop educational programs suited to diverse social and cultural contexts, in order to build citizens who are aware and able to meet the challenges of democracy.

▪ Slovakia

Lukšik, (2019) highlighted the influence of primary education teachers in shaping the identity of citizenship among learners. Results indicate that teachers play a crucial role in promoting

citizenship values and social awareness by providing an educational environment that encourages critical thinking and active participation. This study calls for the need to train teachers and provide them with the necessary tools to promote the concept of citizenship to prepare active learners in society.

- Jordan

Ghaleb, (2019) explored the role of Jordanian sports in asserting values and citizenship education by using a survey method to analyze the impact of sports on citizenship values. The study aimed to explore how sport promotes national and value concepts such as national identity, morale and tolerance in the 2012-2017 period. The study used participatory observation, interviews, and content analysis of civics textbooks to collect data.

Results showed a positive contribution of sports to the promotion of citizenship, especially in the areas of national identity, values of excellence and positive will. However, the study revealed some of the negative aspects of sports, such as the use of profanity and poor self-management ability. In addition, the analysis of the content of civics textbooks showed that they were devoid of concepts of physical education thus allowing curriculum designers to incorporate mathematical content into the curricula in order to promote those values.

- Kuwait

In Alimat's (2018) study, secondary school teachers' role in promoting the values of global citizenship was addressed. Results showed that teachers' educational practices have a significant impact on the development of universal citizenship values such as tolerance, social justice and humanity. The study also emphasized the importance of vocational training for teachers to enhance their ability to teach those values and recommended the need to incorporate interactive educational strategies into the curricula. Results provide curriculum designers with the opportunity to reformulate curricula to be more focused on universal values, while providing teachers with the necessary support through periodic training programs.

- Oman

Saidi et al., (2022) reviewed the degree to which social studies teachers are aware of the dimensions of citizenship education in basic education schools in the Sultanate of Oman. Results revealed a moderate level of knowledge about the dimensions of citizenship education, with a variation in the level of awareness based on the educational experience and training received by teachers. The study pointed to the urgent need to strengthen teachers' training in citizenship education, which would enhance their ability to teach these concepts effectively. In addition, the study recommended the development of comprehensive training programs to enhance teachers' competence.

These studies clearly demonstrate the pivotal role that teachers play in promoting the values of global citizenship and citizenship among learners. In Jordan, sport has been highlighted as an effective tool in instilling citizenship values, but with a recommendation to better incorporate those values into curricula. In Kuwait, findings highlighted the active role of teachers in instilling universal values, with a recommendation to promote vocational training and interactive education

strategies. In the Sultanate of Oman, the study focused on enhancing teachers' knowledge of the dimensions of citizenship and the importance of their continuous training.

These studies indicate that citizenship education is heavily dependent on the role of teachers and education strategies followed in the classroom. Curriculum designers are required to develop interactive learning environments that support dialog, critical thinking and active participation, in order to prepare citizens who are aware and capable of meeting contemporary challenges.

m. Citizenship Education and Civic Service

In this section, we look at studies conducted in countries around the world that show that the participation of learners in civic projects increases their understanding of civic responsibilities, strengthens critical thinking skills, self-confidence, and mental health, and develops the values of cooperation among them, thus motivating them to participate in the issues of their society. Social participation and volunteer opportunities need to be integrated into curricula. Here we review studies from the United States, the Congo, Germany, Turkey, Canada, Japan and the People's Democratic Republic of Algeria.

▪ United States

Blevins et al., (2021) study examines the impact of the "civil service" program on youth engagement in society and politics. Results showed that such programs enhance learners' levels of awareness and social and political involvement, as participation in civic projects contributes to the learners' understanding of civic responsibilities and fosters critical thinking skills, which motivates them to participate in public issues at the local and national levels. These results are considered an important reference for curriculum designers, as they illustrate the importance of practical and interactive activities.

▪ Congo

Claude and Hawkes' (2020) study on the Ebola crisis highlighted how learners interact with this crisis through community initiatives. These findings suggest the importance of integrating community participation in educational curricula to foster an effective sense of citizenship among learners.

▪ Germany

The study Grobshäuser anf Weißeno (2021) shows that political participation during adolescence enhances young people's understanding of political issues and increases their involvement as active citizens. This research highlights the importance of political activism in promoting knowledge of democratic processes, encouraging curriculum designers to include political activities in early education.

▪ Turkey

The study of Keser et al., (2011) addressed the role of extracurricular activities in the education of active citizenship. Results indicate that activities such as volunteering and community participation enhance learners' awareness of social issues and develop their values of collaboration

and responsibility. The study demonstrates the need to integrate extracurricular activities into curricula to promote active citizenship.

- United States

The study of Kim and Morgül (2017) highlights the long-term consequences of volunteerism in youth, noting that volunteering promotes personal motivation and self-confidence. These findings highlight the importance of providing volunteer opportunities within the curriculum.

- Canada

The Larsen and Searle study (2017) illustrates how learning through international service enhances learners' awareness of social justice issues and global participation. By integrating these experiences into education programs, collaboration and empathy among learners can be enhanced.

- Japan

Through community projects, learners demonstrate a higher level of responsibility and involvement, demonstrating the need to include such activities in the curriculum (Lee et al., 2019).

- People's Democratic Republic of Algeria

The Hayak study (2022), *Social Service in School in Algeria: a Visionary Reality*, addressed the role of social service in promoting the school environment and supporting learners. The study analyzed the different dimensions of social service within educational institutions and showed how such service could contribute to the development of educational programs and the promotion of learners' psychological and social health. The study also reviewed a range of challenges facing social service in Algerian schools, such as a lack of resources and a lack of clear strategies for implementing social programs.

Results of this study are extremely useful to the designers of citizenship education curricula, highlighting the importance of integrating social service components into curricula. By understanding the vital role of social service in supporting learners and fostering a positive learning environment, curriculum designers can develop educational programs that focus on human and social values. Incorporating these elements into the curricula contributes to building the spirit of citizenship among the educated and enhancing their ability to interact positively with the issues of their society.

In general, these studies demonstrate the importance of participatory and interactive education in promoting active citizenship. By incorporating practical activities, learning through service, and political participation, curriculum designers can cultivate a generation of active citizens who have the potential to positively influence their society.

- n. The role of educational curricula in promoting citizenship education

Citizenship education is one of the key elements in the development of social and political skills among young people. Educational curricula effectively shape the understanding of learners of their civic duties and promote their active participation in society. Many studies have shown the importance of designing educational curricula to enhance their impact on citizenship values. This

is shown in the following two studies and in three other studies conducted in two Arab countries, namely, the Kingdom of Morocco and the People's Democratic Republic of Algeria.

Isac et al.'s study (2014) addressed the impact of the education system on citizenship outcomes for secondary students in a variety of countries. The study was based on a comparative approach to analyzing how educational systems contribute to enhancing learners' understanding of their civic duties and democratic values. The study emphasized the importance of adopting a comprehensive approach that integrates citizenship education into the general educational curriculum, noting the need to improve educational practices to enhance the competencies of learners in this field. Thus, curriculum designers can take advantage of these results to create educational curriculum.

On the other hand, Keating and Janmaat (2016) explored the impact of citizenship-related school activities on political participation among young people. Results showed that school activities, such as community discussions and projects, increase young people's awareness of political issues and increase their chances of becoming involved in democratic processes. This points to the need to integrate interactive educational activities, such as parliamentary simulations and public debates, into the curriculum, to develop critical thinking and communication skills among learners.

Moreover, their long-term influence in shaping political behavior reflects the importance of citizenship education as an effective means of encouraging young people to become active citizens. Thus, a deep understanding of successful practices can contribute to the development of inclusive citizenship education that addresses local and global challenges, with a view to preparing learners to be active and responsible members of society.

- Kingdom of Morocco

Akhdamesh (2023) provides an in-depth analysis of how the Moroccan curriculum approaches the concepts of citizenship. The study focused on the social curricula of the second year of secondary preparatory education and used a diagnostic approach to analyze the effectiveness of the textbook in inculcating citizenship values. Results revealed gaps in the didactic concepts, which affected the formation of learners' awareness of civic values. The study recommended updating curricula to keep pace with contemporary social and political changes and including interactive educational strategies such as group discussions and field activities, with the aim of enhancing learners' interaction with concepts.

This study helps curriculum designers in the field of citizenship education identify strengths and weaknesses in the adopted curricula and highlights the need for more interactive curricula better suited to the needs of learners. It also highlights the importance of periodically reforming educational practices and encouraging community participation in improving curricula.

- People's Democratic Republic of Algeria

The Yunus Study (2023) discussed the role of citizenship education in instilling citizenship values among elementary-level learners. The study concluded that civics contributes to promoting civic behaviors such as respect for public property and pride in the homeland. The importance of citizenship education as an interactive practice that helps develop social awareness and national responsibility among learners is also highlighted

These findings show the importance of interactive education in promoting civic values and suggest that curriculum designers integrate practical elements that contribute to the values of citizenship in children, with a focus on strengthening the psychosocial aspects of citizenship.

Vignevi et al. (2018) discussed how much the textbook had contributed to the establishment of citizenship values for children in Algeria. The study found that civics textbooks contribute to values such as respect for rights and community participation, but they need to modernize content delivery to be more interactive and age-appropriate for learners.

The study emphasizes the need to improve educational curricula by incorporating interactive activities that enhance learners' understanding of citizenship values, such as group projects and discussions. It also points to the need to develop assessment tools to measure the effectiveness of education in achieving educational goals.

This shows that the educational curricula play a pivotal role in promoting citizenship education, which requires adopting active learning strategies, promoting critical thinking, and developing cooperative projects that encourage social participation, which shows the importance of education as a tool to develop informed citizens and participants.

o. The impact of monetary citizenship on the promotion of citizenship education

In this section, the results of various studies show that critical thinking has an effect on promoting the values of citizenship among educated people.

▪ Portugal

Piedade et al., (2020) addressed Portuguese teachers and learners' insights on critical thinking in schools and its impact on the formation of cash citizens. This study used questionnaires and interviews to highlight how critical thinking in educational contexts is understood and how it affects the promotion of citizenship and social values. Results showed inconsistencies in the understanding of critical thinking among teachers and learners, suggesting the need to promote the application of these skills in school curricula to be more effective.

The study suggests that incorporating critical thinking skills into curricula is vital. Educators can be sensitized and motivated to become active citizens by developing modules that encourage learners to analyze and debate social and political issues. Understanding the differences between the perspectives of teachers and learners can contribute to the development of effective training strategies for teachers, thus enhancing their ability to teach critical thinking efficiently. These ideas show the need to build comprehensive educational curricula that will enhance the skills of citizenship needed to meet the challenges of modern society.

▪ Korea

Cho, (2018) addressed how to reconcile critical citizenship education with standards-based education requirements. The researcher pointed out that standards-based curricula may restrict the possibilities of critical education, but teachers may be allowed to incorporate monetary values

without breaking the norm. The study focuses on strategies that teachers can implement, such as introducing educational activities that promote critical thinking and dialog among learners about social and political issues.

The study represents an important step for curriculum designers as it provides a practical model for integrating critical education within the standards-based educational framework rather than just traditional academic approaches that may neglect the intellectual and monetary aspects of citizenship. Zhou proposes a third learning space where learning objectives overlap with the development of critical thinking skills. These strategies contribute to the development of balanced educational curricula that enhance the ability of learners to think critically and participate actively in a democratic society.

Portuguese and Korean studies point to the importance of critical education in forming active and effective citizens. In Portugal, critical thinking is essential to the development of citizenship values, but there is a need to enhance the integration of these skills into the curriculum. On the other hand, Korea provides an innovative model that allows teachers to integrate critical citizenship education within the framework of standards-based education, reflecting flexible and innovative thinking in the face of methodological constraints.

This variation in educational methodologies and associated challenges provides valuable insights for curriculum designers by incorporating integrated educational strategies that take into account cultural differences and different educational contexts in order to build effective monetary citizens. The goals are similar in both contexts, but the methods vary, reflecting the diversity of educational practices around the world in promoting monetary citizenship.

- Saudi Arabia

Amani Al-Ghamdi and Al-Hassan's (2020) study examines how sustainability concepts are integrated into educational curricula through the use of survey-based and interdisciplinary teaching methods. The study notes the importance of survey-based education in promoting a deep understanding of environmental, social and economic concepts associated with sustainability, and focuses on developing critical thinking skills among learners. The study was based on a series of practical examples from Saudi schools, where interdisciplinary education projects were implemented, giving learners the opportunity to explore environmental issues from different angles.

The study can significantly guide curriculum designers in citizenship education by providing a framework that integrates survey-based education with sustainability concepts. Designers should take advantage of interdisciplinary education strategies, which enhance the overall understanding of learners about community and environmental issues. By adopting this methodology, curriculum designers can develop educational content that focuses on promoting civic values and environmental awareness and motivates learners to become active citizens that contribute to building a sustainable society.

p. The impact of digital learning on citizenship education

The field of citizenship education is evolving as a result of the increasing impact of digital technology and social media on the awareness of individuals, especially young people, regarding civic participation. Recent studies highlight the digital dimensions of this type of education and how technology can be used to enhance critical thinking and social awareness skills among learners.

Marchi and Clark's, (2021) study explored the impact of social media on connected journalism and the formation of alternative public spaces, allowing young people to express their views and participate actively in political life. This vision presents an urgent problem for curriculum designers: how to integrate modern technology, especially social media, into citizenship education programs so that learners can actually engage in political and social life.

In the same context, Bowyer and Kahne (2020) evaluated the impact of digital educational opportunities on the skills of learners in citizenship. The study noted that digital tool-based education programs not only provide learners with information but also enable them to practice critical thinking and active participation in community issues, with a focus on social justice and digital awareness. This research opens up new avenues for curriculum designers to develop programs that keep pace with digital transformations, where learners can use technology not only as a means of accessing information, but as a tool to enhance their ability to analyze, critique, and take informed positions.

- UAE

Jamil and Yahyawi (2023) highlight the values associated with smart citizenship in light of the rapid digital transformation taking place in UAE society. The study discusses in depth the challenges facing the consolidation of these values considering technological and digital development, with a focus on how to use digital tools to enhance awareness and commitment to the values of citizenship in this context.

The researchers proceed from the concept of "smart citizenship," which is linked to responsible and informed handling of technology within the digital society. This citizenship is based on the ability to use digital tools safely and effectively to achieve active participation in society and to promote national principles and values. The researchers point out that digital transformations are no longer limited to practical or economic aspects of life, but they directly affect the nature of the relationship between the citizen and the state, and between the citizen and the society, which increases the need to reconsider traditional concepts of citizenship.

The study lists several major challenges facing the promotion of smart citizenship values in the UAE:

- **Digital Culture:** The researchers note that the level of digital awareness is not the same among different age groups and social classes, resulting in inconsistencies in the ability to practice digital citizenship effectively.
- **Cybersecurity:** With increasing reliance on digital technology in everyday life, challenges arise with respect to personal data protection and cybersecurity, requiring the development of robust policies to enhance awareness of the importance of digital security.
- **Social integration:** Technological development leads to the emergence of a new class of citizens who rely primarily on digital tools for communal communication and participation, which may deepen the gap between traditional and digital generations.

The study proposes several solutions to promote smart citizenship, including:

- **Promoting digital education:** Digital education is one of the most important tools that can help promote smart citizenship values, as the concepts of digital awareness and cybersecurity must be integrated into educational curricula.
- **Sustainable digitization:** Researchers point to the need to adopt sustainable digital policies that ensure equal access to technological tools and avoid digital exclusion.
- **Modernizing public policies:** It is important that the UAE government update its digital citizenship policies in line with modern technological developments, with a focus on building a digitally conscious generation.

The study concluded that **smart** citizenship has become essential in modern societies as they undergo digital transformation. States, particularly in the Arab region, must develop clear strategies to promote these values, not only through education, but also through legislation and policies that ensure a safe and inclusive digital environment.

Based on these studies, citizenship education in the digital age requires a comprehensive reformulation. Not only can traditional principles of citizenship be taught, but new curricula must incorporate digital learning tools, such as social media platforms and interactive applications, to give learners first-hand experience in civic participation and enhance their sense of community responsibility. Learners can become more aware citizens, aware of contemporary challenges, and able to contribute effectively to their society.

q. The role of religion in promoting citizenship education

Citizenship education is a central element in building modern societies, and religion is one of the main pillars that can effectively contribute to the promotion of values associated with citizenship. By integrating religious education with modern values such as digital citizenship, the education system can provide learners with a solid foundation of moral values that combines religious values with notions of contemporary citizenship.

- Hong Kong

Cheung et al.'s study (2018) addressed the relationship between religious engagement and attitudes of religion in the society and its impact on the values of citizenship and social development in the Asian context. The study aimed to explore how religious participation affects individuals' perceptions of the role of religion in public affairs, and whether it promotes citizenship values such as tolerance, justice, and community engagement. The research was based on data collected from a sample of Asian youth; results show that there is a positive relationship between strong religious commitment and the promotion of certain social and civic values, but this relationship may vary depending on cultural and contextual factors.

This type of study helps guide curriculum designers in formulating citizenship education programs, where they can benefit from understanding that religious engagement is not just an individual religious element, but it can also be a social component that contributes to the formation of basic civic values. Curriculum designers can consider the balance between religious and citizenship education by providing opportunities for learners to understand how religious values conform to democratic principles. This leads to the creation of an approach that promotes tolerance and active involvement in society, while respecting cultural and religious pluralism, leading to the development of inclusive citizenship and promoting community cooperation.

- Saudi Arabia

Al Habib's study (2022) addressed the role of Islamic education courses at the primary level in promoting values related to digital citizenship. The study used a questionnaire addressed to teachers with the aim of assessing the extent to which these courses contributed to the development of digital awareness among learners. Results indicated a positive role for Islamic education courses in promoting some ethical aspects related to digital citizenship, such as respect for privacy and ethics for using the Internet; however, there is a need to develop curricula to meet the growing digital challenges.

This study shows the importance of revising Islamic education curricula and updating them to incorporate the concepts of digital citizenship more deeply. Curriculum designers can capitalize on these results to promote awareness of digital challenges and focus on building ethical and responsible engagement with technology skills.

Al-Jahedli and Al-Ghamdi's (2023) study examined the extent to which Islamic Studies books in Primary Classes include citizenship values through surveys of elementary school teachers. The study used a descriptive approach based on a questionnaire distributed among a sample of teachers to assess the extent to which Islamic studies books included concepts such as responsibility, belonging, and collaboration.

Findings indicated that Islamic studies books in elementary grades incorporate citizenship values to varying degrees, with a high emphasis on ethical values such as honesty and cooperation, while

other values such as community engagement and respect for diversity need to be further promoted. Teachers also pointed to the need to adapt curricula to better fit current social and cultural variables.

Results of this study indicate great opportunities to improve citizenship education curricula by promoting values related to citizenship in Islamic studies textbooks. Curriculum designers can use these findings to identify points that need to be improved and developed, especially in terms of incorporating values such as community engagement, tolerance and respect for others. The study also shows that promoting these values within the curriculum can contribute to building a generation of learners with civic awareness and the ability to contribute positively to their society.

r. The role of the school environment in promoting citizenship education

Citizenship education is one of the basic foundations for the formation of active and informed citizens in modern societies, where the school climate has a crucial role to play in this process. Many international literature studies reviewed the relationship between school climate and learner citizen participation and reflecting the importance of the learning environment in promoting awareness and active participation.

▪ United States

Geller et al., (2013), note that civic engagement, whether voluntary, political or community, significantly affects learners' perceptions of their school environment. A comprehensive analysis of the data shows that learners who actively participate in citizenship activities tend to positively affect the school environment, thus contributing to the improvement of their overall educational experience. Curriculum designers can use these results to develop learning programs that promote belonging and participation, contributing to a positive school environment that supports democratic values and promotes community awareness.

▪ Norway

Høigaard et al.'s (2015) study addressed the effect of a positive psychological climate on learners' sense of self-efficacy. Results show that the psychosocial support learners receive in the school environment boosts their self-confidence, resulting in improved academic performance. These findings demonstrate that designing educational environments that support psychosocial dimensions can help develop citizenship skills, as they foster a sense of belonging and enable learners to interact positively with societal issues.

▪ United States

Godfrey and Graiman, (2014) studied the role of open climate in the classroom in promoting critical awareness among young people. The study suggests that interactive learning environments support learners' ability to think critically and analytically. Research shows that the open classroom climate encourages learners to express their opinions and discuss social and political issues, which enhances their ability to have a deep understanding of phenomena. Curriculum designers can use these results to develop educational strategies that encourage dialog and discussion, thereby contributing to an informed and responsible citizenship.

- Canada

Galais, (2018) examined the influence of family and school dynamics on individuals' sense of voting duty and motivation to participate in elections. By analyzing data from different experiences, the study shows how family and school play a critical role in shaping voting values and behaviors, directly affecting voter turnout. Results suggest that early citizenship education in homes and schools can enhance individuals' sense of responsibility for democratic participation. Citizenship education curriculum designers can use this study to develop educational programs that focus on promoting awareness of democratic rights and duties and provide educational environments that encourage open discussion about political participation, contributing to the formation of committed citizens who are aware of the importance of their vote in the democratic process.

- Saudi Arabia

Al-Qahtani and Tayeb's (2018) study addressed the role of the school administration in promoting the values of citizenship among secondary school students in the governorate of Al-Qawiyah. Results showed that school management has a significant impact on promoting citizenship values, with interactive activities and school events promoting community participation. The study also stressed the importance of providing a positive educational environment that supports dialog and discussion on citizenship issues. The study concluded that school administration plays a key role in creating an appropriate environment for citizenship education, emphasizing the need to integrate administrative dimensions into curriculum design.

- Bahrain

The Slipikh study in 2017 explored the concept of citizenship education in Bahrain, and aimed to understand the perceptions of policymakers, teachers, and learners about this concept. The study used a qualitative methodology to collect data through interviews and observations, which helped to explore participants' views on the importance of citizenship education and its role in promoting social and cultural values. Findings indicate that there are inconsistencies in levels of understanding between the parties involved; Policy makers showed an interest in including citizenship education in the school curriculum, while teachers' and learners' views reflected the need to develop more effective education strategies to meet their needs. This study highlights the importance of tailoring educational programs to the needs of the learners and reinforces their awareness of civic values.

- Palestine

Al-Qasim and Ashour's study (2016) addressed the role of public-school principals in Irbid Governorate in using educational media as a tool to promote national development among learners. Findings indicated that school principals were instrumental in employing educational media to promote national awareness, using the media to promote national activities and community values. The study also showed that there was an urgent need to strengthen educational information strategies in line with national objectives. Curriculum designers can take advantage of the results

of this study to develop educational programs that focus on the effective use of media to convey national values and promote a sense of belonging among learners.

- Arab Republic of Egypt

Halim and Abdel Tawab's (2023) study explored the role of social upbringing institutions in promoting citizenship education, focusing on the roles of family, school, media and religious institutions in raising high school students in Egyptian society. Results showed a high level of effectiveness of some family roles, such as encouraging young people to respect divine religions, master work and keep the environment clean. The school also achieved high levels of effectiveness in its roles including paying tribute to the flag, singing the national anthem daily and increasing the knowledge of learners about their country's history and geography. The study also highlighted the important role religious institutions play in raising citizens. Their religious discourse focuses on basic values such as cleanliness, honesty, truthfulness and work, all of which contribute to strengthening the values of citizenship among young people.

The school environment, with its teachers and educational policies, plays a key role in promoting citizenship education. The studies reviewed indicate that the role of the school administration in organizing educational activities and practices that promote the values of citizenship should be activated. Educational policies should incorporate citizenship education programs and train teachers and principals on effective teaching methods. Through these efforts, a generation can be built and be aware of and involved in the development of society, contributing to the sustainable development of society.

- s. The role of social trust in promoting citizenship education

The international literature on citizenship education is increasingly addressing the role of social trust as a key factor promoting effective participation of learners in their society.

Keegan's (2017) study addressed the concepts of belonging, place and identity emphasizing the importance of social trust in the development of citizenship capacities of young Dominicans moving across borders. The study used the experiences of these young people to highlight how a sense of belonging and mutual trust among individuals can contribute to social inclusion and civic participation. The study concluded that building social trust fosters communication among individuals, facilitating their active participation in citizenship and decision-making activities.

Results of this study indicate the need to design educational curricula that take into account the concepts of belonging and identity, where educational activities that promote social trust and help facilitate communication among learners from diverse backgrounds can be integrated. "This not only contributes to the development of their citizenship skills, but also enhances their awareness of identity and belonging, which stimulates their desire to participate effectively in the society. Thus, these ideas provide clear signals to curriculum designers about the importance of focusing on social confidence-building as an essential part of education strategies.

Levy (2018) looked at how young people develop their political aptitude through social learning experiences, through participation in the UN model. The study used a qualitative approach to explore the impact of these activities on learners' understanding of the political process and to

develop discussion and negotiation skills. Results showed that the social experiences of learners in the context of United Nations emulation had significant positive effects on their self-confidence and motivation to be active participants in political life.

Results of this study provide important insights for citizenship education curriculum designers, highlighting the importance of providing learning environments that support social learning. By incorporating activities such as the Model United Nations into the curriculum, critical thinking skills and the ability to express opinions can be strengthened, preparing learners to be active participants in the democratic process. A focus on interactive learning also fosters a spirit of collaboration and encourages learners to effectively address political and social issues.

t. Lebanese studies on citizenship education

In this section an analysis of some of the most important studies and reports on citizenship education and sustainable development in Lebanon is conducted. This is done to shed light on the Lebanese context and the local trends that are attributed to the inclusion of citizenship education in Lebanese curricula and what is applied in Lebanon.

Studies on Lebanon, (see for instance, Abi Rjeily and Khoury, 2016), report on valuable insights into the realities and perspectives of citizenship education in Lebanon, focusing on the current state of the national curriculum. Akkar's (2019) study examines the challenges of citizenship education in post-conflict Lebanon, while others, such as Mekhael and Sheyya's study (2018), highlights the role of environmental clubs in promoting sustainable development within educational contexts. The unpublished research of Catholic schools (2024) and the report of Khoury et al., (2024) enrich the debate by addressing the subject of teaching tolerance and ways to disseminate it in Lebanese schools. In addition, the report of ABAAD (2023) offers critical views on how to promote effective citizenship for gender equality in Lebanon. Tohme and Risha's work (2016) reviews earlier studies on the national education curriculum, providing an important basis for future reforms in this field. Together, these studies form a strong basis for understanding the multidimensional approach needed to advance citizenship education in Lebanon amid social, political, and environmental challenges.

▪ Active Citizenship as a Catalyst for Gender Equality in Lebanon (ABAAD, 2023)

The report, "Active Citizenship as a Catalyst for Gender Equality in Lebanon", examines the interdependence between active citizenship and gender equality in the Lebanese context.. The report aimed to examine whether active citizenship promotes gender equality, or whether it can be used as a tool to achieve this, by involving Lebanese youth and young women in civil society.

The report followed a mixed research methodology that combined quantitative and qualitative data. A national survey of 1,214 Lebanese youth aged 15-35 was conducted to measure levels of active citizenship using the Composite Active Citizenship Index (ACCI). In addition, discussion groups were organized to study participants' perceptions of the concept of active citizenship and its impact on gender equality. Results revealed that young women are generally more socially active than young men, and their motivations for participation are often linked to social change and human rights issues. However, the presence of traditional gender barriers, as well as political barriers and social norms, that hinder young women's participation in political life and limit their

leadership opportunities, was identified. The study concluded by noting that active citizenship is an important tool that can contribute to promoting gender equality in Lebanon by creating a more inclusive and cooperative society.

This report offers insights into the role that active citizenship can play in advancing the values of social justice and gender equality, making it a valuable resource for citizenship education curriculum designers. "Through the report's findings, curriculum designers can incorporate citizenship concepts that go beyond political dimensions to include social dimensions, focusing on the values of volunteerism, community participation, and pluralism. Findings on the challenges faced by young women in becoming involved in public life could also be used, which entails the inclusion of educational activities that focused on empowering young women and promoting their awareness of gender equality, while highlighting their role in legislative and political life.

In addition, curricula can benefit from incorporating realistic experiences that reflect how active citizenship is used as a tool for positive social change, which reinforces the commitment of learners to concepts of justice and equality within society, thus contributing to a generation committed to active community participation and diversity.

- Citizenship education in Catholic Schools in Lebanon (2024)

The study was based on a questionnaire that 2,158 learners from different regions in Lebanon filled out. The survey analyzed the extent of learners' participation in social and political activities and their beliefs about democratic values. Results showed that 85% of the learners consider that the active citizen respects the laws, takes on responsibilities, and supports diversity and difference. However, participants pointed to some challenges that hinder the activation of citizenship, such as excessive political influence, economic difficulties, and corruption. The study also revealed a gap between theoretical and applied education on citizenship, with 60% of the learners considering the curriculum to be outdated and 50% considering citizenship education to be limited to theory.

The study highlighted the importance of incorporating practical activities into school curricula in order to promote awareness of active citizenship realistically. The study also recommended developing modern curricula that focus on social and political dialog, activating the role of civil society, and encouraging learners to participate in community activities outside the school system.

- Citizenship education and Civic education subject in Lebanon (2016)

Abou Rjeily and Khoury's addressed the reality of citizenship education in Lebanon, highlighting the curriculum and perceptions of various stakeholders, including learners, teachers and parents. It aimed to expose strengths and weaknesses and identify opportunities to improve education.

Key findings showed that there is a consensus on the importance of citizen education in preparing responsible and informed citizens but that the actual implementation of this education faces significant challenges. These include a lack of educational resources, an absence of adequate training for teachers, and differing views about how the curriculum relates to real-world civic issues. The study also revealed inconsistencies in the interaction of learners and their understanding of civics content, depending on whether the school is formal or private.

This study provided an in-depth analysis of the current educational situation, pointing out the need to design an educational curriculum that is not only academic but also practical and relevant to learners' daily lives. The study reviewed insights into designing educational programs based on interactive teaching methods, where learners are active participants in civic life rather than mere recipients of information. The study also pointed out the need to develop training programs for teachers and to provide updated educational materials that are relevant to contemporary social and political realities.

- Environmental Clubs in Lebanon and Sustainable Development (2018)

Mekhael and Shayya's (2018) study highlighted the role of environmental clubs in promoting education for sustainable development in Lebanese schools. The instruments used were semi-structured and open interviews with decision makers, school principals and environmental club coordinators to assess the extent to which sustainability was incorporated into their activities and the challenges they faced.

The key study findings were the following

- **Understanding the concept of education for sustainable development:** The study showed that 90% of school principals were aware of the concept of education for sustainable development, but only 50% had a comprehensive understanding of the concept because of training received from national or international NGOs such as UNESCO. Many school principals have linked sustainability to community service rather than environmental club activities.
- **Challenges:** The study showed several obstacles to the adoption of environmental clubs. Financial restrictions were (still are) a major obstacle, especially in public schools. In addition, logistical challenges, such as cooperation with municipalities and time constraints in school schedules, prevented the clubs from being fully operational.
- **Structure and organization of environmental clubs:** Different levels of coordination between environmental club coordinators and teachers in schools were set. Although environmental clubs exist in most schools, cooperation has often been limited between club coordinators and science teachers only. The structure of these clubs also lacks a comprehensive approach to sustainability, with activities focusing primarily on environmental awareness such as recycling, without adopting a leadership model or thinking in a holistic system that addresses environmental and social challenges.
- **Participation of Learners in Activities:** Learners participated in activities such as recycling and environmental awareness campaigns, but the study indicated a lack of focus on problem solving or promoting civic engagement. Only 10% of the schools incorporated citizenship education into the activities of environmental clubs.

The findings highlighted the need for a comprehensive school-wide approach, with environmental education and sustainability becoming an integral part of the curriculum, encouraging citizenship education and social responsibility. Curriculum designers may incorporate sustainability topics into various courses and extracurricular activities, so that learners learn not only about environmental issues, but also about civic engagement and problem-solving. By restructuring the

environmental clubs to resemble student councils, democratic participation and leadership can be encouraged, which are essential components of citizenship education. The study also highlighted the role of partnerships with NGOs, community and government bodies. Curriculum designers can embed these partnerships within the framework of citizenship education, teaching learners the importance of community participation and collective responsibility for sustainable development.

By focusing on practical applications such as feasibility studies for sustainable projects or awareness campaigns, educational curriculum designers can bridge the gap between theoretical knowledge and practical application. This pragmatic approach not only promotes environmental responsibility but prepares learners to be active citizens.

- Knowledge, Skills and Attitudes related to sustainable development among tenth-grade learners in Lebanon (2018)

Mekhael and Shayya's study which was conducted in 20 schools in the Beirut region, surveyed a sample of 437 learners. It aimed to develop learners' understanding of sustainable development concepts, as well as to evaluate the impact of factors such as school type, gender and participation in environmental clubs.

Results revealed a relatively high level of knowledge and positive attitudes towards sustainable development among learners, especially in social aspects, noting that membership of environmental clubs significantly enhanced their skills and understanding of sustainable development topics.

This study provides important insights for curriculum developers in designing citizenship education programs. By understanding the current knowledge and attitudes of learners, relevant and attractive curricula based on the foundations that learners already have can be formulated. The study emphasizes the importance of integrating sustainable development concepts into various school subjects, with the aim of promoting a holistic understanding of citizenship that encompasses environmental, social and economic responsibilities. Results also point to the significant positive impact of environmental clubs, highlighting the need for empirical learning and active participation-based learning methods, which encourage learners to become more pragmatic.

In addition, outcomes due to gender differences in knowledge and attitudes are an important point from which curriculum developers can benefit in formulating targeted strategies to ensure equitable participation among all learners. By aligning educational programs with national and international sustainable development goals, curriculum designers can contribute to policy recommendations that enhance the priority of integrating sustainable development concepts into education. The research methodology used in this study, which is based on normative measures, provides a framework for evaluating learners' understanding and attitudes towards citizenship education, thus contributing to continuous improvement of the curriculum. In general, these insights contribute to building more responsive and effective citizenship education programs that prepare learners for informed and effective participation in society.

- Spreading and Documenting Tolerance Education in Lebanon (2024)

Khoury et al.'s (2024) study highlighted the importance of promoting tolerance education in Lebanese schools, in light of the social and economic challenges facing the country. A workshop, attended by various stakeholders including teachers, parents, teachers, school principals, and NGO representatives, revealed widespread support for teaching tolerance, yet with growing concerns about the rising tensions between Lebanese and Syrian learners. Participants emphasized that gaps in the distribution of resources within schools had added to those tensions, necessitating the adoption of curricula focused on enhancing understanding and cooperation among learners from different backgrounds.

To effectively promote tolerance, emphasis should be placed on providing practical training to teachers, with attention to learner-centered pedagogies, which help teachers deal with the sensitive topics of tolerance. The workshops emphasized the importance of incorporating direct interactions among learners from diverse backgrounds and advocating for structured opportunities such as community service projects and visits among communities. These initiatives contribute to the development of empathy and understanding, giving learners the opportunity to interact more deeply and exchange different views.

The importance of involving parents in tolerance education initiatives was also emphasized as a central recommendation. By designing programs that engage parents and provide them with tools to support their children in developing tolerant behaviors, schools can promote the values taught in the classroom. In addition, the curricula should address the negative effects of social media by encouraging critical debate that promotes substantive dialog among learners. Finally, the compatibility of educational content with Lebanon's unique cultural, social, and political context must be ensured by balancing traditional values with modern challenges to provide a holistic approach to citizenship education.

- Report on Global and Arab Studies on Civics Curricula (2016)

Tohme and Risha's (2016) report provides a comprehensive analysis of studies on citizenship education in Lebanon. The report published in 2016 by CRDP aimed to contribute to the reform of the national curriculum of citizenship education, with a focus on promoting civic knowledge and ensuring learners' effective participation. The researchers highlighted the importance of curriculum compatibility with modern educational goals and emphasized the need for a structured approach that addresses the complexities of citizenship in a diverse society.

The report was based on the following axes to evaluate the current approach; curriculum goals and content, teaching and learning methods, teacher preparation, and linking learning to working life. Results showed that the curriculum contains valuable elements that promote civic responsibility and a sense of belonging, but it also suffers from repetition and lack of coordination, which affects the learners' overall understanding of citizenship concepts. The researchers therefore call for a comprehensive review to improve those axes.

The report reviewed the strengths and weaknesses of the citizenship education curriculum. On the one hand, the curriculum succeeds in providing basic knowledge that supports civic engagement.

It also revealed a gap between theoretical education and practical application, with an excessive focus on conservation. These points show the importance of more interactive teaching methods, which focus on developing skills rather than simply receiving information.

In conclusion, the report provides guidance, advocating for a holistic approach that integrates practical civic experiences and promotes active learning, with a focus on teacher training. This approach can help develop a more effective and culturally appropriate citizenship curriculum that prepares learners to be responsible citizens in a changing and interdependent world.

- Citizenship education in Conflict-Affected Areas: Lebanon and Beyond (2019)

This study examined the challenges and opportunities associated with citizenship education in conflict-affected areas, highlighting in particular the Lebanese situation. It explored the pivotal role that citizenship education can play in fostering social cohesion and consolidating democratic values, as well as addressing the needs of diverse populations in post-conflict societies. The study highlighted the impact of political instability and social disintegration on educational practices, emphasizing the importance of adapting citizenship education programs to the unique contexts of conflict-affected areas.

The researcher conducted a comprehensive analysis that included a review of the available literature as well as case studies from Lebanon and other conflict-ridden regions. They stressed the need to develop curricula that not only provide civic knowledge, but also promote critical thinking, and encourage active participation among learners. The study also shed light on effective educational methods and educational policies to improve the quality of providing citizenship education in these difficult environments.

The study concluded that citizenship education is a key element in rebuilding the social fabric and promoting peaceful coexistence in conflict-affected areas. It recommended the adoption of educational frameworks to be adapted to local contexts and to focus on the importance of inclusiveness and dialog among all entities. The researcher also called for close collaboration among teachers, policymakers and community stakeholders to design and implement educational programs that empower learners to become active and responsible citizens. Ultimately, implementing a culture of citizenship education in the curriculum is a key step toward achieving sustainable stability and social cohesion in post-conflict societies.

- Conclusion

Studies and reports on various educational initiatives in Lebanon, especially in the context of Catholic schools and environmental clubs, emphasize the fundamental role of active citizenship in promoting sustainable development and gender equality. The study on Catholic schools provided insights into the values instilled by these institutions, which contribute to the development of a sense of community responsibility among learners. At the same time, Mekhael and Shayya's study highlighted the effectiveness of environmental clubs in engaging learners in sustainable practices, thereby helping them acquire the necessary knowledge and skills. These studies combine environmental awareness with social responsibility, suggesting a holistic approach to citizenship education that prepares learners to be active citizens in their community.

The focus on teaching tolerance, as presented by Khoury et al., (2024), is essential to help create a coherent social environment in a country with sectarian divisions. Akar (2019) in his study highlighted the impact of political instability on educational initiatives, noting that education on citizenship must be adapted to promote flexibility and civic responsibility among youth.

Tohme and Risha's Report (2016) offered a comprehensive analysis, which provide a strong basis for future educational reforms, and reinforce the importance of a participatory approach involving teachers and community stakeholders. These perspectives point out the importance of developing citizenship education that is relevant and inclusive, able to prepare learners to actively participate in their communities and contribute to sustainable development in Lebanon.

For curriculum designers, these studies and reports provide valuable frameworks for incorporating the principles of active citizenship into educational programs. By emphasizing the importance of hands-on engagement, for example, environmental clubs, curricula can focus not only on teaching sustainability concepts, but also on empowering learners to take concrete actions within their communities. Moreover, the focus on gender equality, as reported by ABAAD, highlighted an important dimension through which citizenship education can be promoted, ensuring that justice and inclusion issues are addressed. Incorporating these elements into the curricula will prepare a generation of learners who are knowledgeable about their rights and duties and motivated to contribute positively to their communities.

u. The role of civil society, NGOs, and international organizations in promoting citizenship education

The role of civil society, NGOs and international organizations in promoting citizenship education has increased significantly. Since 2010, the British Council in Lebanon has implemented the Active Citizenship program. The latter focuses on developing individuals' social leadership skills and expanding citizenship concepts through partnerships with educational institutions, thus contributing to the promotion of active citizenship values among learners in Lebanese schools and universities.

Save the Children, founded in 1975, addresses children's needs and families in crisis by focusing on promoting values of inclusion, respect and community participation through educational programs that empower children to participate actively in civic life. UNICEF, established in 1948, supports vulnerable groups. It focuses on integrating citizenship education and human rights into curricula, provides social cohesion and psychosocial support programs for children of different backgrounds, and helps them meet challenges in a spirit of strong social responsibility. The UNESCO office in Beirut is currently developing digital educational resources to reinforce effective citizenship values, as well as to protect cultural heritage in order to support Lebanese national identity and social coexistence.

The ADYAN Institute for Citizenship and Diversity Management contributes to the promotion of citizenship education by developing intellectual and community skills through projects such as "ConCitizen." The project addresses controversial issues in diverse communities. The program, in collaboration with international institutions, seeks to promote critical thinking and democratic competencies. Other organizations, such as ABAAD and Amel International, are planning to

provide additional support to Lebanese youth by incorporating human rights and equity, and equality in education, thereby having an inclusive community culture.

Al-Makassed Islamic Charitable Association in Beirut, founded in 1878, serves as an educational institution that aims to provide learners with the knowledge and skills necessary for active citizens through voluntary activities and programs to promote tolerance and diversity. It also plays a role in instilling values of belonging and social responsibility among young people, which contribute to building a strong and cohesive civil society in Lebanon.

- International organizations based in Lebanon

Save the Children in Lebanon

Save the Children has worked in Lebanon since 1975, initially responding to humanitarian needs stemming from the Lebanese civil war. Over the years, the organization expanded its work, focusing on addressing the ongoing challenges facing children and families, especially in the context of the Syrian refugee crisis. Save the Children collaborates with local and international partners, including government institutions, NGOs and community-based organizations, to implement programs that provide education, health care, protection and livelihood support. Their initiatives aim to ensure that every child in Lebanon has the opportunity to thrive, regardless of his or her background.

Promoting citizenship education among children and youth is an important aspect of the "Save the Children" mission in Lebanon. Through various educational programs, the organization promotes values such as respect, inclusiveness and active participation in society. By promoting a sense of belonging and social responsibility, Save the Children plays a vital role in building resilient societies and supporting the development of informed and active citizens capable of defending their rights and those of others (Save the Children Lebanon, 2024).

British Council in Lebanon

The British Council in Lebanon has since 2010 launched the Active Citizenship program, which aims to promote citizenship education by training individuals in social leadership skills. The program focuses on empowering participants to internalize core social issues in their communities and motivating them to take effective steps to address them. The program is based on a model, that enables participants to understand their roles as active citizens, interact positively with others, and develop a social vision, which enhances their ability to plan projects that serve the community. More than 5,000 participants from various Lebanese regions underwent training, reflecting the role of civil society organizations in promoting effective citizenship (British Council, 2024).

In addition, the "Active Citizenship" program has been modified to align with the curricula of Lebanese schools and universities, thus developing the skills of learners and their knowledge of the fields of community service. Partnerships with higher education institutions, such as the Lebanese University, provide an opportunity for learners to develop social projects that encourage the continuity of active citizenship within academia. By integrating program methodology at different levels of education, democratic values and social awareness among young people are promoted, contributing to building a strong civil society (British Council, 2024).

UNICEF Office in Lebanon

In the context of promoting citizenship education in Lebanon, UNICEF highlights its pivotal role in developing the capacity of young people and orienting them towards active community participation. Since its founding in Lebanon in 1948, UNICEF has focused on providing support to the most vulnerable, including children and adolescents affected by Lebanon's multiple crises, whether economic, social or refugee related. "The organization works closely with the Lebanese Ministry of Education and Higher Education, civil society organizations and international partners to ensure children's rights to a quality and inclusive education that enables them to understand their duties and rights as citizens.

One of UNICEF's top priorities is to integrate civics and human rights education into the school curriculum. Those initiatives focus on promoting the values of pluralism, respect for diversity, inclusiveness and community participation. These strategies aim to provide Lebanese youth with the necessary skills and knowledge to become active members of their society. UNICEF focuses on teaching children critical thinking, problem solving and effective communication, and helping them build a citizen identity based on belonging and social responsibility.

Furthermore, UNICEF is currently implementing a number of programs aimed at promoting social cohesion between Lebanese and Syrian refugee children; one of these programs is related to psychosocial support that provide a safe and supportive environment for children and youth, to help them adapt to the challenges of conflict and crisis. UNICEF also organizes training activities and workshops on leadership and social responsibility aimed at developing leadership skills and entrepreneurship among young people and encouraging them to engage in community activities.

UNICEF not only develops individual skills but also promotes democratic participation. It organizes awareness-raising campaigns aimed at educating young people about the importance of their role in democratic processes, such as participation in elections and local decision-making. Those programs strengthen children's awareness of their rights and duties to society, thereby contributing to having a generation capable of bringing about positive and sustainable change in Lebanon (UNICEF, 2024).

UNESCO Office in Beirut

UNESCO has enjoyed a long-term presence in Lebanon since 1961, playing a vital role in promoting education, culture and science within a comprehensive vision of sustainable development. The UNESCO office in Beirut is managed as a regional office covering Lebanon, Iraq, Jordan, Palestine and Syria, broadening its responsibilities to support educational and social development in those countries. Among these tasks, UNESCO pays special attention to Sustainable Development Goal 4, which focuses on ensuring quality and inclusive education and promoting lifelong learning opportunities.

As part of promoting citizenship education in Lebanon, UNESCO is implementing several programs and initiatives aimed at instilling the values of active citizenship and promoting a sense of social responsibility among educated people and communities. This goal is part of UNESCO's efforts to encourage individuals to assume their roles as active citizens, as the organization strives

to develop social awareness and positive coexistence among different groups. One such initiative is the Green Education and Digital Learning Resource Development project, which provides learners with the knowledge and skills to meet current environmental and community challenges.

In addition, UNESCO is responsible for protecting and documenting Lebanon's cultural heritage, which is an integral part of promoting a shared national identity and strengthening social cohesion. The activities contribute to a sense of national belonging and increased respect for cultural diversity, which supports the concept of active citizenship and promotes community integration (UNESCO, 2024).

- Non-governmental organizations (NGOs) in Lebanon

ABAAD in Lebanon

ABAAD, founded in 2011, is a pivotal organization in Lebanon, focusing on promoting gender equality and eliminating gender-based violence. As part of its efforts towards citizenship education, ABAAD initiatives play a critical role, contributing to building a culture of participation and advocacy for rights and equality, especially among young men and women.

The aim of the program "Engaging civil society and youth in inclusive gender citizenship" is to teach participants their rights and duties, thereby promoting democratic values and civic participation. The program includes interactive educational workshops that enhance participants' understanding of the concepts of equality and human rights. Moreover, community projects are implemented through field activities that address local issues related to equality. The program also provides ongoing guidance by human rights experts, contributing to the development of leadership and communication skills among participants (ABAAD, 2024).

ADYAN Foundation in Lebanon

As the academic branch of the ADYAN Foundation, the Institute for Citizenship and Diversity Management is instrumental in promoting citizenship education through its focus on developing thought and skills. This is achieved through training courses, research, conferences and publications aimed at empowering youth, educators, academics, social and religious activists and trainers. The main areas of concern revolve around inclusive citizenship, freedom of religion and belief, social and religious responsibility, and education for coexistence. In addition, the Institute provides advisory services and is actively involved in policy-making, particularly in the area of curriculum reform (ADYAN Foundation, 2024).

The ADYAN Foundation's "ConCitizen" project focuses on addressing the challenges of teaching controversial issues related to disputed narratives in diverse and post-conflict societies. The project was launched in November 2021 and was scheduled to run until November 2024. It includes a partnership between Lebanon, Denmark, Norway, the United Kingdom (Northern Ireland) and Cyprus. The project targeted bachelor's and master's degree students, as well as teachers and trainers, with the aim of enhancing their skills in citizenship education.

To address these challenges, ConCitizen sought to develop innovative educational models to promote critical thinking, understand complex relationships, and present disputed narratives in

constructive educational ways. Key elements of the project include designing digital learning materials and facilitating virtual exchange programs, where trained teachers can collaborate as content makers.

In addition, eTwinning is used as an essential tool for cooperation in higher education, increasing the project's scope and effectiveness. The expected results include strengthening the democratic competencies of learners, developing new models for teaching controversial issues, and producing a book that combines theoretical frameworks and practical teaching methods. ConCitizen ultimately seeks to foster an inclusive educational environment that promotes dialog, mutual understanding, and peaceful coexistence among diverse societies.

International Labor Organization in Lebanon

Founded in 1978, Amel International is a prominent NGO in Lebanon that provides humanitarian assistance and social development services. The organization was created in response to the Lebanese civil war, with the aim of meeting the immediate needs of the affected population and promoting social justice. Over the years, the organization has evolved to empower marginalized communities, including refugees and vulnerable groups, through a variety of initiatives focused on health, education and social and economic development. The organization also works in collaboration with local communities, encouraging a sense of ownership and involvement in its programs.

Amel International Association in Lebanon

Amel International plays an important role in promoting citizenship education by encouraging effective participation and rights awareness among Lebanese citizens. The organization implements educational programs focusing on human rights, civic responsibilities and community engagement, which contribute to the promotion of an active culture of citizenship. The association collaborates with a variety of stakeholders, including government bodies, local and international NGOs, and civil society organizations, to expand its impact. By equipping individuals with the knowledge and skills necessary for civic engagement, the organization plays a vital role in building a more aware and active society in Lebanon, contributing to social cohesion and stability in the country (Amel Association International, 2024).

Al-Makassed Islamic Charity Association in Beirut

The Al-Makassed Islamic Charitable Association, founded in 1878 in Beirut, stands out as one of the most prominent institutions contributing to the promotion of education and citizenship among young people by providing educational programs and interactive activities that complement the official curriculum.

Since its inception, it has been working to provide education to all community groups without discrimination and has sought to build a generation of learners aware of the importance of social responsibility and positive interaction within their community. As part of its efforts to encourage citizenship, the association established a volunteer unit that encourages educated people to participate in social and cultural activities. The association requires each learner to complete at

least 150 hours of community service for graduation. These activities are part of a holistic vision that aims to provide learners with the knowledge and skills they need to become active citizens.

Al-Makassed published a booklet entitled "Guide to Human Brotherhood and Shared Values" in co-operation with Dr. Antoine Messarra, which was designed for secondary school students. A pilot program was carried out in the secondary grades, followed by a study to assess the impact of the experiment. Teachers were thoroughly trained on how to present the curriculum of the manual, who also contributed to the preparation of the plans. The booklet was an educational tool that combined knowledge and application, promoting tolerance and openness to diversity among destination school students. The booklet includes religious historical documents and interactive activities aimed at promoting the concept of active citizenship and instilling the values of respect and tolerance, which is an important step towards building a more inclusive and cohesive Lebanese society.

Moreover, Al-Makassed scouts also focus on promoting values of belonging and social responsibility among young people, thus contributing to building a strong civil society. The association offers educational programs that include human rights and intercultural understanding, helping participants develop leadership and cooperation skills. Through camps and interactive activities, youth are empowered to engage with the issues of their communities, thus enhancing their ability to contribute to the promotion of democracy and peace in Lebanon. Through its various initiatives, Al Makassed contributes to the dissemination of citizenship values and the promotion of civic awareness among youth, leading to the creation of a generation that enjoys a spirit of belonging and responsibility and activates its role in building a cohesive, open and interacting society with its local and regional environment (Makassed Philanthropic Islamic Association of Beirut). 2024).

- Civil society organizations

Unite Lebanese Youth Project (ULYP)

The Unite Lebanese Youth (ULYP) is a non-profit organization founded in 2010. It aims to promote a radical transformation of Lebanon toward a more united society. By providing quality educational opportunities to marginalized communities, especially children and youth, the ULYP seeks to promote mutual respect, tolerance and acceptance of differences across diverse social divides. Through various education programs, ULYP enables individuals to become effective agents of change, fueling a sense of responsibility and citizens as a necessary foundation for cohesion and community development.

ULYP is playing a prominent role in promoting citizenship education in Lebanon by incorporating the values of respect, cooperation and civic responsibility into its initiatives, bearing in mind that programs such as HAPPY, SHARE and CHANGE focus not only on academic achievements, but also on the importance of community participation and social awareness. By equipping young people with the skills and knowledge necessary for effective participation in society, the ULYP promotes a generation that understands and appreciates their rights and obligations as Lebanese citizens, thus contributing to the creation of a more aware and integrated people (Unite Lebanon Youth Project, 2024)

NAFDA in Lebanon

"Aal Saha," launched by NAFDA in Lebanon (2021), aims to promote the values of effective citizenship, good governance, and social justice among learners. The program is an interactive game with more than 100 questions and scenarios. The game is designed to promote healthy dialog and develop knowledge of core values through questions that encourage critical thinking and problem solving. It allows learners to reflect on complex cultural scenarios related to the Lebanese society (NAFDA, 2024).

The program enhances the learners' educational horizon and strengthens their ability to make decisions that affect their environment. It also provides space for the free expression of their aspirations and reflects the diversity of Lebanese society through its inclusive design, ensuring the representation of all groups. Thus, Aal Saha is an effective tool for the development of education citizenship as it promotes critical thinking and community participation.

Conclusion

Civil Society Organizations, NGOs, and international organizations in Lebanon have a vital role to play in promoting citizenship education through various programs targeting youth and local communities. Through initiatives such as the British Council's Active Citizens, youth are trained in social leadership and their skills in community engagement, which enhance their understanding of their role as active citizens and motivate them to address social issues in their setting. These efforts are in line with a long-term vision of incorporating citizenship values into higher education, enabling learners to develop social projects that support active participation.

Save the Children has worked since 1975 in Lebanon to address the needs of the most vulnerable children and to promote the values of inclusion, respect and community participation through programs that empower children to participate effectively in civic life. UNICEF, which has been based in Lebanon since 1948, also focuses on incorporating citizenship and human rights concepts in school curricula, which helps young people acquire critical thinking and community responsibility skills. The UNESCO Regional Office in Beirut is working to provide digital educational resources to promote the values of active citizenship and the preservation of cultural heritage, thereby strengthening national identity and social cohesion.

Organizations such as ABAAD, ADYAN, and Amel International also provide programs that target inclusive citizenship and gender equality concepts. ABAAD seeks to enhance participants' understanding of human rights and equality, while the ADYAN Project ConCitizen addresses learning challenges in post-conflict societies by promoting critical thinking and constructive dialog.

Al-Makassed Islamic Association, a prestigious Lebanese educational institution, focuses on instilling civic values through programs based on tolerance and multiculturalism, and promotes scouting activities that promote the values of social responsibility and belonging. Those joint efforts reflect a strong collaboration between local and international organizations, which work together to create a strong and inclusive civil society in Lebanon.

Each of these organizations has its own programs. Therefore, our role is to objectively look at the needs of Lebanese youth and prioritize them to improve education over citizenship. This requires a rigorous analysis of the problems and challenges faced by young people, allowing us to take advantage of existing programs and guide them in a way that achieves the goals of sustainable development and promotes civic and humanitarian values in Lebanese society.

v. Lebanese National Frameworks for Citizenship Education

Lebanon, especially after the civil war (1975-1990), has been experiencing political and historical divides that affect education in general, history and citizenship education as well as citizenship concepts. It is worth mentioning that the Lebanese curriculum includes concepts on citizenship in terms of introducing democracy and rights and duties but without carrying out practical activities

▪ The Lebanese context

Citizenship education is a key focus in the development of democratic societies; it has a crucial role in promoting civic awareness and social responsibility among individuals. In Lebanon, education curricula are influenced by complex political, social and cultural factors, which present unique challenges and opportunities for effective citizenship education.

Education in Lebanon is heavily influenced by the country's political and social history. The Lebanese Civil War (1975-1990) created deep divisions in Lebanese society, affecting the quality of education in general and the content of education for citizenship in particular. After the war, efforts were made to rebuild the education system, but sectarian influences remain present in curriculum design.

Lebanese schools are divided along sectarian lines, with concepts of citizenship taught differently depending on the school's sectarian or religious affiliation. This leads to a divergence in the level of civic awareness and social responsibility among learners, which impedes the promotion of the values of national unity and shared citizenship.

▪ Education for citizenship curricula in Lebanon

Lebanese school curricula focus on basic citizenship principles such as democracy, human rights and social justice. However, research indicates that the actual implementation of these curricula is weakened by various factors, including a lack of resources and adequate training for teachers (Abouchedid & Nasser, 2000). It is also noted that citizenship education in Lebanon revolves around theoretical subjects, with few practical activities that allow learners to practice civic skills.

Although the curriculum seeks to promote concepts of citizenship, it lacks practical application that can enhance the critical skills of learners, such as critical thinking and active participation in society. The curriculum requires a thorough review to strengthen the role of learners as agents of change in their society, allowing them to gain a deeper understanding of their civil rights and duties.

- History and citizenship education textbooks in Lebanon

History books and citizenship education in Lebanon have undergone remarkable developments over the decades, but their production and formulation have always been controversial due to the complex sectarian and political nature of the country. According to the study "Private Education in a Globalized World?" Teaching History and Citizenship education in Lebanon", which was prepared by Bahous et al (2011). We find that school textbooks, especially history and citizenship education textbooks, reflect the challenges of national unity and a shared vision in Lebanon.

History Books: Lebanon's history textbooks are a highly sensitive subject given the country's sectarian and political pluralism. From independence until today, attempts to standardize the methodology of teaching history have faced resistance from various political and religious actors, as each community has its own vision of national history. In the post-civil war period (1975-1990), there were attempts to create a unified history textbook that could be taught in all schools, but these attempts were often stopped by the political and sectarian differences plaguing the country.

Lebanon's history is not only about teaching facts, but it also carries with it issues of identity, belonging, and rivalry between communities. Therefore, private schools belonging to different communities tend to adopt their own history books, often imported or based on foreign curricula such as French or American, which avoids focusing on contemporary Lebanese history or sectarian conflict.

Citizenship education books: Citizenship education books are an essential tool in promoting citizenship and building national identity. Lebanese civics textbooks often focus on promoting the basic concepts of democracy, human rights, and peaceful coexistence, but their application in the Lebanese educational environment faces significant challenges as a result of political and sectarian divisions (Bahous et al., 2011).

- Challenges and opportunities in citizenship education in Lebanon

Accordingly, citizenship education in Lebanon faces several challenges, most notably the sectarian and political divide, resulting in a lack of consensus about a shared national identity. In addition, the focus on private education in the country creates inconsistent in how citizenship concepts are taught among different types of schools.

However, there are opportunities that can be exploited to develop citizenship education in Lebanon. One such opportunity is the integration of digital technology into education, providing learners with opportunities to interact with civic issues at the local and international levels. In addition, educational institutions can benefit from partnerships with civil society organizations to implement activities that promote effective citizenship.

- The importance of education on citizenship in building Lebanese society

Citizenship education is a key tool to promote national unity in a multi-sectarian society like Lebanon. Studies indicate that promoting civic concepts such as human rights, equality and justice in the school curriculum is an effective way to achieve social and political stability in the country.

Citizenship education can also contribute to building a new generation of Lebanese citizens who are able to deal with contemporary challenges such as political and economic corruption. Education for Citizenship is a key step in the formation of critical citizens who are qualified to contribute to building a modern democratic state.

Education for citizenship in Lebanon is an important tool to develop society and strengthen national unity. Although the education system faces significant challenges such as sectarian and political fragmentation, there are opportunities to enhance education through curriculum development, technology integration, and partnership with civil society organizations. Schools and educational institutions need to focus on enhancing the civic and practical skills of learners, thus contributing to building an informed and engaged generation in civic life.

- Comparison of the Lebanese framework with French Baccalaureate and International Baccalaureate

When comparing the Lebanese framework of other education systems, such as the French Baccalaureate and the International Baccalaureate, we find fundamental differences in approaches to promoting citizenship education and building civic skills.

- French Baccalaureate

The French baccalaureate is part of the French education system and is one of the oldest globally accredited education systems. This system is concerned with the education of citizenship through a special focus on French republican values, such as freedom, equality, and fraternity. Citizenship education in France largely deals with secular state issues and civil rights, and is integrated into many subjects such as philosophy, history, and geography.

Citizenship education in the French baccalaureate is taught through the teaching of French laws and constitutions, and how these laws affect the daily lives of citizens. The curriculum aims to build an awareness among learners of their rights and obligations and encourage them to be active and responsible citizens. The concept of national identity is also taught within the context of a secular state, focusing on cultural diversity and coexistence in a multi-identity society.

- International Baccalaureate (IBA)

The International Baccalaureate is a globally recognized education system that focuses on preparing learners to be global citizens by incorporating universal values and concepts into school curricula. Citizenship education in this system is promoted through an integrated program covering several areas, such as knowledge theory (TOK), creative activities and community service (CAS), and multicultural studies.

International baccalaureate approaches promote critical thinking and hands-on engagement. Learners are encouraged to think deeply about societal and political issues in their community and in the world at large, with a focus on human rights, sustainable development, and equality. CAS is a core component of the International Baccalaureate, requiring learners to participate in activities that promote civic awareness and social responsibility, such as volunteerism and service projects.

The International Baccalaureate focuses on teaching learners the practical skills necessary to become active participants in society and gives them the opportunity to integrate civic activities at the local and international levels, thus enhancing their awareness of global problems sustainability (Ferguson, 2024).

- The Lebanese Context and Challenges

Citizenship education in Lebanon faces multiple challenges; Lebanese curricula focus on teaching national values and democratic principles, but the practical application of these values in daily life remains weak compared to the international baccalaureate.

Citizenship education in Lebanon relies heavily on theoretical conceptual indoctrination, with few practical opportunities for learners to practice civic activities. Although the curriculum aims to promote national identity and unity, social division sometimes impedes the achievement of those goals. This highlights the need to revise the curriculum to enhance civic competencies through practical educational activities that engage learners in society.

- w. Education on citizenship and the Lebanese curriculum

Since Lebanon's independence in 1943, the state has consistently relied on education as a means to promote social unity in a country as diverse as 18 officially recognized religious and numerous political parties. Lebanon had three major reforms to its national education system in 1946, 1971, and 1997, which came in response to major social and political events in the country. These reforms also redefined the concept of "ideal citizen" by modifying the content of citizenship-related subjects such as citizenship education, history and geography (BouJaoude, 2024)

In the 1997 National Curriculum, citizenship is defined as an active affiliation to a public national entity. It constitutes a space for positive interaction between citizens and responsible participation in public life, based on respect for the law and the common public value system.

- General curriculum objectives:

The definition of citizenship derives from the general objectives of the citizenship framework which are based on a set of intellectual, humanitarian, national and social principles that aim to develop the Lebanese individual to be a responsible member of a free and democratic society, and a civil citizen committed to national laws and principles. Those objectives require the need to build an advanced and integrated society whose members live in an atmosphere of freedom, justice, democracy and equality (Faour, 2013, Carnegie Endowment for International Peace).

- The basic principles underlying the Curriculum:

- ❖ At the intellectual and human level:

Lebanon recognizes the values of freedom, democracy and justice guaranteed by the Constitution and laws. Its people are rooted in human values that respect human dignity, value reason, and promote knowledge and ethics. In Lebanon, the spiritual legacy of religions is important and must be preserved as a symbol of spiritual and intellectual dialog and as a stance against systems based on racial and religious discrimination. In addition, the national culture is committed and open to

global cultures and human values, which contributes to the development of those cultures (BouJaoude, 2024).

❖ *At the national level:*

Lebanon is a free, independent, sovereign state, and the ultimate homeland for all its citizens. It represents one State, territory, people and institutions, within internationally recognized borders, and has an Arab identity and affiliation. The country is also a founding and active member of the League of Arab States and the United Nations and is committed to their charters, as well as to the Universal Declaration of Human Rights. The Lebanese state embodies these principles in all fields without exception. Lebanon is a parliamentary democratic republic, based on respect for public freedom, the most important of which is freedom of opinion and belief, as well as on social justice, equity and equality for all citizens without discrimination (Akar, 2019).

❖ *Social level:*

The law is the means to achieve justice and equality among them. Respect for the individual and collective freedom, guaranteed by the Lebanese constitution and international human rights conventions, is vital for Lebanon's survival. Participation in social and political work within the Lebanese parliamentary democratic system is a right and a duty of all citizens towards their society and homeland. The participation of all citizens in the educational process, through educational, humanitarian, political, economic and social institutions, is a national duty to achieve and preserve the public interest (Faour, 2013).

Citizenship education, as reflected in the objectives of the Civics education curriculum (1997), aims to achieve a range of important educational goals, including the following:

- a) **Moral upbringing:** Preparing learners to respect their society and their homeland according to human values.
- b) **Critical thinking and positive interaction:** Educating learners on constructive criticism, dialog, acceptance of others, and problem-solving with peers in the spirit of peace, justice, and equality
- c) **Promoting social affiliation:** Cultivating learners' sense of belonging to a wider community
- d) **Effective participation:** Engaging learners so that they contribute to their culture, social, political and economic life and promote their free participation in civic life
- e) **National identity:** Strengthening learners' attachment to and loyalty to their Lebanese identity, land, and homeland through a unified and cohesive democratic framework
- f) **Human consciousness:** Promoting learners' awareness of their humanity by building close relationships with others regardless of their sex, color, religion, language or culture

This educational framework aims to build conscious citizens with moral and human values, capable of effective participation in building their society and nation.

- Lebanese National Framework for General Pre-University Education Curriculum 2022

The 2022 Lebanese National Framework for General Pre-University Education emphasizes the importance of citizenship education. It focuses on the crises and tensions that Lebanese have suffered and continue to suffer from, as well as the corruption that has infiltrated many aspects of their lives, and the absence of accountability mechanisms. Therefore, the framework stresses the need to focus the curricula on citizenship education to enhance citizens' understanding of the public interest, away from politics and religions, and through state institutions (Lebanese National Framework for Pre-University General Education Curriculum 2022).

This Framework highlights the role of the educational curricula in preparing and educating learners to perform their national roles and participate in public affairs, by enhancing efficiency, promoting transparency and integrity, and applying accountability. It also aims to combat corruption and strengthen their sense of responsibility in developing the concept of public good, and to expand this concept to include more justice, equality and equity in the society.

The concept of citizenship and related competencies is a fundamental part of the educational curriculum in Lebanon, as is shown in the educational framework of pre-university education. These curricula seek to promote national identity and a sense of belonging, with emphasis on developing the skills, knowledge and values necessary for the exercise of effective citizenship in the Lebanese society.

- ❖ First: The ambitions of the new Lebanese curriculum

The Lebanese curriculum aspires to build a cohesive and diverse society that promotes national identity and respects the diverse culture and religions that exist in Lebanon. Developing a citizen with critical thinking and social responsibility is an integral part of this vision. The objective of the curriculum is to build the personality of the citizen with multiple competencies, including the knowledge, skills and values needed to adapt to societal, economic and environmental challenges (Lebanon's 2022 National Framework for General Pre-University Education Curriculum).

- ❖ Second: Raising citizenship as an essential element

Citizenship education is an integral part of the new Lebanese curriculum. The framework of citizenship education aims at instilling the values and principles that make citizens able to participate effectively in public life. Citizenship means a sense of belonging to the country and participation in the political, social and economic aspects, while abiding by rights and duties. Citizenship education promotes fundamental values such as freedom, equity, equality, justice, and solidarity (Civics Education Framework. CRDP 2021).

- ❖ Third: Integration of citizenship at two levels (transversal and specific competencies)

Transversal competencies: The concept of citizenship is integrated across various subjects and educational stages, where the values of citizenship overlap with the learning of science, literature and social materials. This approach aims to include citizenship-related principles and values in multiple contexts, helping learners understand their role as citizens in various aspects of daily life.

Specific competencies (**citizenship education as a separate subject**): The Lebanese curriculum has citizenship education as a subject in the curriculum. It aims to provide an integrated understanding of concepts such as rights and duties, democracy and social and political participation. Learners are expected to learn about the constitutional order and laws governing public life in Lebanon, as well as the dimensions of human and global citizenship that make them open global citizens (Lebanon's 2022 National Framework for Pre-University General Education Curriculum).

- Key components of citizenship education

Citizenship education consists of several components:

- ❖ Civic knowledge
- ❖ Civic skills
- ❖ Civic values.

- ❖ Civic knowledge: The Lebanese curriculum focuses on the understanding of government, legal systems, and human rights

The Lebanese curriculum focuses on understanding government laws, legal systems and human rights. The curriculum is designed to provide learners with a comprehensive understanding of legislative, executive, and judicial authorities, with a focus on the legal frameworks governing state-citizen relations. This theoretical understanding promotes awareness of the importance of laws as a tool to protect the rights and the freedom of all citizens and contributes to the development of civic responsibility (Citizenship Reference Framework, 2021). However, there seems to be a need to improve the level of practical understanding of these systems, as these concepts remain largely theoretical. Promoting interaction among learners and legal and political issues through simulations of courts, school parliaments or field visits to government agencies can contribute to improved capacity to apply knowledge.

- ❖ Civic skills: How to strengthen the curriculum to engage learners in critical thinking, decision-making and participation in democratic processes

The Lebanese curriculum is an essential platform for promoting critical thinking and informed decision-making, but the practice of these skills in the classroom remains limited. Critical thinking should be included in the curriculum to address contemporary issues. However, this approach is sometimes theoretical without practical applications that allow learners to actively participate in solving societal issues. The Framework of Reference for Citizenship education indicates that the promotion of these skills requires the development of educational methods based on learners' interactions with real problems, such as democratic simulations and research projects, which enhance learners' ability to make informed decisions and analyze complex political and social issues (Reference Framework for Citizenship education, 2021).

❖ *Civic values and participation: The extent to which school curricula are integrated with civic values such as respect, tolerance and social responsibility*

Lebanese curricula place great emphasis on instilling basic civic values such as respect, tolerance, and social responsibility. These curricula emphasize the importance of building social awareness among learners through interaction with the concepts of coexistence, social justice, equity, and equality (Reference Framework, 2021). However, these values remain somewhat confined within the classroom. It requires transferring those values from the academic context to the practical one via some programs such as Community Service. These programs encourage learners to apply the values of respect, tolerance and social responsibility in their local environment. The adoption of such values in real-life situations reinforces the power of citizenship education (Reference Framework on Citizenship, 2021).

x. Lebanese Learners' Conception of Citizenship and the Challenges of Its Application

In a study published in the *British Journal of Educational Sociology* (2014), it was noted that Lebanese learners chose nine topics that largely reflected the concepts of citizenship. These topics included voting in elections, environmental protection, knowledge of human rights, ability to discuss with others, singing the national anthem, volunteering or helping others, knowledge of history, knowledge of etiquette, and knowledge of the law.

The study confirmed that these topics represent multiple aspects of citizenship, reflecting the desire for active participation in political and social life, as well as the importance of awareness of the rights and duties of the individual. In this ranking, learners demonstrated a deep awareness of their day-to-day issues and the needs of their community. Thus, they chose topics such as voting and environmental protection topping the list, demonstrating an interest in civic engagement and working towards a sustainable future. The study emphasizes that citizenship education must include the promotion of those values and principles in school curricula, enabling learners to become active and influential citizens in their society.

The study of citizenship education in conflict-affected areas, Lebanon and beyond (2019) also addresses several key topics related to citizenship education in Lebanon, especially in the context of ongoing social and political challenges.

- **The disconnect between the curriculum and the life realities of learners:** The educational system often fails to address the social and political context, leading to a gap in understanding the role of citizenship in promoting social justice and democratic participation. This disconnect may make learners feel marginalized and lose sight of their civic responsibilities (Frenkiel, 2019)
- **Lack of critical learning and open discussion:** Teachers in Lebanon often avoid adopting critical education methods for fear of provoking sectarian and political conflicts in the classroom. Instead, education relies on traditional methods that focus on indoctrination and memorization, without encouraging learners to think critically or analyze sensitive social and political issues. Open debate is avoided on issues such as national identity and human

rights, which deprives the learner of developing independent thinking skills and participating in a democratic dialog.

- **Preparing for formal exams:** One of the main obstacles is that teachers are largely focused on preparing for formal exams, such as middle school and high school diplomas. According to Dewey (1897), education must be a means of promoting self-understanding and personal correction, but in reality, information is "deposited" in the minds of learners without giving them the opportunity to interact with content.
- ❖ **Transfer of knowledge vs. building shared knowledge:** Teachers are seen as the only source of knowledge, and they directly force information on the learners without giving them the opportunity to think critically or analyze deeply. So, learners end up being superficially prepared for exams lacking a fundamental understanding of the basic concepts or the societal and political contexts that constitute citizenship education. This approach is a barrier to deep learning, as teachers avoid creating an interactive learning environment that engages learners in the shared structure of knowledge, which is vital in developing effective citizenship skills and critical thinking.
- ❖ **Role of teachers:** Teachers in Lebanon have an important role in educational decisions, where lessons are designed and delivered without the learners' active participation. This approach reinforces a gap between the teacher and the learner and limits the learners' ability to contribute to meaning building or to engage in the learning process interactively. Instead of collaborative learning, learners are forced to take consistent curricula, limiting the development of their critical thinking and active citizenship skills.
- ❖ **Poor educational resources:** There is a lack of modern educational resources, and the curriculum does not encourage critical thinking and interaction among learners. In many cases, teachers are not adequately trained to apply modern teaching methods that fit the principles of active citizenship. This lack of resources and training reinforces traditional methods of teaching, which limits the development of learners' skills in analysis and social participation.

y. Strategies and practices for teaching citizenship concepts

Citizenship education strategies are central to promoting citizenship, providing learners with a deeper understanding of civil rights and duties through dynamic educational interactions. These strategies help connect citizenship values with real-life experiences, enhancing learners' ability to apply the principles of democracy and community participation in their daily lives. Using various teaching methods such as active learning and interactive dialog, learners are empowered to develop critical thinking skills and active participation, leading to the building of a more conscious and cohesive society.

The following are four effective learning strategies identified by Chris Watkin that are necessary to create a productive and inclusive learning environment, followed by six specific practices from another study "The Republic is still at risk" that complement the promotion of citizenship

education; finally, these are followed by three practices identified in a study of (Levine and Kawashima-Ginsberg (2017).

- Active Learning

Active learning involves engaging learners in the learning process, encouraging them to participate actively rather than just receiving information. This dimension emphasizes practical activities, discussions, and problem-solving tasks that allow learners to apply what they have learned in real-world contexts. Active learning promotes critical thinking, improves retention of information, and helps learners develop skills such as collaboration and communication. Research suggests that learners who participate actively tend to get better academic results. Examples of such methods include the use of "simulations" in the classroom, where learners can imitate the roles of political representatives or human rights activists, for example, a simulation of the session of Parliament, where students learn how to draft and negotiate laws (Akar, 2014)

- Collaborative Learning

Participatory learning focuses on interactions among learners as they work together to achieve common goals. This dimension promotes teamwork, where learners learn from each other's perspectives and experiences. Participatory learning promotes the development of social skills and empathy, where learners deal with group dynamics and contribute to problem-solving collectively. Research has shown that sharing motivates and engages learners, thus, leading to deeper learning experiences. Project-based learning is one of the most commonly used methods in this context, where learners are asked to identify a civil or social issue and work out solutions within teams. The **Project-based Learning (PBM)** involves direct involvement of the learners in community-based projects, such as volunteering or awareness campaigns. This type of education enhances leadership skills, teamwork and creative thinking, which are vital elements of effective citizenship.

- Learner-Driven Learning

Learner-driven learning highlights the role of learners as active individuals in their learning journey. This dimension encourages learners to take responsibility for their learning, set personal goals, and pursue similar interests. Research suggests that when learners feel ownership of their learning, they become more committed and invested in their learning outcomes (Al-Nakib, 2017).

- Meta-Learning

Self-learning refers to the awareness and organization of an individual's learning processes. This dimension encourages learners to think about their learning strategies, evaluate their progress, and adapt their methods as needed. By enhancing necessary skills, learners develop agency, enabling them to become self-learners. Studies indicate that learners who participate in self-learning tend to achieve higher academic success and develop problem-solving skills better (Zimmerman, 2002).

These strategies—active learning, collaborative learning, learner-driven learning, and meta-learning—relate to each other and are necessary to create effective learning environments. By incorporating these approaches into classroom practices, teachers can foster learners' engagement,

deepen their understanding, and equip them with the skills needed to succeed in an increasingly complex and uncertain world.

- Complementary learning strategies to promote citizenship education
 - a) Levine and Kawashima-Ginsberg (2017), emphasize the need for six proven citizenship education practices as a fundamental pillar of education:
 - b) Full courses on citizenship education and related subjects are included in the curriculum: The main reason is to provide opportunities for learners to engage more deeply in the other five practices.
 - c) Engaging learners in thoughtful classroom discussions about current events and issues of our time help them develop critical thinking skills and methodological debate.
 - d) Provide opportunities for learners to participate in service learning, especially those that link community service to the core academic subjects of the course.
 - e) Encourage learners to form student associations led by the learners themselves, with high degrees of autonomy, participation and common purpose.
 - f) Create a school environment that enables learners to express their views regarding the climate and school policies that affect the student body.
 - g) Provide high-quality pedagogical simulations of the civic roles of middle- and secondary-level learners, such as elections, mock trials, games, and electronic simulations.
 - h) In addition to these six practices, Levine and Kawashima-Ginsberg (2017) call educators to consider three complementary practices under changes in civic life and public education:
- ❖ **High-quality literacy education in news media:** It is essential that learners have advanced education in media literacy, as the rapid development of the news industry and social media change the way citizens access information and participate in civic life, and the ability to deal with it effectively has become essential for modern citizenship.
- ❖ **A special focus on practical citizenship education:** Researchers call for an increased focus on what is called "Action Civics" (which goes beyond traditional service projects, as it aims to encourage learners to identify and address issues in society while looking at how to influence institutional policies as part of the proposed solution.
- ❖ **Increased emphasis on social-emotional learning (SEL):** Social-emotional learning has become a focus in many countries. This type of learning contributes to the social and emotional skills of learners, which put them in a better position to become "more ethical and effective citizens." Participation in real citizenship educational experiences may contribute to the enhancement of these skills that help learners understand others from different backgrounds and encourage them to work together and interact positively with their community. These methods complement the academic aspect and contribute to building more informed and willing citizens to participate in civic life (Driscoll & McClusker, 2022).

- Strategies for Field Education Programs

Citizen education is an effective means for promoting democratic participation, providing learners with direct interactive opportunities with community institutions and issues, thus enhancing their political awareness and pushing them towards active involvement in democratic processes. This approach helps reduce social gaps by empowering young people from diverse backgrounds, giving them equal opportunities to gain trust and a sense of belonging. The field experience is thus becoming a powerful tool for achieving social justice and promoting equal participation in society.

Mulder's (2023) study focuses on how direct interactive experiences with democratic institutions and community issues can contribute to political awareness among learners, raising the likelihood that they will engage in democratic processes. The study also reveals the role of these programs in providing equal opportunities for young people from different social backgrounds, and giving them the opportunity to gain confidence and a sense of belonging, which contributes to reducing social and educational disparities.

In practice, the study offers important recommendations for curriculum designers on how to integrate a field expertise into citizenship education programs. It points to the need to promote active and interactive education rather than relying on traditional classroom methods. The study calls for all learners, especially those from disadvantaged groups, to have access to these field experiences for the purpose of achieving educational and social equity. Thus, field programs not only contribute to enhancing learners' understanding of democratic systems, but also represent a powerful tool for addressing social gaps by actively involving young people in society.

- Active citizenship based on participatory action research

Active citizenship based on participatory action research is an innovative approach to enhance the political and social awareness of individuals through active participation in the analysis of community issues. This kind of citizenship enables educated people to interact with their community critically and constructively, contributing to decisions that affect their daily lives. Participatory action research thus becomes a tool for deepening a sense of belonging and responsibility towards society, thus strengthening the cohesion of the social fabric.

Prati et al.'s (2020) study reports on an evaluation of educational intervention aimed at promoting active citizenship among young people through participatory procedural research methodology (YPAR). The methodology focuses on directly involving young people in identifying societal problems, conducting research, and designing and implementing projects to address them, thereby enhancing a sense of self-efficacy and a deep understanding of social and civic responsibilities. Results of the study showed that young people who participated in the program had higher levels of confidence in their abilities to contribute to society, increased civic knowledge, and greater commitment to work on social and civic issues. The use of a participatory approach has also promoted the self-empowerment of young people by giving them the tools and skills to influence their society.

This research provides important guidance for citizenship education curriculum designers in effectively integrating youth into the educational process. The curriculum can build on the findings of the study through an experimental learning approach, involving learners in actual community projects, enhancing their understanding of and ability to interact with civic issues. The study also emphasizes the importance of giving learners greater autonomy and leadership within educational programs, to encourage them to take responsibility for their learning and civic work. In addition, the study highlights the need for interdisciplinary curricula that link different societal issues such as health and citizenship education, broadening the horizon of learning and making it more inclusive.

z. Recommendations on the application of Citizenship Education in Lebanese curricula

Based on the frameworks and studies, as well as the Lebanese context and the current situation in Lebanon, we present the following suggestions that can be taken into consideration when drafting the new Lebanese curricula:

1. Citizenship education must be an integral part of the Lebanese curriculum as a key factor towards stability in Lebanon.
2. There is a need to incorporate human rights concepts into school curricula to promote in-depth understanding of citizenship and social justice issues.
3. Lebanese curricula should include appropriate educational tools, such as simulations, realistic projects and voluntary opportunities, to give learners, the skills of citizenship and enhance their awareness of the political and social environment in Lebanon.
4. It is important that Lebanese curricula provide the opportunity for learners to engage in practical and theoretical participation in order to train citizens and adapt to the diverse cultural and political contexts in Lebanon.
5. There is a need to include in the school curricula active and interactive teaching strategies, including surveys and open dialog, to develop critical thinking and social skills among learners.
6. It is important to train teachers to enhance their adequacy by implementing strategies for teaching citizenship and the values to which they belong.
7. It is necessary for parents to have a positive and supportive role in citizenship education initiatives, which are given to their children in schools based on different values, principles, and practical activities.
8. It is important that Lebanese curricula include national and international issues to discuss and find solutions for learners so they can become more effective and influential in their social and political society.

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Appendix K: List of experts Interviewees

Name	Affiliation
Abi Ali, Assem	National Education Program Coordinator at UNESCO Lebanon
Abou Zaki, Abeer	Youth Development and Participation Specialist at UNICEF Lebanon
Abouchedid, Kamal	Professor at NDU and President of Lebanese Association for Educational Studies (LAES)
Akar, Bassel	Associate Professor and Education Research Consultant in Crises-affected Areas
Achkar, Imad	Director General of the Ministry of Education and Higher Education
Al Akra, Adonis	Professor of Philosophy and Founder of Tammouz Center for Studies and Training on Citizenship
Al Ali, Ghaleb	Professor at the Lebanese University and Member of the Civic Education Committee at CRDP
Bahous, Rima	Associate Professor at LAU and Member of the Languages Committee for Curriculum development at CRDP
Baroud, Fawzi	Assistant Vice President of IT and Associate Professor at NDU, and UNESCO Chair on Open Educational Resources
Boujaoude, Saouma	Professor and Senior Advisor to the President at AUB and Member of the Higher Committee for Curriculum Development at CRDP
Dawi, Mayssa	Lebanon Country Director & MENA Schools Lead at British Council
El Khatib, Wassim	Professor at the Lebanese University and Member of the Languages Committee for Curriculum development at CRDP
El Sayed Hsein, Adnan	Professor, political scientist, and Ex-Minister of State for Administrative development
Farhat, Lamia	Associate (Criminal justice and prison reform) at UNODC
Fayed, Khaled	Director of Secondary Education directorate at MEHE

Freiha, Nemr	Professor of Education and Expert in Citizenship Education and Curriculum Development
Geagea, Karen	Education Project Manager at British Council
Gemayel, Elie	Program Director and Business Development Lead at British Council
Haddad, Tania	Director of the Global Engagement Initiative at AUB
Huret, Jean-Baptiste	Enseignant formateur du second degré · AEFÉ - Agence pour l'enseignement français à l'étranger
Imad, Maysam	Education Unit Manager at Adyan Foundation
Ishac, Hyam	President of CRDP
Jeitani, Christiane	ASPnet & UNESCO Clubs National Coordinator at LNCU
Kachar, Simon	Director of the AUB Good Governance and Citizenship Observatory
Khalife, Edith	Senior Project Officer at International Alert Lebanon
Messarra, Antoine	Professor, founding member of Lebanese Foundation for Permanent Civil Peace and Member of the Civic Education Committee at CRDP
Namani, Sallama	Environment/Development Program Manager and Consultant to the President at Makhzoumi Foundation
Omar, Rabih	Senior Project Manager at Berghof Foundation
Picault, Isabelle	Conseillère de Coopération et d'Action Culturelle Adjointe de l'ambassade de France au Liban
Sabbagh, Renee	Program Officer at UNODC
Salman, Siham	Environmental Education and Awareness Program Coordinator at AFDC
Shayya, Jinan	Head of School Transformation and M&E at Nafda

Shukr, Rasha	Head of youth and civil society Lebanon and Syria.British Council
Slavova, Ilina	Senior Peacebuilding Advisor at International Alert Lebanon
Tabbara, Nayla	Director of the Adyan Institute and Vice Chair of Adyan Foundation
Taha, Fatma	Associate Program Specialist at UNESCO Lebanon
Zoaby, Omar	Environment Commissioner of National Lebanese Scouts

Appendix L: UN Agencies and Non-Governmental Organizations interviewee

- British Council
- French Embassy – Education Department
- International Alert
- UNESCO
- UNICEF
- UNODC

a. Local Non-Governmental Organizations

- AFDC
- Adyan Foundation
- Asfari Institute for Civil Society and Citizenship
- Lebanese National Commission for UNESCO (LNCU)
- Lebanese Scouts
- Makhzoumi Foundation
- Nafda