

Arab Network for Civic Education- ANHRE Registration No. (114)

About ANHRE:

The Arab Network for Civil Education (ANHRE) is a regional network in the Arab region based in Jordan. It works to promote the values of citizenship and a culture of human rights, with a focus on mainstreaming gender equality and the rights of persons with disabilities and vulnerable groups through coordination of efforts and capacity building. www.anhre.org

- ANHRE has 12 years of experience on human rights, gender equality, citizenship. ANHRE is a right based inclusive network that works on human rights-based approach. Adult learning is systematized in ANHRE's work since it established to serve its members of NGOs and CBOs who are benefiting from ANHRE and acting as a platform of networking, sharing and learning through and with all its members.
- ANHRE launched its new strategic plan in 2016 taking into consideration the new context of human rights and civic education and needs of target groups in the Arab world, as well as new actors and stakeholders. ANHRE's new strategy is **gender and rights (including disability rights) mainstreamed**.
- ANHRE is committed to the sustainable development goals of the United Nations and considers it the basis for all its interventions. It focuses on the goal4 of education to ensure an inclusive equitable and quality education and promote lifelong learning opportunities for all, a goal that is closely linked to and helps achieve all other goals. The goals of the ANHRE Strategy also begin with the 2015 Incheon Declaration on Equal Education, Inclusive Education and Lifelong Learning for All by 2030.
- ANHRE, engaged in the work of The INEE - Inter-Agency Network for Education in Emergencies, the biggest network specifically on education in emergencies. ANHRE builds its education on emergency education on conflict-sensitive learning methodologies and adheres to INEE minimum standards of education. It presented case study on Yemen Coalition advocacy work during 2015 conflicts in Yemen to show the role of civil society in keeping education conflict-neutral.
- ANHRE joined INEE as a regional anchor for conflict sensitive education taking INEE minimum standards a core of this effort. INEE comes in the core of ANHRE mandate and its work being in a changing environment that is affecting the education. ANHRE acted as the key network which provides its members and the educational coalitions with the adequate support so they can promote national progress toward EFA/SDG4 and tackle critical education issues at country level. ANHRE works approaches embrace raising public awareness and participation in policy making and enforcement, and conduct advocacy.
- After COVID 19, ANHRE brings the issue of loss and damage caused by the pandemic to the table through addressing the issue by mainstreaming Disaster Risk Reduction in Conflict and Emergency Situations. ANHRE strengthened the capacity of educational coalitions and organizations working in conflict situations and disaster-prone environments in MENA and African regions to induct the analysis, design, facilitation and measurement of disaster responses and mitigation strategies. ANHRE demonstrated the use of selected tools in facilitating the process such as participatory disaster risk assessment (hazard, capacity, and vulnerability assessment) and participatory planning, community organizing for monitoring, evaluation, and learning. Eventually, they implemented strategies towards sustaining DRR responses in a community.
- ANHRE is committed to SDG5 (Gender Equality) and has made gender equality central to its work.

- ANHRE supports Civil Society through playing the role of knowledge hub, improvement of curricula, training of practitioners, networking with authorities and stakeholders, policy analysis and mapping, stakeholders' analysis, research, promotion of peace building, advocacy and communication. Constituting a significant contribution to the enhancement of their work to take and influence informed decisions and responsible gender equality actions to impact political and societal development, opinion, practices and recognition. ANHRE, through, its subgranting system provides the group of targeted CBOs, women and youth to implement their community-based initiatives and local projects.
- Arab Network for Civic Education (ANHRE) works as a Learning Hub through its regional office, a pool of trainers and experts and its members to provide a safe, welcoming, enabling, and inspiring learning environment. We rely on our regional network of Learning Partners to provide excellent learning and support service to our learners and to help them prepare for their assessments. We are committed to working in partnership to continually improve the learning experience.
- ANHRE launched its digital educational platform as an alternative or additional learning pathway and to maintain contact, access to learning, and ensure sustainability of work and solidarity through alternative distance programs (www.epanhre.org)
- Arab Network for Civic Education is based on the pedagogy of adult education through an educational approach focuses on adults; whether young, women or civil society activists. It effectively engages the target group into the learning process, allow them to explore the importance of human rights by themselves, and develop strategies to practice the values of cooperation, respect for diversity, equality, equity, respect, responsibility and acceptance in their practical lives. This approach is adopted from the beginning to transfer of knowledge.
- ANHRE piloted and contextualized several educational programs and toolkits for its member organizations and civil society at large taking into consideration the current status of the Arab region. We bring hands-on experience from countries under emergencies and conflicts such as Palestine, Yemen, and Lebanon.
- ANHRE is a rights-based organization and its new strategy is gender and inclusive mainstreamed. ANHRE had united efforts to mobilize all stakeholders to right to education taking into consideration all the unstable conditions that education faces in the Arab region beginning from the economic crisis and ending up with the conflict and impact on ensuring equitable, quality and inclusive education and lifelong learning. ANHRE joined INEE as a regional anchor for conflict-sensitive education taking INEE minimum standards a core of this effort. INEE comes in the core of ANHRE mandate and its work being in a changing environment that is affecting education.
- ANHRE has a strong experience of working with CSOs, including alliances, coalitions, and community-based civil society actors especially in the conflict and fragile contexts. It, also, builds its education on emergency education on conflict-sensitive learning methodologies and adheres to INEE minimum standards of education.
- ANHRE is using "5 Steps to Strategic Effectiveness & Tactical Innovation methodology for advocacy" where the trainer will use Tell-Show-Do Technique .
- Regarding training, coaching and monitoring support, ANHRE has led many advocacy campaigns coordinating the efforts of the NGO members and other CBOs, and NGOs as the main driving force of these campaigns, such as "youth to combat harassment" "The big story: "Women's and Girl's Education", Global Action Week of Education campaigns ... etc.
- ANHRE is hosting the Jordan Coalition for Education and is leading the educational component in Jordan being involved in the UPR, studies of the outcome learning in Jordan using gender perspective in addition to the gender sensitive tools focusing on education

Vision:

A civil society that functions based on respect of human rights principles and enhancement of equal citizenship and acceptance of diversity.

Mission:

A regional network in the Arab region that works towards the enhancement of citizenship values and promotion of culture of human rights with a focus on mainstreaming gender equality, and rights of persons with disability and vulnerable groups, through coordination of efforts and capacity building

Strategic Objectives:

Objective 1: To build the institutional capacity of ANHRE and to adopt good governance principles in all ANHRE operations.

Objective 2: To build the capacity of ANHRE members in its work fields.

Objective 3: To up-scale ANHRE programs in human rights education and citizenship so that they become more responsive to SDGs particularly SDG4 and SDG5 and current regional context.

Objective 4: To influence public policies and CSOs programs to become more mainstreaming to human rights-

Objective 5: To expand the scope of ANHRE relations at national, regional, and international levels in its work fields.

Our Values and Principles of Work

ANHRE believes in a collaborative action, building bonds of partnership and solidarity among members and contributing to the building of democratic societies with values of respect, cooperation, responsibility, engagement, respect for diversity, acceptance of diversity, dignity, freedom, equality, non-discrimination, equity, fairness, inclusion, acceptance of difference and tolerance.

The network thus reinforces the positive values derived from the fundamental principles of human dignity and equality on which the Universal Declaration of Human Rights is based.

We work within a vision based on a transparent, secure, open and participatory environment that is stated by ANHRE code of conduct and accountability system including Do No Harm and anti-harassment or discrimination policy.

Our principles of work are based on an equal partnership based on mutual trust, openness, transparency, credibility, integrity and shared ownership to empower all people without discrimination and to work with them and not for them to achieve a greater understanding of their reality and rights and to find alternative policies and solutions based on a human to achieve a positive impact on their lives and the lives of those around them and rights holders.

Background

In order to meet the need of a forum comprising all institutions, organizations working in the field of Human Rights Education and Citizenship in the Arab World, more than 55 non-governmental, non-profit organizations from 10 Arab Countries working in this field gathered in order to establish a coordination body (network) that unifies efforts and uses potentials that are expected to empower those organizations, facilitate their work and fulfill their goals.

In order to create this coordination body through a transparent and democratic process, these organizations elected the first coordination committee in 2008, formed of 7 members to declare officially the establishment of this body after consulting with members and going through standard procedure and development of needed documents. The second election of the new Coordination Committee was held on 10th Oct. 2011 during the first General Assembly meeting of ANHRE where 11 members had been elected from 7 Arab Countries.

The network (ANHRE) had been established in 2005 as an independent regional network that represents active institutions/organizations and academic institutes in the field of Human Rights and Citizenship education in the Arab region. This network aims through its programs to unify efforts and coordinate with different civil society organizations in Human Rights and Citizenship Education to influence policies, procedures, formal and non-formal regulations. This would ensure the adoption of the legislations that respect Human Rights and dignity. It aims as well to enhance the capacity building of its members to work more effectively in this field.

The General Assembly comprises 55 member organizations from 10 countries (Iraq, Yemen, Morocco, Egypt, Sudan, Jordan, Lebanon, Tunisia, Palestine and Algeria) and has, under its umbrella, the Coordination Committee as well as the Executive office that runs the network from Amman - Jordan.

ANHRE strategy 2019-2021

ANHRE is a rights-based organization and its latest strategy is gender and inclusive mainstreamed. ANHRE recognizes that human rights principles and values are powerful tools to enhance participation, reinforce accountability and create spaces for peaceful dialogue.

ANHRE considers human rights values: equality, rights based approach, rights of people with disability, the rights of the most marginalized, unprivileged and fragile groups such as refugees and IDPs..... etc. through inclusion policies, procedures, systems and programs. ANHRE puts the new policy of ANHRE into implementation by first: pilots, tests and scales ANHRE citizenship toolkit to be inclusive and gender mainstreamed in the framework of SDG5. The citizenship toolkit is tested in different context such as women, youth, teachers, poor people other NGOs... etc; Second:

strengthen the advocacy component of the right to education program to implement a campaign to advocate for “equitable quality and inclusive education for all” in the framework of SDG4. According to ANHRE strategy, target ANHRE members and bring new actors such as media people, unions and parliamentarians in the advocacy campaign on the right to education program and other programs. ANHRE applies gender and inclusive mainstreaming in different levels:

First: the organizational sphere: at the level of the organization itself, taking into consideration its culture, policies and practices. This includes building the capacity of ANHRE members and engage them into developing the strategic plan, and put action plan for 3 years that considers human rights including rights of the most marginalized and fragile groups, inclusion and gender mainstreaming. Second: the programming sphere (or sphere of implementation): at the level of managing the organization's programs. ANHRE program on citizenship is revised to be inclusive and gender mainstreamed which involves:

- Methodology: what is the level of disability inclusion and gender in current methodologies applied in the formulation, implementation, monitoring and evaluation of policies, programs and projects?
- Implementation of programs and projects: what is the level of disability inclusion and gender in the formulation and implementation (including monitoring) of programs and projects—at all stages

This includes the training of ANHRE members on the citizenship toolkit to equip them with knowledge on gender and inclusive mainstreaming in the citizenship toolkit, then the phase of piloting the toolkit in order to have their feedback according to the set of criteria, index of inclusion and procedures, the second year includes the testing and finalization of the toolkit, and the third year includes scaling the citizenship program and modify it as a tested program of inclusivity as main program within ANHRE strategy.

Third: the sphere of effects: at the level of expected development results for the targeted communities/countries in terms of improved services to people (resources), improved equality for people (civil society) and policies including strategic planning and resource commitment (policies). This will include training on advocacy to make pressure and conduct campaigns on inclusive and

equitable quality education and taking the advantage of the global action week of Education (GAWE) that takes place every year end of April. ANHRE effort focuses on having new players on the issue targeting and training a group of media people on gender and disability mainstream to help ANHRE in 2018 campaign. In addition, ANHRE aims at involving parliamentarians to support its work in the policy making level.

ANHRE Learning Approach:

ANHRE works as a Learning Hub through its regional office, pool of trainers and expertise and its members to provide a safe, welcoming, enabling and inspiring learning environment.

We rely on our regional network of Learning Partners to provide excellent learning and support service and tools to our learners. We are committed to working in partnership to continually improve the learning experience.

ANHRE piloted and contextualized a plenty of educational programs and toolkits for its member organizations and civil society at large taking into consideration the current status of the Arab region such as the countries under emergencies and conflicts such as Palestine, Yemen and Lebanon. ANHRE has a strong experience in applying innovative approaches for effective advocacy and educational approach.

ANHRE adopted valuable resources for all those interested in the long-term process of building democracy in the Middle East and North Africa. In its work, it outlines approaches and activities that can help engage learners in a process of critical reflection while equipping them and motivating them to take concrete actions to enhance democratic participation.

ANHRE is experienced in better promoting citizen participation and engagement through existing platforms and bodies to facilitate dialogue among civil society organizations, communities, government authorities and the media on issues of concern.

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Arab Network for Civic Education is based on the pedagogy of adult education through an educational approach focuses on adults; whether young, women or civil society activists. It effectively engages the target group into the learning process, allow them to explore the importance of human rights by themselves, and develop strategies to practice the values of cooperation, respect for diversity, equality, equity, respect, responsibility and acceptance in their practical lives. This approach is adopted from the beginning to transfer of knowledge.

- **Collecting gender-sensitive local data in order to create a better understanding of the context through community tools such as kitchen meetings and café talks** to contribute to a better understanding of the approach and context
- **Participatory approach:** ANHRE participatory approach is based on the participants' experience as the starting point of the learning process. These experiences are being shared and analysed in a way that enables them to develop deeper understanding of how to manage their work. Participants and facilitators are committed to taking part of a mutual learning process within an open and liberal framework, especially with regard to the freedom to brainstorm and debate. Continuous thinking and evaluation are central to the learning process. The approach focuses on practical application. Each participant will implement the campaign in his/her local community, in collaboration with the team that was previously created within the project. Continuous evaluation sessions and feedback from the groups involved in this project are essential component of the project.

- **Transformational education:** ANHRE methodology is based on "transformative education" to create awareness about human rights rather than merely transferring the knowledge and skills. This educational learning process gradually builds up "critical thinking" through the experiences of the concerned groups, including the visions of change that people want to see within their communities. The group's reliance on their experience makes them more engaged into the educational process and more aware that they have the right to participate in the life of their community and develop their sense of responsibility to lead the change in their environment. Transformative education promotes capacity-building and encourages participants to integrate human rights values into their lives and to develop appropriate activities that promote these values. Transformational education begins from the moment that participants are engaged in dialogue on a specific subject. Therefore, in transformational education, dialogue must be a primary part that is adopted and reflected in all working sessions. This is called the methodology of Theme Centered Interaction (TCI) on a particular subject. This approach aims at group learning, helping to create a human environment that makes personal growth an essential element in improving society and considering particular issues that serve those involved in the process of change. As a result, harmony and balance is created between the individual and the group, possibly inducing change.
- **The inclusion of the rights of individuals vulnerable to discrimination, exclusion and marginalization:** ANHRE's methodology, works to recognize the difference and identities that may play a role in marginalization based on age, culture, language, religion, sexual orientation, gender, race, disability or social status, economic status, or educational level. Through its programs, ANHRE develops skills to live in an increasingly diverse world and encourages critical evaluation of social justice and moral responsibility issues and action to address discrimination, inequality and social exclusion that result in providing marginalized groups some control over their lives and resources. In particular, ANHRE methodology focuses on the inclusion of the rights of the most vulnerable groups to discrimination, exclusion and marginalization, such as persons with disabilities, refugees, displaced persons, women and the poor.

ANHRE's programs

- ☐ [**Civic Education Program**](#)
- ☐ [**Human rights education program**](#)
- ☐ [**Right to Education Program**](#)

ANHRE achievements 2005-2021

Since ANHRE establishment, around 700 members and partner NGOs/CBOs benefited regularly and directly from different projects by providing them with tools, training, technical support and expertise on human rights and citizenship education in addition to advocacy component. In addition, around 8000 youth are regularly engaged with ANHRE's projects and they benefited from more than one project and opportunity. 1, 600,000 youth and women benefited from the different projects by reaching them and raise their awareness and attending the activities besides thousands who are virtually engaged in the pages and groups we are managing.

☐ [**Human rights education program**](#)

Human rights are the fundamental rights and freedoms which, it is generally agreed, everybody has from the moment of birth, simply because they are human beings. They are not privileges which need to be won and they apply equally to everybody, regardless of age, sex, race, ethnicity, wealth or social standing. Because they are rights, they cannot be taken away from anyone by the

government (although they can be limited and sometimes suspended during states of emergency). These rights are based on a number of human rights principles. Human rights become enforceable as they become codified as conventions, covenants or treaties, or as they become recognized as customary international law.

HUMAN RIGHTS EDUCATION, simply stated, human rights education (HRE) is all learning that builds human rights knowledge, skills, attitudes and behaviours. It is a process of empowerment that begins with the individual and branches out to encompass the community at large. The human rights education program includes a focus on knowledge, skills, behaviour and attitudes that lead to social change, from the individual to the group, and also includes a focus on international conventions and mechanisms for the protection of human rights. Through human rights education, you can empower yourself and others to develop skills, behaviour and attitudes that promote equality, dignity, respect and the establishment of values that are linked to human rights.

Details on main projects under Human rights education program

1) Human Rights Education Project

Within the Human Rights Education project, the members of the network were trained for more than three years within its regional program in the Middle East and North Africa on Human Rights Education within the program “A Pathway to Build a Human Rights Culture in the Middle East and North Africa” as follows:

- ❖ **Three Regional Training of Trainers (TOT) Workshops** held for 25 human rights educators from the region over the period of three years (2007-2009) followed by three sets of local training Activities implemented by the TOT participants after each workshop.
- ❖ **Three Human Rights education (HRE) workshops for Iraqi NGOs** for about 25-30 participants from Iraq over the period of three years (2007-2009). These series of workshops are meant to enable Human Rights educators from Iraq to learn about basic Human Rights and essential elements of HRE. The third workshop was a Training of Trainers (TOT) followed by local training activities implemented by the participants in Iraq.
- ❖ **Regional Evaluation and Planning Sessions and Closing Evaluation Session (2007-2008)** aiming to provide assistance in the planning of the forthcoming activities and workshops of the program including the content of the training and identification of selection criteria for participants
- ❖ **Sub-granting system for more than 60 NGOs/CBOs to implement their human rights education projects in 9 Arab countries**

2) Promoting Harmonious Relations & Peaceful Conflict Resolution for Children in Jordan, Iraq & Lebanon: "Play it Fair (PIF)" project

ANHRE through CIDA Regional Fund for Human Rights and Peace building implemented a project entitled "**Promoting Harmonious Relations & Peaceful Conflict Resolution for Children in Jordan, Iraq & Lebanon-Play it Fair (PIF)**" between November 2010 to November 2011. The PIF toolkit is produced by International Center for Human Rights Education – Equitas which was a partner in this project.

PIF project is meant to strengthen the capacity of ANHRE's members to establish and manage a Regional Play It Fair Program in the Arab region. That means an increased capacity to plan, organize, deliver and evaluate innovative human rights education activities with appropriate tools and techniques adapted to children aged from 6 to 12 and focusing on universal human rights values and principles. The project was implemented in partnership with the owner of this toolkit, EQUITAS, and the involved members of ANHRE in three countries: Lebanon, Jordan, and Iraq. At the end of the

project, the toolkit was used within 52 organizations' programs targeting about 548 people and 9962 children (ages from 6-12).

In Jordan, 10 activities were done in November 2010; targeted 1800 children in addition to the 6 individual plans targeted 133 people and 3279 children. In Iraq, 13 activities were done by mid of November 2010; targeted 2300 children in addition to the 6 individual plans targeted 184 people and 378 children. In Lebanon, 5 activities were done; targeted about 1125 children in addition to the 5 individual plans targeted 76 people and 1005 children.

The Play It Fair program for children with civil society in Iraq, Lebanon and Jordan aimed to promote diversity and harmonious intercultural relations by addressing discrimination based on grounds such as race, ethnicity, culture, gender, disability or sexual orientation with the active participation of children and youth.

The project succeeded into engaging ANHRE and its members (and their organizations) through sub-granting mechanism in the management of a joint sub-regional initiative (Lebanon, Iraq, Jordan) that promotes and enhances harmonious relations, human rights, non-discrimination and peaceful conflict resolution among children aged from 6 to 12 living in harsh, vulnerable and marginalized conditions. ANHRE members strengthened their capacity to establish and manage a Regional Play It Fair Program in the Arab region. That means an increased capacity to plan, organize, deliver and evaluate innovative human rights education activities with appropriate tools and techniques adapted to children aged from 6 to 12 and focusing on universal human rights values and principles.

3) Promoting Harmonious Relations & Peaceful Conflict Resolution for Children: "Play it Fair (PIF)" project for children with Ministries of Education in Lebanon and Jordan

ANHRE implemented a 3 year project between April 2012 to March 2015 entitled "**promote understanding of human rights, non-discrimination and peaceful conflict resolution in education programs for children in Lebanon and Jordan**" funded by Arab Human Rights Fund (AHRF). The goal of this project is to strengthen the capacity of the ministries of education in Jordan and Lebanon to undertake education and networking activities that promote and enhance harmonious relations, human rights, non-discrimination and peaceful conflict resolution among children aged from 6 to 12 living in harsh, vulnerable and marginalized conditions.

The results of the project are:

1. Collaboration with Ministries of Education to adopt and integrate the PIF toolkit within the schools' programs in Lebanon and Jordan in 10 underprivileged and marginalized schools, focusing on the opportunities and the importance of promoting inclusion, non-discrimination, human rights and peaceful conflict resolution in their policies and curriculum for children (5 schools in Jordan and 5 schools in Lebanon).
2. The capacity of the staff and teachers of the Ministry of Education in Jordan and Lebanon is built and they were able to deliver the human rights and peaceful conflict resolution education to their colleagues and incorporate it in their work with children within the schools' programs. The project reached out 49 teachers directly in addition to the 92 teachers and 188 workers got benefit from the project.
3. The capacity of the core trainers of 6 people from ANHRE members in Jordan and Lebanon were strengthened and they were certified as trainers to develop, deliver and sustain non-formal multiculturalism and human rights education programs.
4. The awareness of discriminatory attitudes and behavior among children is raised, to facilitate the integration of the underlying values of non-discrimination, human rights and peaceful conflict resolution in their behavior and attitudes and to prevent conflict over the long term.
5. Lessons had been shared with other organizations, the general public, community leaders, public officials and parents

6. 2 sub-granting had been made for each country to implement local training and implementation in their context with the relevant Ministry of Education

4) "Strengthening Regional Youth Networks to Promote Human Rights and Democratic Participation in the Middle East and North Africa" Mosharka project

ANHRE in partnership with Equitas and 5 members in the Middle East and North Africa got a fund from the European Union on a 3 year project entitled "**Strengthening Regional Youth Networks to Promote Human Rights and Democratic Participation in the Middle East and North Africa-Mosharka**" for the period from November 2011 to November 2014. The Action, which took place in Egypt, Jordan, Morocco, Tunisia and Yemen, build networks and capacity in the MENA region to support the mobilization and participation of youth in the promotion of human rights and democracy.

The result of the project was:

- Strengthen capacity of 125 youth leaders to use relevant international human rights norms, approaches and the Universal Periodic Review (UPR) mechanism to engage in effective action at the community, national and regional levels to promote participation and protect and defend the rights of young people
- Strengthen capacity of 30 civil society organizations (CSOs) to support the mobilization of youth and their efforts to advocate for human rights and democratic participation
- Increase awareness, participation and engagement of youth, the general public and decision-makers about the human rights of young people, particularly marginalized and discriminated youth. The youth implemented 20 local initiatives in the 5 countries.
- Enhance networking and sharing of experiences, including through using new technologies amongst youth and CSOs nationally and regionally, and with transnational networks and institutions on advocating for the human rights of youth.

An intensive toolkit had been produced and ANHRE members are using it. In addition, 10 sub-granting had been made to the youth, 2 in each country, under the supervision of the national partner at each country.

5) "In search of commitments towards political reform and commitment towards women's rights" project

Arab Network for Civic Education (ANHRE) is a partner in a two year project (2013-2014) with Arab Women Organization of Jordan (AWO), European Feminist Initiative IFE-EFI and Solidaridad Internacional (SI) entitled "***In search of commitments towards political reform and commitment towards women's rights***" funded by the EU.

The Overall Objective of the project is to enhance democracy by strengthening women's participation in politics. In particular, it aims to 1) Build necessary skills at the community level to contribute to greater respect for human rights and democratic citizenship; 2) Empower CBOs to directly involve women in the electoral reform; 3) Strengthen linkages between women in the elected assemblies and in the political parties at the local and national levels and the civil society to promote women's rights. **The project issued a common agenda to promote women's rights to facilitate cooperation between State and Non-State Actors and to be adopted by women MPs, women politicians and women activists and the civil society.** The common agenda should identify the problems facing the implementation of women's rights and assess the impact of women participation in Parliament. ANHRE had conducted citizenship project to Mosawa focal points that held local training to women.

6) "Enhancement of Inclusive Education Strategies in ANHRE member NGOs"

"Enhancement of Inclusive Education Strategies in ANHRE member NGOs" is a strategic project implemented by ANHRE in partnership with IM Swedish Development Partner during 2016-2017

which contributes to the development of gender equality, rights based approach, and inclusion policies, procedures, systems and programs of ANHRE network and its active NGO members in the Arab Region. It built on the network efforts to develop an inclusive and gender mainstreaming strategy and action plan. The project, also, put the new policy of ANHRE into implementation in 2017 by first: pilot, test and scale ANHRE citizenship toolkit to be inclusive and gender mainstreamed; second: strengthen the advocacy component to implement a campaign to advocate for “equitable, inclusive and quality education for all”

7) Project entitled ‘Increase the engagement of Jordanian grassroots CBOs in the humanitarian response to the Syrian Crisis through effective gender-based planning and programming (Nov. 2017 – Jan. 2019)

AWO, in partnership with ANHRE, and ACTED launched on 1st November 2017, with funding support from Women’s Peace and Humanitarian Fund (WPHF)-UNwomen, an innovative project aimed at building the capacity of local CBOs and practitioners to increase their knowledge and understanding of the Syrian Crisis, their capacities to involve women and youth in their plan and actions, and increase their ability to collect evidence-based gender-sensitive data and information to better inform decision-makers. Through this project, AWO-ANHRE and ACTED succeeded in building a dynamic and interactive network of local actors, better involved in the humanitarian response to the Syrian crisis, and aware of generally approved standards & norms, tools and resources of expertise used in the response to the crisis in Jordan. This project was implemented in Zarqa, Irbid, East Amman, Mafraq and Tafila governorates.

In total, 15 CBOs from 5 governorates have become effective actors in the response to the humanitarian and recovery needs of vulnerable Syrian women in Jordan. This achievement was completed in 3 steps:

- **Phase 1** from November 2017 to May 2018, aimed at selecting 15 promising CBOs rooted in local communities. Through 1 training of trainers (TOT), 2 mobilization events and a first round of 4 local trainings, CBO focal points had the opportunity to strengthen their knowledge and understanding of the regional Syrian crisis and its humanitarian response in Jordan, in particular through a gender perspective, and build local networking with local civil society and institutional stakeholders.
- **Phase 2** from June to mid-September 2018, aimed at strengthening CBO capacities of assessment and data collection, through the identification and mobilization of Syrian women in targeted local communities, the launch of focus groups to better identify the gender-related needs, and collection of gender-sensitive data through face-to-face interviews.
- **Phase 3** from mid-September 2018 to January 2019, aimed at supporting 15 CBOs with sub grants to launch community-based initiatives targeting Syrian women and involving Jordanian CBO staff and local stakeholders in 5 governorates of Jordan. In total, 15 successful initiatives were therefore implemented in 5 selected sectors of Education, Protection, Health, Environment and Livelihoods. In parallel, project partners launched a second TOT, 3 additional mobilization events and a second round of 6 local trainings in order to build capacities and provide guidance and technical support to the CBOs during the phase of implementation of their field-based initiatives. A WhatsApp group gathering project partners and CBOs has also been setup to foster communication, networking and exchange of best practices and lessons learnt.

In terms of beneficiaries, as reflected in the table below, the project exceeded significantly the initial expected results as more than **4,095 women** finally benefited from the project activities, either directly or indirectly.

8) Inclusive Workplaces for Persons with Disabilities 10/01/2018 – 9/30/2020

the Arab Network for Civic Education-ANHRE implemented the project "Inclusive Workplaces for Persons with Disabilities" funded by MEPI and in partnership and coordination with the Higher Council for the Rights of Persons with Disabilities to raise the public awareness about the manual and the provisions of the right to work in the new law of people with disability for 2017 and to improve governments' technical skills and processes to transparently and effectively respond to people with disability needs in public and private work places

The project achieved its outcomes on 4 main levels:

Policy Development:

1. Contributing to amending the Regulations of Ministry of Labor on employment of people with disabilities, the amendments were approved by the legal department of Ministry of Labor and are now pending the approval of the prime ministry to be officially approved and published.
2. The involvement of PWDs and CSOs in discussion of mechanisms and procedures of employment of People with disabilities at the Civil Service Bureau.
3. Review of King Abdullah II Award requirements to include regulations for PWDs.
4. Inclusion of rights of people with disabilities in the inspection surveys of the Ministry of Labor.

Engagement with decision-makers

- 6 advocacy meetings were conducted connecting individuals and PWDs from CSOs and educational institutions with decision makers (Higher Council for People with Disabilities, Government officials, journalists, unions, Private sectors and international donors)

Outreach:

1. A follow up awareness session was conducted at Middle East University raising awareness among students and was attended by 82 students.
2. 2 trainings were conducted by trainees from Al-Bnayyat Center replicating the training received from this program
3. Training sessions were conducted by Roya Association targeting employers in Muaqqar area and PWDs

Research and Policy papers:

1. A researcher from Al-Bnayyat Center concluded a study on employment of people with disabilities and provided a brief of the findings and recommendations at the final advocacy meeting.
2. Roya Association for people with disabilities conducted a research on satisfaction of employers from the work of PWDs and the level of satisfaction of Persons with Disabilities with the work environment
3. A position paper was issued by the project on the right to work of people with disabilities.
4. A policy paper was issued by the project on "The Right to Work Controversial Ability to Work and Estimate Requirements "
5. A document was published with frequently asked questions on employment of people with disabilities collected based on questions from participants in the training sessions.
6. Development of policy and position papers

9) Women Empowered for Leadership 2017-2021

The Arab Network for Civic Education-ANHRE launched the Women Empowered for Leadership project in partnership with HIVOS International and with the support of the Ministry of Foreign Affairs of the Netherlands. The project aims at empowering local women mobilizers in 9

governorates in Jordan to take and influence informed decisions and responsible gender equality actions to impact political and societal development, opinion, practices and recognition.

The three-year project, from October 2017 to September 2020, targeted 9 communities from different governorates in Jordan; Karak, Maan, Tafilah, Zarqa, Madaba, Balqa, Irbid, Jerash and Ajloun. It aimed to set up an active network of local women mobilizers and CBOs aware of the gender context, the socio-cultural norms and traditions related to women's rights and participation, in addition to women's knowledge and capacities required to increase their opportunities. The goal was to get engaged in public life and decision-making for integrating gender equality to impact political and societal development and opinions. Moreover, this local network of CBOs and women take 9 practical community actions through sub-granting mechanism and mobilize other women to be involved in the public decision and increased gender sensitive local plans and agendas, perception and opinions.

"MOBADERAT" network has been launched that is specialized on planning, implementing and evaluating gender-sensitive community initiatives.

This project, indeed, worked on the key issues that have extremely affected women's rights and women's opportunities to participation and equal representation. These issues are governance structures "especially when it comes to the positioning of male component in the decision-making levels towards Gender Equality", the socio-cultural norms and traditions related to women's rights and participation and women's knowledge and capacities required to increase their opportunities to get engaged in public life and decision-making for integrating gender equality to impact political and societal development and opinions.

10) "Youth Academy for Democracy" 2019-2023

In partnership with IM Swedish Partner, Arab Network for Civic Education launched the project "Youth Academy for Democracy" that aims at influencing the internal system of 15 targeted Unions to be more youth responsive and gender sensitive in their structure and mechanisms. In addition, the project aims to build and maintain a strong baseline and resources of the youth and women engagement in the democratic bodies at the unions; build the capacity of youth members (half of them girls) of unions to enhance the culture of dialogue with existing leaders and build coalition to introduce changes within the structures of their institutions; and increase capacities and mechanisms for social dialogue by enhancing the quality of youth participation in unions in the tripartite policy dialogue (government, employers and workers) in advocating for employees' rights through dialogue initiatives led by youth to defend the right to equal and fair work and access to decision-making mechanisms in unions, and reach out to unions more responsive to young people's demands.

The project is implemented in partnership with two local partners Lawyers Without Borders Network of Arab Youth Activities (NAYA) that contribute in presenting expertise in areas of legal and internal reform, accountability, transparency and evidence-based policies, and implementing of the capacity building model. This project comes to address the factors that contribute to determining the representation of women and youth in decision-making platforms. According to a study conducted by Jordanian National Commission for Women, a lot of women don't join unions due to social norms and stereotypes. The same study found that although the percentage of women membership in unions exceeds 28% but their representation in the elected unions councils is only 12%, although they represent more than 55% of the members of some unions. As for youth, due to regulations limiting the candidature for unions' councils to those who spent more than 7 – 10 years as members (depending on the union), the representation of youth below the age of 30 in unions councils is 0%; this situation leads to the lack of representation of the majority of unions beneficiaries in decision making mechanisms within their institutions, leading to the non-representation of their concerns and priorities. This goes against international standards and practices related to unions and civil society at large and the loss of the rights of majority of their members.

The project is based on providing beneficiaries with the tools to reach decision making levels within their unions through working on a multi-level strategy. This strategy will be built on working with women and youth within unions to advocate for increasing women's membership in unions in general, increasing women representation inside unions elected councils and working with youth to lobby for amending the internal regulations to allow youth to run for unions' councils. This will lead to increasing the diversity within the unions and creating change agents equipped with the necessary skills to achieve better representation of majority of unions members.

This will lead to establishing trusted partners among ANHRE and partners to their beneficiaries and contributors to the foreseen change through working with women and youth within PAs and building common grounds for the advancement of PAs structures and mechanisms based on international best practices and human rights.

Baseline Assessment- Close Look at The Status of Women and Youth in Jordanian Professional Associations and Terms of Reference for Promoting the Participation of Youth and Women in Union Work were produced and launching during this project in addition to more than 6 policy papers.

11) Project entitled 'Marketing of Local Products for Socio-economic Recovery of Women (June 2020 – June 2022)

AWO, in partnership with ANHRE, and AHA launched, with funding support from Women's Peace and Humanitarian Fund (WPHF)-UNwomen, an innovative project aimed to economically and socially empower local communities, with focus on women and youth, through the design, production and marketing of various local traditional products, in collaboration with community based organizations (CBOs). Through this initiative, we will ensure that women and girls have the capacity and opportunity to participate in recovery planning. In specific we aim to increase the proportion of women and girls informal employment in non agriculture home-based employment. The project is taking place in 3 governorates of Jordan (Mafraq, Zarqa and Maan).

□ Civic Education Program

Citizenship refers both to the status of being a citizen of country/State or geographic area with a corresponding government, and the enjoyment of human rights, the respect of responsibilities and contributions to the community. At the heart of the concept of citizenship is the state of belonging to a community, that is, to a grouping of people who recognize that they have something in common.

"What unites them may simply be an acceptance of the legitimacy of the State within which they live. It may also be a strong affective bond based on shared history, ethnicity, religion or common purpose." (Starkey, 2002, p. 7).

Citizenship brings with it a set of legal, social, cultural and political practices, as well as rights and responsibilities.

The citizenship program is a main program at ANHRE. ANHRE used, developed, and adapted four major toolkits in citizenship to the Middle East and North Africa Region. The toolkits are used widely by its members. ANHRE, through its members, produced an intensive literature on Civic Education analyzing the context and renewed the concept to confront new challenges such as hatred speech, intolerance, and radicalization.

It is not easy to promote active citizenship, particularly among people who have been traditionally marginalized from social and political spheres. By engaging communities in a process of critical reflection while equipping them and motivating them to take concrete actions, ANHRE toolkits aim to enhance their ability to participate more effectively in decision-making processes on issues that affect them and hold their governments accountable.

Details on main projects under civic education program

1) Citizenship Education in the Middle East and North Africa": A path to sustainable democracy, peace and security "Let's Act Together for Change"

ANHRE in cooperation with International Center for Human Rights Education has been involved in the framework of the project entitled: **"Citizenship Education in the Middle East and North Africa" (Oct. 2010-Oct. 2012): A path to sustainable democracy, peace and security "Let's Act Together for Change"**. ANHRE, through its regional members took part in the scope of this project and developed a toolkit on citizenship education in five countries (Palestine, Jordan, Iraq, Egypt and Morocco). It aimed to promote respect for human rights and democratic citizenship in the Middle East and North Africa. As part of the program citizenship Education in the Middle East and North Africa: A path to Sustainable Democracy, Peace and Security, ANHRE and the focal points in the five countries (Palestine, Jordan, Iraq, Egypt and Morocco) developed a practical Toolkit for women and youth "Let's Act Together for Change". The goal of the Toolkit is to promote respect for human rights and democratic citizenship in the Middle East and North Africa.

The objectives of the Toolkit:

- To equip frontline civic education workers and local and national government officials with knowledge and skills to better promote citizen participation and engage people in their communities and societies to become more actively involved in issues that affect them.
- To increase participation of local community in developing and implementing citizenship projects at the local levels.

The Toolkit is designed primarily for use in non-formal and formal educational settings such as NGO offices, community centers, schools and other settings where activities and projects are offered or initiated.

The Toolkit is designed to be used by civil society workers as well as government officials coordinating activities on citizenship education with various target groups, particularly:

- Youth- 16 to 30 (men and women)
- Women

Individuals from discriminated against, marginalized and vulnerable groups in particular are targeted to participate in the activities and action-oriented projects.

2) Citizenship Education Project "Enhancing Community Commitment to Democracy, Equity and Human Rights across MENA"

Based on civic, human rights and social justice values, ANHRE network was a partner in the Citizenship Education project that entitled **"Citizenship Education Project "Enhancing Community Commitment to Democracy, Equity and Human Rights across MENA"**. The project was funded by Foundation for Future for the period between Jan.2011 to Dec.2012. ANHRE aimed throughout this project to empower its members' capabilities through sub-granting mechanism on civic education in Jordan, Lebanon, Palestine, Egypt, Morocco, Yemen, and Iraq.

The purpose of the project was to create active Arab citizens able to play a responsible role in creating a society that upholds civic values, human rights and social justice. Moreover, the project develops students' capacity to effectively interact with government or community leaders through a series of structured cooperative learning activities, using a five-step process:

- 1) Identification of public policy problems in the community
- 2) Data-gathering and evaluation of a selected problem
- 3) Analysis of possible solutions
- 4) Selection and development of a public policy proposal which addresses the problem

5) Networking and development of an action plan which brings the proposed solution to authorities with the power to implement it. The project has proven highly successful at instilling civic education values in students and catalyzing student civic action.

The project included a series of workshops beginning from a TOT for 2 people from ANHRE members in each country, followed by memorandum of understanding with Ministry of Education and a training workshop for teachers who then guided the process with their students.

The project ended up with a regional showcase to celebrate the students' success.

3) "Youth to Combat Violence" project

The Advocacy project on Youth to Combat Violence was implemented during 2011-2012, in partnership with Change Academy for Democratic Studies and Development and funded by USAID, AED Jordan Civil Society Program. ANHRE trained 3 partners from Salt on advocacy and new tactics methodology that enabled them to develop, implement, monitor and evaluate the advocacy campaign in their areas successfully.

4) "Citizenship and Rule of Law" project

ANHRE implemented **"Citizenship and Rule of Law" project** in partnership with SKY-High and Jordan days TV implemented a 6-month project, for the period from August 2011 to January 2012 on "Media & Civil Society Co-Production Fund 2012 on citizenship and rule of Law" funded by Jordan Civil Society Program. The project included development and release of 5 documentaries and 3 debates on citizenship and rule of law". The project shed the light on the critical problems and issues. Documentaries, videos and seminars were mainstreamed on all social media to open discussion for public and youth. They were uploaded in the Youtube and in all the well-known social websites in Jordan.

5) "Yes We Can" Project

ANHRE implemented **"Yes We Can" project: Promoting the Concept of Citizenship for youth leaders in the public Universities in Jordanian** for the period March 2013 to June 2014 in partnership with five public universities in five governorates. This project aims to strengthen the capacity of students at councils in 5 public universities to develop their skills that are essential to enhance the values of democratic citizenship through practicing their right in participating effectively in the development of their universities. The project also aims to engage the largest possible number of youth including males and females in their universities through positive practical projects to enhance the university environment and performance of students' bodies as well as creating communication mechanisms with decision and policies makers to promote the concept of good citizenship and the effective role of students in improving their universities. Yes We Can project succeeded into reaching 207 students who interacted and fully engaged in student action groups and in implementing action oriented projects on a volunteer basis to improve their universities. In addition, the project succeeded into reaching out 2001 students from the 5 universities who were trained, mentored and involved in the implementation of each university's initiatives by participating in the activities and attending the meetings, thus increased their awareness on civic involvement and develop their skills. The project succeeded into raising the knowledge and awareness on human rights, democratic values and civic skills.

6) "Voice for Change" project

In a partnership with Rosa Luxemburg, ANHRE implemented "Voice for Change" project on citizen journalism. The objectives of this project are to strengthen the capacity of Youth and enhance the

necessary skills to activate their role into addressing their rights to participate in public life and policy making process inside their communities, and work to develop civic education values and participatory civic education skills that are essential to enable them to undertake action oriented projects using media that will contribute to greater respect for human rights.

The project succeeded in improving expertise, tools, and practices of youth in the areas of citizenship, participation, democracy, and Citizen journalism; increasing knowledge and skills of youth in Jordan to promote citizenship and participation, with particular attention to democracy and social justice values and journalism; increasing informal networking capacity of youth to develop, implement and evaluate citizenship media actions using video reports and texts as tools for social action and change.

7) "Youth for Eliminating Harassment" Campaign

ANHRE implemented an **advocacy campaign** entitled "Youth for Eliminating Harassment" **funded by USAID Takamol - Gender Program -Civil Society Grants Program**; Sept. 2015 – May 2016 In Jerash, Karak, Ajloun, Zarqa and Russaifah. The campaign aims at working with youth leaders and volunteers from the 5 Jordanian communities in order to design and implement a campaign about harassment of girls and women through utilizing a variety of tools in order to reach people face to face in schools, universities, CBOs, their local communities and nationally through social media on all potential levels. 20 young leaders from 20 CBOs are targeted in the 5 communities in addition to 150 youth who are engaged to advocate for the issue. In addition, at least 30,000 people have been reached out through videos and 5,000 people have been engaged in the discussion about harassment presented in social media. The campaign succeeded in increasing awareness on harassment in the perception of 2500 adolescent school students from 15 schools, 2000 university students from 6 universities and 600 men through Madafat Takamol in the 5 communities. A Study on Harassment in Jordan Developed as Part of the project.

8) "Youth Leaders Acting for Democracy NOW!" project

"Youth Leaders Acting for Democracy NOW!" project was implemented between Mid Oct. 2015 – Mid Dec. 2016 In Jordan. It aims to enhance democracy by building networks and capacity to support the mobilization and participation of youth in politics and public life. The project engaged youth and raised their awareness of current political issues and processes as part of inclusive political reform that promotes their rights. This has been carried out, through training on civic education & necessary skills including debate skills targeting youth in 3 governorates in Jordan towards building a common agenda as a strategy for the democratic engagement of youth and to promote political reform pertaining to youth's rights. The project targeted 75 youth leaders 19-30 years old in rural and remote areas and marginalized youth in urban areas in 3 governorates including female youth, youth from minority groups, refugee, and youth with disability who are already involved in public and civic action, including activists, bloggers, and journalists in addition to 9 Community Based Organizations, 3 main CBOs from each governorate working with or for youth gained the capacity to engage youth groups.

9) "Yes We Can, One Identity, Good Citizenship" project

Yes We Can, One Identity, Good Citizenship Project funded by Entrepreneurship Program/ Youth Empowerment Window for one year starting from June 1, 2016 until May 31, 2017. The Project is implemented in Ma'an and Al-Mafraq in Jordan which targets civil society organizations and youth from both governorates. The Project aims at promoting the values and the concept of Democratic Citizenship within youth in their own communities, the project objectives in specific are:

- Build the essential skills among youth and civil society organizations at community level in order to contribute to increase the respect of human rights and democratic citizenship

- Mobilize youth efforts to promote the concept of citizenship education and involve them in the social change among youth and local community in all its components
- Build the capacity of youth and civil society organizations to plan, develop and implement local youth projects that contribute in social change and promote democratic citizenship concepts

10) "Identity, diversity and change " 2019 in Jordan, Lebanon, Morocco, Tunisia and Palestine

"Identity, diversity and change project funded by Open Society Foundation "is a regional project , that helped to build on ANHRE's members efforts on citizenship and promoted understanding of human rights, non-discrimination and peaceful conflict resolution in education programs for the youth between 14 - 19 age old, to develop knowledge and skills, as well as attitudes and behaviour enabling children to integrate universal human rights values (respect, respect for diversity, inclusion, cooperation, equality, responsibility, and acceptance) into their daily lives and actions using Goethe approach and new technology information . The project was based on effective partnerships with key stakeholders and influencing actors from decision makers, administrators, educators, parent councils and teachers to support and activate the project and facilitate the process of community acceptance within the educational community and beyond, which has informed the impact later on the desire and ability of male and female students to join and work effectively.

The design of the training manual, which involves multiculturalism, social diversity, and different conceptual contexts, using new and non-traditional tools will be based on knowledge, value and practice that targets teachers and qualifies them to play a leading and influential role outside the traditional educational framework. The impact was multiplied on students who will be engaged in practical practices of civic education concepts to better integration of marginalized children. 500 students will develop life skills, increased self-esteem, increased awareness and respect for differences, developed of more inclusive behavior, and strengthened collaboration and participation.

11) MEDFILM project : "Women, Films and History: Talking to Culture" 2019-2020

It aims to Promote the role of women in film making through engagement with local authorities, and challenging social norms and negative stereotypes with references to local culture and history of the targeted areas through film screenings, open community discussions and online campaigns to reach and engage the biggest number of people.

The project implemented with youth of Jordan and Egypt in rural and deprived communities.

"Women, Films and History: Talking to Culture" contributed to establishing a culture of in the targeted locations through a series of interconnected activities based on the ANHRE participatory approach. The project made a holistic impact at community level as the intervention started by creating partnerships with CBOs in the targeted location, then worked with active youth in targeted locations and build their capacities on film making and improved their knowledge and awareness on gender equality, and finally, it went to the general public and engaged them in public screening events taking into account engaging decision makers in the efforts at all level.

The goal of project "Women, Films and History: Talking to Culture" succeeded in empowering 83 youth (56 females and 27 males) and 4 CBOs to produce their own films consider gender equality. The project engaged the 4 CBOs in the preparation, outreach, implementation and reporting. In the same context the project created a bridge between these CBOs and youth from their local communities to establish a cooperative relationship between them to implement the project and to ensure sustainability.

The youth were engaged actively in using audio-visual productions to address gender issues and challenges. The youth were engaged in capacity building activities on gender concepts and stereotyping and they were equipped with the technical skills to enable them to produce their own professional films. Eventually they used the gained knowledge and skills to produce short film on gender issues from their local community. The issues were identified by the youth themselves during the training workshops on gender and based on ANHRE participatory approach and transformative

education. Thus, the films were accepted by the community as the issues are familiar to them. The youth have been linked to films industry at national and international levels. Five film were screened in Aswan International Women's Films Festival during the period from 12-15 February 2020. in addition, the films of Aswan group were screen in Women Film Festival of Aswan in Egypt.

12) Youth Power Program 2019-2020

ANHRE was one of the grantees of Youth Power program that is implemented in 60 communities in Jordan. The aim of the USAID program is to provide support for the youth groups in these communities in order to enable them to identify gaps regarding youth services in their local communities and design and implement initiatives that are built around youth-driven solutions, but at the same time ensuring the engagement of all community structures in the process. Specifically, it aims at: 1) providing youth with learning experiences, skills building, and opportunities to practice those skills in a safe enabling environment on subject matters under specific themes. 2) Mentoring youth to utilize problem solving and critical thinking skills to establish sustainable and innovative social initiatives and entrepreneurial hubs. 3) Engaging youth in community-based initiatives that aim to achieve sustainable development.

ANHRE supported youth aged 19 to 29 to implement initiatives in each of the targeted communities. The transformation of youth into agents of positive change is the main core of the project; in addition to the training provided by USAID YouthPower, ANHRE used the program's toolkits and training material to provide training for youth on relevant topics and conduct ongoing coaching for the youth groups participating in the implementation of the identified initiatives in order to help them focus on the quality and relevance of youth services that exist on the level of their local communities. The topics which youth was supported in are, but not limited to: (Project management and sustainability; Advocacy; Awareness campaigns; Problem-solving campaigns; Learning and further education; Volunteerism). The project included providing M&E support, producing content and reports about the initiatives and its impact individually and combined on each community's level based on USAID's YouthPower reporting requirements that are focusing on initiatives reports including: the level of youth engagement in communities, the impact on both the youth and the community and presenting success stories; the second level will be the synthesis level that will focus on the overall impact of all initiatives in a certain community showing where the initiatives integrated, completed or complemented one another, and the effect of the compiled work on the youth who led it.

Under this project ANHRE developed sign language dictionary for civic engagement concepts and vocabularies (August-October 2020)

In collaboration with deaf youth activists who already launched the "understand us in our language" campaign. ANHRE led a project to develop a sign language dictionary, including 50 glossaries/ terms used in civic education and working with youth. The dictionary included the signs and some guidelines for working with deaf youth to engage them in public affairs.

In addition, ANHRE had developed inclusive digital vocational training toolkit and material that helped youth with disability to enter the market place.

□ Right to Education program

ANHRE supports NGOs, CBOs, youth and women leadership in the field of education through improvement of curricula, training of practitioners, networking with authorities and stakeholders, promotion of peacebuilding, advocacy and communication.

ANHRE, also is taking the secretariat work of the Arab Campaign for Education for All-ACEA. ACEA overall goal is to improve the status of education in Arab world at local, regional and international level, to influence decision makers to advance and afterwards enforce the laws and regulations, in order to ensure that policies and budgets meet government's obligations towards achieving the goals of Education for All. To achieve its mission and goals, ANHRE through ACEA collaborates and

coordinates its efforts with a significant number of national education civil society coalitions that are located and operated in the Arab World including Jordan.

ANHRE as a secretariat body of **the Arab Campaign of Education for all (ACEA)** acts as the key mechanism at regional level which manages, monitors, coordinates and supervises the performance of national education civil society coalitions. ANHRE also provides them with the adequate support so they can promote national progress toward EFA and tackle critical education issues at country level. ANHRE and ACEA working approaches embrace raising public awareness and participation in policy making and enforcement, conducting advocacy and research, and monitoring the national educational progress towards EFA goals.

The national education civil society coalitions work focuses on strengthening their role and participation in national education sector planning and policy making processes; building greater public awareness; increasing engagement of the groups of interest in education issues, improving the quality of their research, policy and lobbying; working together across countries and regions to share learning and positive practices; as well as engaging in international education processes. ANHRE has supported the capacity and performance of national civil society coalitions in 9 countries across the MENA region, resulting in some notable successes including participation in Jordan's Universal Periodic Review in 2018 with all recommendations accepted by the government of Jordan, deftly influencing Arab members to contribute to "Debts Cancellation for Education Campaign" within "One Billion Voices", as well as ongoing evidence-based research to inform CSO advocacy for policy change in countries across the region.

1) Participating in advocacy campaigns in all Global Action Weeks of education since 2009

□ Global Campaign for Education 2009: The Big Read: Youth and Adult Literacy and Lifelong Learning

The 2009 Global Action Week focused on adult literacy and life-long learning. The week gained the attention of millions of campaigners of all ages around the world – and over 14 million people took part in reading stories and adding their names to the Big Read. The Big Read brought the support of many authors and big names for education and literacy for all.

Arab Network for Human Rights and Citizenship Education-ANHRE participated for the first time at a high regional level in the GCE-Global Campaign for Education Action Week during the period 20-26/4/2009. ANHRE, through its regional members, implemented a number of activities and events in Jordan, Lebanon, Palestine, Morocco, Yemen, Iraq, Sudan and Egypt.

The most important recommendations for the networks resulted from its participation in GAW 2009 are:

- More support for education in remote areas
- Focus on the elderly education, especially among women
- The need to focus on improving the quality of education
- The importance of focusing on extracurricular activities

□ Global Campaign for Education 2010: 1 Goal Education for All: Financing Quality Public Education

ANHRE took part in the GCE 2010 for the second time because Global Action Week has truly become a rallying point for campaigners around the world and in 2009; ANHRE achieved record numbers of calling on governments to fulfill the Education for all goals. The 2010 slogan was '**1 Goal: Education for All' - Fund it NOW!**

ANHRE launched the campaign in cooperation with The Jordanian coalition aims to remind the government of its international obligations towards improving the quality of education, ensuring its openness to the challenges, in order to be able to cope with them because "Education is the key of the rights".

□ **Global Campaign for Education 2011: It's a Right! Make it Right! Education for Women and Girls Now!**

ANHRE network through its members in the MENA region, participated successfully in the Global Action Week of the GCE for the third time. In 2011 ANHRE along with GCE called upon all governments to invest and commit to equity by ensuring that women and girls, along with men and boys have an equal chance at education. ANHRE stressed on the point that all governments have the know-how and resources to make sure everyone has the chance to learn, and have a responsibility to make sure it happens.

ANHRE members in the National Educational Coalition in Lebanon, Egypt and Morocco, focused on Global Action Week since they were newly established coalitions, in order to promote the idea and mobilize people. Most importantly, campaigns in each country stressed on social justice, gender equality, the actual figures and studies on the recent status of Education. Community mobilization was also a cornerstone of each coalition, as well as media campaigns.

□ **Global Campaign for Education 2012: Rights from the Start: Early Childhood Care and Education Now!**

The 2012 Campaign focused on early childhood care and education (ECCE), 'Rights from the Start'. Every child has the right to education, and these rights start from birth, but every year, over 200 million children under the age of five do not receive these rights, giving them less chance to achieve their potential and end the cycle of poverty. ECCE is Goal 1 of the EFA Goals, and much is still to be achieved in this area.

In addition, ANHRE implemented an advocacy project on Early Childhood in south of Jordan "2011-2012", in partnership with Change Academy for Democratic Studies and Development and funded by USAID, AED Jordan Civil Society Program. ANHRE trained 3 partners from Maan on advocacy and new tactics methodology that enabled them to develop, implement, monitor and evaluate the advocacy campaign in their areas successfully.

□ **Global Campaign for Education 2013: Every Child Needs a Teacher**

The 2013 GAW carried the slogan "Every Child Needs a Teacher" and in Palestine, Yemen and Jordan the slogan "The Teacher Deserves" was taken up to focus on the pivotal role played by teachers in achieving education for all. The goal of the GAW is to increase mobilized political and financial support to achieve the EFA goals. The mission of the campaign was clear and focused on "If we appreciate education then we should appreciate and value the teacher; we should value the important role teachers' play and reward this teacher on three connected levels: rehabilitation, decrease burdens and improve living conditions."

□ **Global Campaign for Education 2014: Education and Disability: Equal Right, Equal Opportunity**

The Regional Initiative for Adult Education Advocacy launched the Global Action Week for the Year 2014 under the title: "Inclusive Education – Equal Rights and Opportunities". The Launch was held on April 30th, 2014 in Amman, sponsored by the Middle East Network on Innovative Teaching and Learning "MENIT".

The Regional Initiative for Adult Education Advocacy consists of DVV International and four Arab regional networks involved in adult education and lifelong learning.

The launch included discussion of the role of adult education institutes and programs in creating a learning environment that empowers persons with disabilities in various aspects of life. The discussion was led by five panelists who are experts in the different fields of adult education, disability and human rights.

2) Regional Initiative for Adult Education Advocacy

The Regional Initiative for Adult Education Advocacy is an initiative supported by the Middle East Network on Innovative Teaching and Learning “MENIT” of the German Society for International Cooperation “GIZ”. The initiative is a cooperation between DVV International, the Arab Network for Literacy and Adult Education based in Cairo, the Arab Network for Popular Education based in Lebanon, the Arab Campaign for Education for All based in Palestine and the Arab Network for Human Rights and Citizenship Education (ANHRE) based in Jordan. The initiative aims at uniting efforts and cooperating to enhance inclusive adult education through advocacy, quality assurance and innovation. This initiative was an initial step to found the Arab House for Adult Education and Development (AHAED) which is a joint effort of 4 Arab networks engaged strongly in Education, ANHRE is one of these networks.

3) Arab Campaign for Education for All- ACEA project

Arab Campaign for Education for All- ACEA project was funded by Oxfam Novib, April 2010-March 2011.

ANHRE network was contracted by Teacher Creativity Center-TCC; one of ANHRE's members, to coordinate the regional scope of the project entitled “Arab Campaign for Education for All- ACEA project (April 2010- March 2011)” in 5 countries (Yemen, Egypt, Lebanon, Morocco, and Palestine). In addition, ANHRE helped the national educational coalitions in Iraq, Jordan, Sudan, Tunisia, and Algeria to be established and registered in ACEA and Global Campaign for Education (GCE). Those coalitions work on formal and non-formal education by following rights-based approach and stimulating human rights and citizenship concepts.

The project aimed to put pressure on the Arab World governments to fulfill their obligations towards meeting the Education for All goals by 2015. The project succeeded into increasing awareness of people and mobilization of around 1,089,740 people of which 541,730 are females.

This project successfully built and strengthened coalitions in Egypt, Lebanon, Morocco, Yemen, Palestinian Authority (West Bank and Gaza), Jordan, Iraq, Sudan and Algeria. Recently, Mauritania established a coalition and started its activities in April 2012. Media and 362 member organizations from the above countries took part in the educational decision making, setting educational issues at the forefront, and building grass roots impact on political leadership. They succeeded to put their statements and demands and approach the decision makers. In each country, coalition members worked with their community to mobilize an expansive campaign demanding the right to quality education, based on the findings of current reports on the status of education, educational needs and priorities in their country.

Effective pressure had been made in all countries on governments to improve education and fulfill the demands to quality education, and more budget allocations to education. The project involved a huge spectrum of stakeholders like private sector, civil society, teacher unions, donors, and sponsors. Media was successfully involved in the project and helped into putting more pressure on the decision makers.

4) “Reform of Education at the Arab World” Conference

ANHRE conducted a conference on “Reform of Education at the Arab World” in cooperation with the Teacher Creativity Center (TCC) and the Arab Campaign for Education for All (ACEA), and with support from Foundation for Future (FFF) and German Adult Education Association (DVV). This conference was conducted during April 27 -30, 2013; the timing of the conference was selected directly after the Global Action Week for Education, under the slogan “Every Child Needs a Teacher”. It included Arab and international participants in order to create bridges of dialogue and discussion among various educational institutions on the goals, strategies mechanisms of educational reform in the Arab world.

The conference was attended by people from 13 countries all over the world (Latin America, North Ireland, Brazil, Somalia, Sudan, Yemen, Iraq, Palestine, Gaza, Jordan, Lebanon, Egypt Jordan, Morocco, and Tunisia) who are from various educational main sectors including: the non-governmental organizations, Ministries of Education, Teachers' Unions, university academics, educators, experts and media professionals, besides to the members of the coalitions in 10 Arab Countries and the ANHRE members in 10 Arab Countries. Representatives from UNESCO, UNRWA, GCE, DVV International, Foundation for Future and EI attended the conference as well. The main goal of the conference was to open a platform of dialogue among Arab formal education institutions on one hand, and Arab, regional and international civil societies on the other, regarding educational reform in the Arab World, its goals, strategies and mechanisms.

5) Civil Society Education Fund (CSEF) project 2011- 2019

Arab Network for Civic Education and Teacher Creativity Center as a secretariat of the Arab Campaign for Education for all received a fund to monitor and assist the Education Coalitions through the Civil Society Education Fund (CSEF) which helps to operationalize the role of the civil society in driving international and national progress toward EFA and other national education goals. Through CSEF, civil society coalitions are strengthening their participation in national education sector planning and policy processes, building greater public awareness of and engagement in education issues, improving the quality of their research, policy and lobbying, and working together across countries and regions to share learning and engage with international processes. The Overall CSEF project contributed to the achievement of national education goals and Education for All by ensuring the effective participation of civil society organizations and citizens in education debates and sector planning and review.

The project supported the coalitions of education in policy participation, public awareness and coalition building, High quality research, monitoring and analysis, and cross-country learning and networks for change. The new phase of the project 2016-2018 is implementing in 7 countries (Yemen, Sudan, Somalia, Albania, Georgia, Moldova, and Palestine) 2016-2018

6) “Increasing access to second chance education opportunities for vulnerable women in Jordan”

ANHRE is working during 2020-2022 with UNwomen on “Increasing access to second chance education opportunities for vulnerable women in Jordan” in 8 deprived areas in Jordan” to increase the capacity of local organizations to provide quality blending learning to women in their areas and enhance their employment chance.

The Second Chance programme empowers women economically by making sure their learning is linked to local earning opportunities, helping them find jobs or set up businesses of their own.

7) “Gender-Responsive Community Initiatives to support secondary schools with low learning outcomes “ 2020-2021, USAID - Takamol.

The project focused on schools of low learning outcomes associated with gender challenges, community role, and surrounding environments. It examines the disparities between urban vs. rural and male schools vs. female schools and the engagement between schools, surrounding environment and the community (civil society institutions, School Development boards, Parents Associations, different stakeholders). It aims to build a strong understanding of the problem and its solutions within the community and MOE. Using a participatory data driven community-led approach, ANHRE will present study to investigate the underlying causes of schools of low learning outcomes and identify ways to increase school-community engagement.

This project targets 6 CBOs and other associated community partners understand underlying issues for these schools, build relationships with relevant stakeholders, and identify strategies that PTAs, and community organizations can apply to addressing these issues. ANHRE presented community

analysis of problems facing these schools and recommendations to the Ministry of Education. In the final phase of the project, after refining preliminary recommendations, ANHRE worked with CBOs on applying strategies for using community involvement to strengthen these schools and their surrounding environment. ANHRE will focus on implementing feasible recommendations with the community partners (CBOs, PTAs, etc) .

Study of the gender gap between male and female schools in Ajloun, East Amman, Madaba and Tafila governorates was launched at the end of this project.

8) Arab Educational Feminist Forum

Arab Feminist Movements and Their Role in The Educational Movement “Equality and Equal Opportunity” that was held during the period **18- 20 December 2020**.

ANHRE, as a secretariat of The Arab Campaign for Education for all-ACEA and in partnership with the Global Campaign for Education-GCE conducted the Arab Educational Feminist Forum entitled "Arab Feminist Movements and Their Role in the Educational Movement".

The Forum brought together national educational coalitions, the members' organizations of ACEA , Feminist Organizations, experts and activists in the field of education and women rights in the Arab region. The attendance and contribution of all these prominent parties and their contribution grounded on their expertise and resources was vital in the advancement towards analyzing the current context of the feminist movement and their contribution in the achievement of the education 2030 agenda and advancing the status of women and education in the Arab region. The forum aimed at unifying the feminist movements' efforts in the Arab region to come up with a working mechanism to enhance the role of feminist movements in the educational movement and promote the position of women in education.

Several topics were discussed through specialized sessions that embraced multiple visions, focusing on the historical role of feminist movements in education and the ability of feminist movements in influencing the educational movement in the Arab world. These topics included different aspects of challenges faced in adopting the education agenda in the Arab feminist movements and international institutions, and exploration of the feminist movements and the future of education. Due to the current circumstances, the forum paused at length on the issue of women and Covid-19 pandemic. ANHRE steered the session of 19 Dec. 2020 on the reality of women's lives, women's education, the status of continuing education, and the role of women in shaping the features of the future of education in light of the pandemic, while providing an opportunity to present distinguished initiatives and experiences in the participation of feminist movements in education in light of the pandemic and beyond.

The forum revealed through the dialogues, discussions and the papers presented that despite what was partially achieved at different levels, there are gaps that still affect the legislators, as cultural issues sometimes, laws and regulations other times, and this keep many challenges confronting any advancement, and a clear evidence of that is, that women are still outside the realm of representation at all levels of political, educational and community leadership.

Strategic partnership and networking:

ANHRE is a member in many regional and international educational remarkable platforms and has a strong and good relationship with them

- An official membership in the Global Campaign for Education for All- GCE
- An official membership in the Arab Campaign for Education for All- ACEA.
- ANHRE joined INEE as a regional anchor for conflict sensitive education taking INEE minimum standards a core of this effort and a member of INEE.
- A representative of the Arab States of UNESCO's Collective Consultation of NGOs of Education for All (CCNGO/ED 2030)
- An official member in Middle East Network on Innovative Teaching and Learning (menit)
- An executive official member in the International Council for Adult Education (ICAE)

- An official member of the Jordanian Network of the Anna Lindh Euro-Mediterranean Foundation for the Dialogue between Cultures
- A founding and board member of Arab House for Adult Education and Development (AHAED) which is a joint effort of 4 Arab networks engaged strongly in Education: the Arab Network for Literacy and Adult Education based in Cairo, the Arab Network for Popular Education based in Lebanon, the Arab Campaign for Education for All based in Palestine and the Arab Network for Civic Education (ANHRE) based in Jordan. AHAED aims at uniting efforts and cooperating to enhance inclusive adult education through advocacy, quality assurance and innovation.

List of analysis research/papers conducted by ANHRE to enable us to conduct data driven projects and programs

1. Study on Early Childhood Education in Maan Governorate- 2012 (USAID, AED Jordan Civil Society Program):
<http://anhre.org/functions.php?action=files&table=files&ID=227>
2. A Study of Assessing Community Violence in Jordan as Part of the Youth Initiative to Combat Community Violence in Salt City
<http://anhre.org/functions.php?action=files&table=files&ID=228>
3. Research Paper on Statelessness in Jordan - 2012
<http://anhre.org/functions.php?action=files&table=files&ID=230>
4. A Research Paper on Citizenship 2012
<http://anhre.org/functions.php?action=files&table=files&ID=231>
5. Research Paper on Emancipatory Education- ROSA LUXEMBURGE - 2015
<http://anhre.org/functions.php?action=files&table=files&ID=234>
6. A Study on Harassment in Jordan Developed as Part of the "Youth to Reduce Harassment" Project (USAID Takamol/Irex - Gender Program)- 2016
<http://anhre.org/functions.php?action=files&table=files&ID=229>
7. Terms of Reference for Promoting the Participation of Youth and Women in Union Work (IM Swedish Partner)- 2020
<http://anhre.org/functions.php?action=files&table=files&ID=225>
8. Baseline Assessment- Close Look at The Status of Women and Youth in Jordanian Professional Associations (IM Swedish Partner) 2020
<http://anhre.org/functions.php?action=files&table=files&ID=233>
9. policy papers related to youth and women participation in the unions:
<http://anhre.org/functions.php?action=files&table=files&ID=260>
<http://anhre.org/functions.php?action=files&table=files&ID=259>
10. Study of the gender gap between male and female schools in Ajloun, East Amman, Madaba and Tafila governorates (Takamol/Irex) - 2021
<http://anhre.org/functions.php?action=files&table=files&ID=268>
<http://anhre.org/functions.php?action=files&table=files&ID=270>
11. policy and position papers on inclusive work places for people with disability
<http://anhre.org/functions.php?action=files&table=files&ID=216>
<http://anhre.org/functions.php?action=files&table=files&ID=217>
12. Women Empowerment Project Compendium 2017-2020
<http://anhre.org/functions.php?action=files&table=files&ID=200>.
This includes Case Studies, Outcome Harvesting, Results and Recommendation of the National Policy Paper

Policy papers:

<http://anhre.org/functions.php?action=files&table=files&ID=199>
<http://anhre.org/functions.php?action=files&table=files&ID=198>
<http://anhre.org/functions.php?action=files&table=files&ID=196>
<http://anhre.org/functions.php?action=files&table=files&ID=195>
<http://anhre.org/functions.php?action=files&table=files&ID=194>
<http://anhre.org/functions.php?action=files&table=files&ID=192>
<http://anhre.org/functions.php?action=files&table=files&ID=191>

Toolkits and learning tools

1. Let's Act Together for Change- A Practical Guide to Democratic Citizenship for Youth and Women in the Middle East and North Africa: 2012
<http://anhre.org/functions.php?action=files&table=files&ID=224>

The objectives of the Toolkit:

- To equip frontline civic education workers and local and national government officials with knowledge and skills to better promote citizen participation and engage people in their communities and societies to become more actively involved in issues that affect them.
- To increase participation of local community in developing and implementing citizenship projects at the local levels.

The Toolkit is designed primarily for use in non-formal and formal educational settings such as NGO offices, community centers, schools and other settings where activities and projects are offered or initiated. The Toolkit is designed to be used by civil society workers as well as government officials coordinating activities on citizenship education with various target groups, particularly:

- Youth- 16 to 30 (men and women)
- Women

Individuals from discriminated against, marginalized and vulnerable groups in particular are targeted to participate in the activities and action-oriented projects.

2. Mosharka "Human Rights project guide" 2011 to November 2014
 The *Mosharka youth human rights project guide* is a human rights education tool designed for civil society organizations (CSOs/ANHRE members), youth leaders and organizations working with youth on issues of human rights and democratic participation in Morocco, Tunisia, Egypt, Yemen and Jordan. A first version of this Guide was developed following a needs validation in 2012-2013 and piloted in 2013-2014 for the implementation of the first phase of youth human rights projects.

English:

<https://storage.googleapis.com/anher/PDF%20files/Youth%20human%20rights%20project%20guide.pdf>

Arabic

<https://storage.googleapis.com/anher/PDF%20files/%D8%AF%D9%84%D9%8A%D9%84%D9%85%D8%B4%D8%B1%D9%88%D8%B9%D8%AD%D9%82%D9%88%D9%82%D8%A7%D9%84%D8%A7%D9%86%D8%B3%D8%A7%D9%86%D9%84%D9%84%D8%B4%D8%A8%D8%A7%D8%A8.pdf>

3. ANHRE Toolkit for Democratic Citizenship Programs - 2018
<http://anhre.org/files/Inclusive%20Educational%20toolkit%20for%20NGOs.pdf>

4. Inclusive work places manual in Jordan 2019-2020
<http://www.anhre.org/page-1274-ar.html>

5. Youth Academy for Democracy toolkit 2021

The toolkit aims to

- Strengthen the capacity of the members of the unions from youth group on the concepts of gender equality, democracy and human rights
- Build a deeper understanding of the principles of work of unions and the basis of social dialogue
- Strengthen the ability of young unionists to develop plans to integrate gender equality issues and youth into union agendas

Arabic

<https://storage.googleapis.com/anher/PDF%20files/%D8%AD%D9%82%D9%8A%D8%A8%D8%A9%20%D8%A7%D8%AF%D9%88%D8%A7%D8%AA%20%D8%AA%D8%AF%D8%B1%D9%8A%D8%A8%D9%8A%D8%A9%20-%D8%A7%D9%83%D8%A7%D8%AF%D9%8A%D9%85%D9%8A%D8%A9%20%D8%A7%D9%84%D8%B4%D8%A8%D8%A7%D8%A8%20.pdf>

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