



Recommendations

Arts and Culture

1. Considering crowd funding as one of the main resources to support arts and culture projects and make it accessible across social classes. (60%)¹
2. A wiki/toolkit should be created that includes resources tools teaching materials for practitioners of arts and civic education. (68%)
3. Creating cultural spaces and facilitating their use and their accessibility to the public (actual and virtual spaces). (80%)
4. Establishing a regional foundation for civic education to ensure the implementation of the recommendations and their sustainability through a network across the region. (65%)
5. Arts and culture should be decentralized in two ways: 1) in a geographical sense reaching out to marginalized and disadvantaged areas; 2) in an abstract sense that goes beyond the main stream definition of art, thus supporting marginalized areas of art in an ongoing differentiation process. (68%)
6. Cultural and educational institutions and organizations need to open up and adopt a proactive approach to the target groups in order to support inclusivity and accessibility. (79%)
7. Adopting a participatory/integrative approach in creating cultural and artistic projects (design wise and cooperation between civic and pedagogical/educational society). (74%)
8. Need for more networking in order to bring more awareness about the potential of the combination of civic education and arts and culture. This means donors should start supporting more joint, cross sectorial projects such as trainings, collaborations, festivals, etc. (76%)

Rule of Law

1. Different stakeholders - families, teachers, academics, CSOs, private sector, government - work jointly to design programs contributing to make the rule of law applicable to all in a way to ensure.
 - That no one is above the law.
 - Everybody is equal before the law.Acknowledging, the process of rule of law ensures that law is a dynamic process instead of a static one. (74%)
2. Local authorities should establish an ombudsman (for the rule of law) on the level of local governance. (60%)
3. National authorities should establish mirror directorates at the Ministry of Justice and the Ministry of Education or other stakeholders. (51%)
4. CSOs and education authorities' work together to support initiatives of the rule of law at schools, i.e. volunteering, student unions, ombudsman, non-formal education, etc. (75%)
5. CSOs, authorities and donors set together rules/criteria (based on transparency and trust) for funds acquisition. (69%)

¹ Quota of participants that stated the recommendation is "urgent".



6. Stakeholders should draft trainings for youth organizations and marginalized groups on advocacy skills and enhance the capacity of journalists to use terminology and principles of the rule of law. (79%)
7. In order for the following tools to be inclusive the stakeholders should develop them based on ownership, promoting decentralization and adopting a participatory approach in designing programs: (62%)
 - Trainings
 - Media + Art
 - Facilitation / discussion
 - Bodies (i.e. ombudsman)
 - Policies based on the rule of law - encourage research on the rule of law
 - Education, sports and gaming as tools to promote the rule of law
 - Elections at school
 - Evaluation and sharing good practices

Equality and Diversity

1. Establish an umbrella organization for all the organizations, initiatives and individuals interested in the field of civic education. In order to transfer knowledge, build capacity, network, and share opportunities. (61%)
2. Encourage big organizations to incubate underprivileged organizations and initiatives and provide them with knowledge and experience. (66%)
3. Encourage cooperation between NGOs to identify the needs for legal and policy changes to ensure equality. (65%)
4. Encourage civil society actors to form broad coalitions with experts/universities and donors to develop proposals for policies and legal framework to promote equality in diverse societies. (75%)
5. Advocate for the inclusion of multicultural sensitivity development modules in teachers' training programs. (84%)
6. Advocate for adding practical training in multicultural environment for future teachers. (84%)
7. Introduce intercultural perspectives through including exchange programs in educational curricula. (75%)
8. Advocate for educational legislations identifying a precise process enabling the monitoring of respect for diversity with the educational institutions. (58%)
9. Increase the awareness of the public on the importance of inclusion and the benefits of diversity by the state, media, civil society, and the people. (75%)
10. Promote active diversity to encourage efficient collaboration among the different groups in society through open dialogue platforms and workshops. (67%)
11. Acknowledge that diversity is essential for democratic practices by the state through the implementation of inclusionary laws guaranteeing rights for minorities and marginalized groups. (72%)
12. Encourage the state to provide and maintain an open space of expression for all its citizens to advocate effective participation by everyone in the society. (64%)



Educating for engagement

1. Implement capacity building programs for civil society agents and teachers. (85%)
2. Build a strong partnership and network between formal and informal sector. (71%)
3. Develop an evaluation framework to measure the impact of civic education. (76%)
4. Map the current civic education situation by conducting a baseline study (by a neutral organization) to identify the needs of civic education for each country separately. (68%)
5. Launch awareness campaigns for the society in order to introduce civic education and to motivate citizens to get engaged. (58%)
6. Civic education should not exclude any religious, humanist, ethnic and cultural background. (70%)
7. Design civic education programs with a compulsory component of project based learning activities while encouraging voluntary implementation. (71%)
8. Create a monitoring body to maintain follow-ups and partnerships between MENA countries and European countries. (64%)
9. Enforce networking to exchange experiences of strategies, practices, methods, and techniques by creating a community of practice (CEC 2016 participants). (72%)
10. Work in partnership with mass media and social media to promote civic education agenda/projects/agents. (70%)