Baseline Study

First semester, academic year 2026/2027

What participants bring into the program: an analysis of the pre-evaluations completed to date

Data as of 16 November 2026, 17:52 (Amman time). The pre-evaluation is still open, and these figures will be updated as more participants complete it.

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Public edition. Aggregated figures only; no participant or university can be identified from this report. Results for individual questions and for individual universities are kept internal; each site receives its own figures.

Contents

At a glance 3
Executive summary 4
1. Purpose and context 5
2. How the baseline was built 6
2.1 The instrument 6
2.2 The data 7
2.3 The measures 7
2.4 How to read the comparisons 8
2.5 Limits 8
3. Coverage: who has completed the pre-evaluation so far 8
4. Who the respondents are 10
5. Knowledge at entry 12
6. Confidence in civic skills 12
7. Political efficacy, intention to vote and ambition 13
8. Civic experience before the program 14
9. "Manaa": resilience to misinformation and polarization 15
10. Differences between groups 17
10.1 Female and male participants 17
10.2 Year of study, age and previous participation 18
10.3 Field of study 18
10.4 Universities 19
10.5 Governorates 19
11. Data quality 19
12. Baseline values for monitoring 20
13. Recommendations 21
Annex A. Faculties: respondents and completion 21
Annex B. Governorates of residence 23
Annex C. Data note 23

At a glance

7,332 pre-evaluations received (7,324 unique participants)	**58%** of the 12,272 accepted applications have a completed pre-evaluation so far	**69%** of respondents are female	**16** universities and colleges, with participants living in all 12 governorates
72.3% average knowledge score at entry in Ana Usharek (Stage 1)	**71%** believe young people's voice can change a public decision	**37%** intend to vote in the next local or parliamentary election	**65%** say they pause and check a post that angers them before sharing it

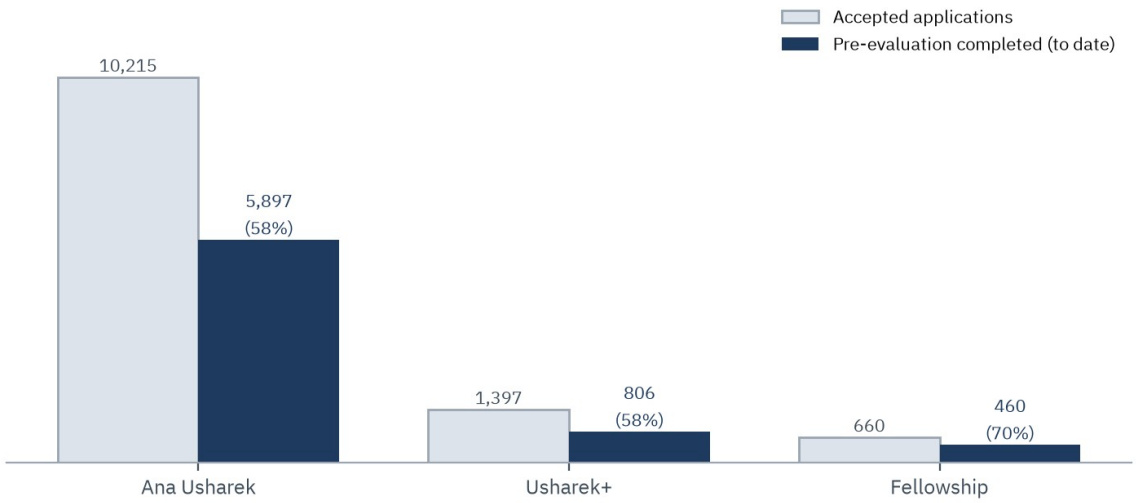


Figure 1. Accepted applications and completed pre-evaluations, by stage

Executive summary

This report sets the starting point for the first semester of 2026/2027. It draws on the pre-evaluation that every participant completes in the portal before their first session, and it reads the results by stage, sex, age, year of study, field of study, university and governorate. The aim is simple: to know where participants stand before the program begins, so that the post-evaluation at the end of the semester can show what changed and for whom.

The pre-evaluation is still under way. As of 16 November 2026, 7,324 participants had completed it, and 7,163 of the 12,272 accepted applications (58%) had a completed pre-evaluation. The gap is a matter of timing rather than refusal: registration ran on a rolling basis, many participants received their portal code only after the portal moved the pre-evaluation to the start of the journey on 17 October, and since 14 November a session attended before the pre-evaluation is no longer counted. Every figure in this report should therefore be read as the baseline to date. It will be refreshed as completion rises.

What we found

- **Participants arrive with a solid base of knowledge.** Stage 1 participants answered 72.3% of the knowledge questions correctly, and 17% answered all twelve. The Stage 2 and Stage 3 tests are harder (58.9% and 58.3%), so there is more room to grow.
- **Confidence sits in the middle of the scale.** The confidence index averages 3.42 in Stage 1, and only 28% of Stage 1 participants reach the "high confidence" mark. Self-ratings rise with knowledge, so they are a useful, if partial, measure of change.
- **Belief without intention.** Across the three stages, 71% believe that young people's voice can change a public decision, but only 37% intend to vote in the next local or parliamentary election and 31% seriously consider running for office one day. This is the gap the program most needs to close.
- **Civic experience is thin at entry and grows with time, not with knowledge.** A Stage 1 participant has done 2.5 of six civic actions on average; 20% have ever contacted an official or elected body. Experience rises with each year of study and each stage of the program, while knowledge barely moves with year of study.
- **Female participants know more but expect less of themselves.** Female participants outscore male participants on knowledge at every stage (by 5 to 11 points) and judge news more accurately. Yet fewer of them report high confidence (26% against 32%), intend to vote (34% against 38%) or consider running (29% against 33%), and they report fewer past civic actions. Female participants are more likely to reject violence and incitement (70% against 59%).

- **Judging the news is a skill to build.** Among the 1,966 participants who answered the "Manaa" part, posts were judged correctly 72% of the time, and accurate posts were rated only 1.1 points above misleading ones on a scale where the gap could reach 3.
- **Polarization is present but not dominant.** Most participants say they pause before sharing a post that angers them (65%) and firmly reject threats, violence and incitement against people who disagree (67%). Only 50% say they change their mind when they hear a stronger argument, and 25% feel cold toward young people who hold different views.
- **Universities start from different places.** Stage 1 knowledge ranges from 57% to 81% across universities, and completion of the pre-evaluation ranges from 25% to 76%. Each site therefore needs its own baseline and its own targets.

What this means for the semester

1. Strengthen the parts of each stage's curriculum where knowledge is lowest, with a short check at the end of the relevant sessions.
2. Turn belief into intention: give every participant the concrete steps of voting and a reason to act on them before the coming local elections.
3. Build female participants' confidence and political ambition, and work with male participants on knowledge and on rejecting violence.
4. Strengthen judging information, and the habit of pausing before sharing, in the "Manaa" sessions.
5. Close the pre-evaluation gap at sites below 50% and among senior students before the post-evaluation opens.
6. Keep the post-evaluation identical to the pre-evaluation, so that the change can be measured cleanly.

1. Purpose and context

Ana Usharek is the youth civic education program of the Independent Election Commission. It runs in three stages this semester: Ana Usharek (Stage 1), Usharek+ (Stage 2) and the Al-Zamala Fellowship (Stage 3). Each stage has its own curriculum and its own instrument, built around six skill threads: civic education, personal skills, political participation, dialogue and negotiation, needs assessment, and research and critical thinking.

A baseline answers three practical questions. Where do participants start? Who starts further behind? And what should the post-evaluation show if the semester succeeds? This report

answers the first two in detail and proposes the indicators to watch for the third. It is written for program management, the operations team and the site coordinators, and its headline figures are designed to feed the public dashboard once the pre-evaluation closes.

This semester the pre-evaluation moved into the participant portal and became a condition for attendance. A participant fills it once, before the first session, in about 23 minutes. The same instrument will be used at the end of the semester, so every result here is a point of comparison.

Reading the figures

The pre-evaluation is an ongoing process. The figures reflect the 7,324 participants who had completed it by 16 November 2026, 17:52. The 12,272 accepted applications include participants who registered late, who have not yet received or used their portal code, or who have not yet attended. Their answers will be added as they come in.

2. How the baseline was built

2.1 The instrument

The pre-evaluation has the same structure at every stage, with content that rises in difficulty from one stage to the next:

- **Part A, knowledge and understanding:** 12 multiple-choice questions per stage, written for that stage's curriculum.
- **Part B, confidence and attitudes:** 13 statements on a five-point scale from "strongly disagree" to "strongly agree". The first ten are stage-specific skills; the last three are the same at every stage: intention to vote, political ambition and political efficacy.
- **Part C, what you have actually done:** six yes-or-no questions on civic actions, the same at every stage, plus two (Stage 2) or three (Stage 3) stage-specific actions.
- **Part D, a performance task** (Stages 2 and 3 only): a short written response to a realistic case, marked separately with a rubric. It is not analyzed in this report.
- **Part F, "Manaa":** four short posts to rate for accuracy (two accurate, two misleading) and five items on pausing before sharing, warmth toward people who disagree, intellectual humility, rejecting violence and readiness for dialogue. This part was added on 28 October, so it covers 1,966 respondents.

2.2 The data

The analysis covers every pre-evaluation submitted in the portal between 14 October and 16 November 2026 (17:52). Of 7,332 submissions, 8 were duplicates of the same person and stage, which leaves 7,324 participants. For 99.6% of them, sex, age, faculty and year of study come from the registration record; for the rest, the details given on the form were used. Accepted applications exclude those marked as removed in the portal (merged duplicates and withdrawals). The data were read inside the portal and only counts and averages left it. No name, national number or phone number was copied.

2.3 The measures

Table 1 defines the indicators used throughout the report. "Agree" always means one of the two highest points of the five-point scale.

Table 1. Indicators and how they are calculated

Indicator	How it is calculated	Range
Knowledge score	Share of the 12 Part A questions answered correctly. Unanswered questions count as not correct. Calculated when at least six questions were answered.	0–100%
Confidence index	Average of the ten stage-specific skill statements (B1–B10).	1–5
High confidence	Share of participants whose confidence index is 4 or more.	0–100%
Intention to vote	Agree with "I intend to vote in the next local or parliamentary election".	0–100%
Political ambition	Agree with "I seriously consider running for elected office one day".	0–100%
Political efficacy	Agree with "Young people's voice can change a public decision in my community".	0–100%
Civic experience	Number of the six common civic actions (C1–C6) answered "yes".	0–6
Posts judged correctly	Share of the four "Manaa" posts rated the right way (accurate rated 3–4, misleading rated 1–2).	0–100%
News discernment	Average rating of the two accurate posts minus the average rating of the two misleading posts.	−3 to +3
Warmth	Feeling toward young people who disagree on public issues.	0–10

2.4 How to read the comparisons

The knowledge questions differ by stage and become harder as participants progress, so knowledge scores should be compared within a stage, never across stages. The intention, efficacy, civic action and "Manaa" items are identical at every stage and can be compared directly. Groups with fewer than 20 respondents are not reported for "Manaa" items, and fewer than 50 for knowledge by university. A difference between two groups is described as real only when it is statistically clear ($p < 0.05$) and large enough to matter in practice (at least five percentage points, or an effect size of 0.2 or more).

2.5 Limits

- Participants who completed the pre-evaluation early may differ from those who will complete it later. First-year students and first-time participants are, so far, more likely to have completed it (Section 3).
- Confidence, attitudes and past actions are self-reported. They show how participants see themselves, which is itself worth measuring, but not an external assessment.
- Some 12% of respondents gave the same answer to every Part B statement. Their knowledge answers are unaffected, but their self-ratings carry little information (Section 11).
- The voting question covers the last election a participant was eligible for, including student elections. Many first-year students have not yet had that opportunity, so the figure understates participation among those who have.

3. Coverage: who has completed the pre-evaluation so far

By 16 November, 7,163 of the 12,272 accepted applications (58%) had a completed pre-evaluation. Completion is similar in Stage 1 (58%) and Stage 2 (58%) and higher in the Fellowship (70%), whose participants know the program well. The other 161 responses come from applicants who are not, or not yet, on the accepted list, or whose response could not be matched to an application.

Most of the pre-evaluations arrived in the two weeks after the portal began placing the pre-evaluation at the start of the participant's journey on 17 October: 80% had been received by 31 October. Since then the pace has settled at about 90 a day. At that pace, closing the remaining gap would take several more weeks, which is why the rule in force since 14 November, that sessions attended before the pre-evaluation do not count, matters.

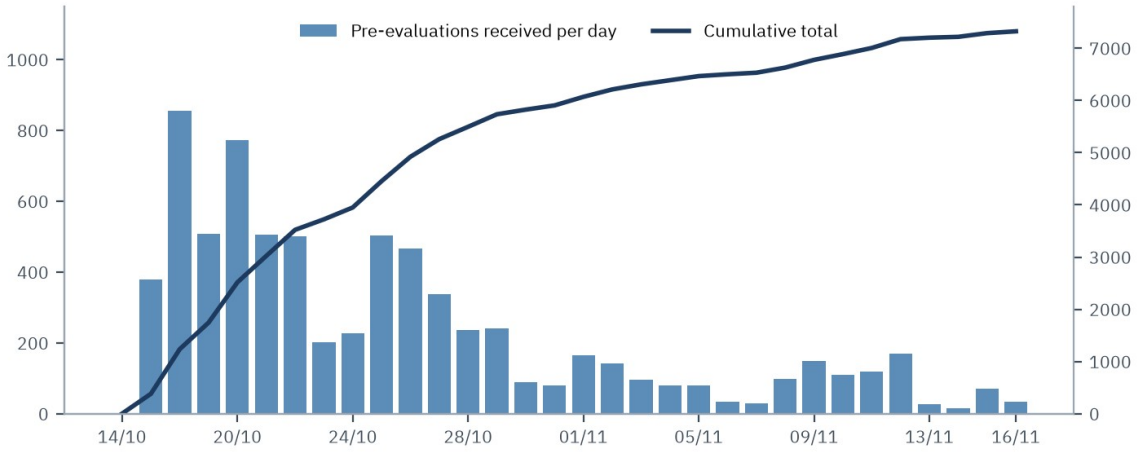


Figure 2. Pre-evaluations received per day and cumulative total

Completion varies widely by university, from 25% to 76%. Of the 16 sites, 11 are below the program average and 8 are below 50%.

Completion also differs by profile (Table 2, based on all active applications). It falls steadily with year of study, from 65.4% among first-year students to 49.4% in the fourth year and 35.5% in the fifth. It is higher among female applicants (59.9%) than male applicants (54.7%) and among first-time participants (60.0%) than returning ones (53.6%). The respondents are therefore slightly younger and newer to the program than the accepted group as a whole. The effect on the averages is small, because knowledge varies little with year of study (Section 10), but the follow-up effort should go first to senior students and to the sites below 50%.

Table 2. Completion of the pre-evaluation by participant profile (active applications)

Group	Applications	Completed	Rate
Sex			
Female	8,348	5,001	60%
Male	4,000	2,188	55%
Year of study			
First year	4,155	2,718	65%
Second year	3,614	2,100	58%
Third year	2,369	1,327	56%
Fourth year	1,861	920	49%
Fifth year	349	124	36%
Age			
17–18	3,384	2,242	66%

Group	Applications	Completed	Rate
19–20	5,612	3,331	59%
21–22	2,371	1,191	50%
23 and over	958	422	44%
Participation			
First time in the program	8,976	5,382	60%
Returning participant	3,372	1,807	54%
Total	**12,348**	**7,189**	**58%**

4. Who the respondents are

The 7,324 respondents are 69% female and 31% male, a balance that holds at every stage. By age, 77% are between 17 and 20 years old, and 66% are in their first or second year at university. In Stage 1, 90% are new to the program; in Stage 2 and 3, almost all (96%) are returning participants, as the progression intends.

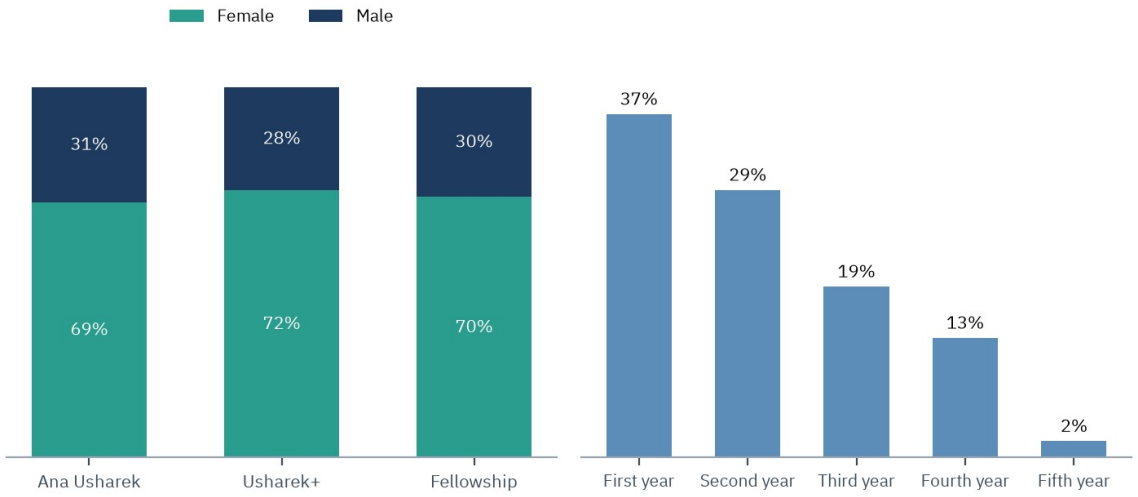


Figure 3. Respondents by sex and stage (left) and by year of study (right)

Table 3. Respondents by stage and profile

Group	Ana Usharek	Usharek+	Fellowship	All stages
Respondents	5,982	859	483	7,324
Sex				
Female	4,123 (69%)	620 (72%)	340 (70%)	5,083 (69%)
Male	1,859 (31%)	239 (28%)	143 (30%)	2,241 (31%)

Group	Ana Usharek	Usharek+	Fellowship	All stages
Age				
17–18	2,185 (37%)	45 (5%)	23 (5%)	2,253 (31%)
19–20	2,611 (44%)	525 (61%)	244 (51%)	3,380 (46%)
21–22	839 (14%)	231 (27%)	160 (33%)	1,230 (17%)
23 and over	322 (5%)	56 (7%)	54 (11%)	432 (6%)
Year of study				
First year	2,663 (45%)	51 (6%)	16 (3%)	2,730 (37%)
Second year	1,614 (27%)	355 (41%)	158 (33%)	2,127 (29%)
Third year	940 (16%)	254 (30%)	165 (34%)	1,359 (19%)
Fourth year	655 (11%)	174 (20%)	122 (25%)	951 (13%)
Fifth year	85 (1%)	24 (3%)	22 (5%)	131 (2%)
Participation				
First time in the program	5,376 (90%)	36 (4%)	12 (2%)	5,424 (74%)
Returning participant	581 (10%)	822 (96%)	471 (98%)	1,874 (26%)

Every field of study is represented. Humanities, languages and arts form the largest group (19%), followed by health sciences (15%), sciences and agriculture (12%) and business and economics (12%). Law and Sharia make up 11%, information technology 11% and engineering and architecture 9%. Participants live in all 12 governorates, with Amman (36%) and Irbid (27%) the largest. The two largest universities account for 31% and 15% of respondents.

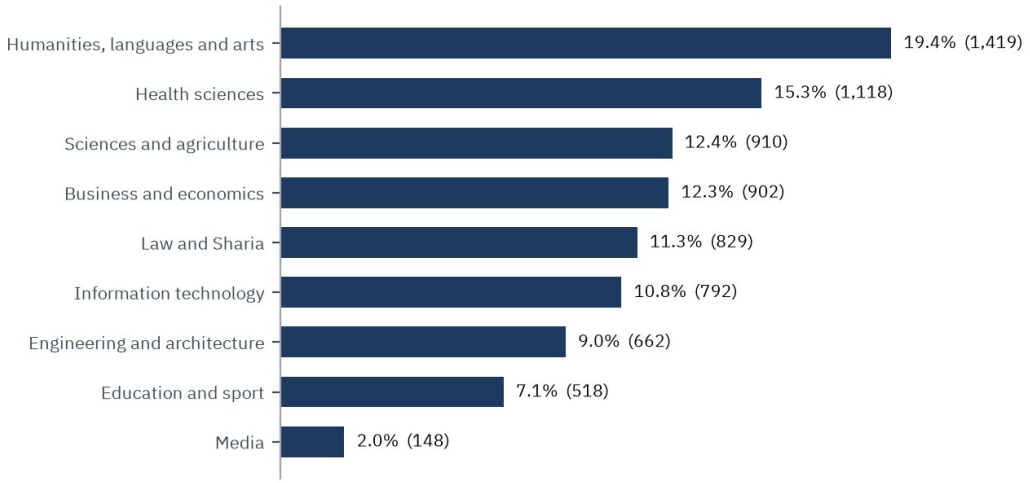


Figure 4. Respondents by field of study

5. Knowledge at entry

Stage 1 participants answered 72.3% of the questions correctly on average. The median participant got 9 of 12 right, and 17% got all twelve. Stage 2 and Stage 3 participants scored 58.9% and 58.3%. Their tests are harder and closer to the specialist content of their stage, so the lower scores do not mean they know less. They mean there is more room to grow.

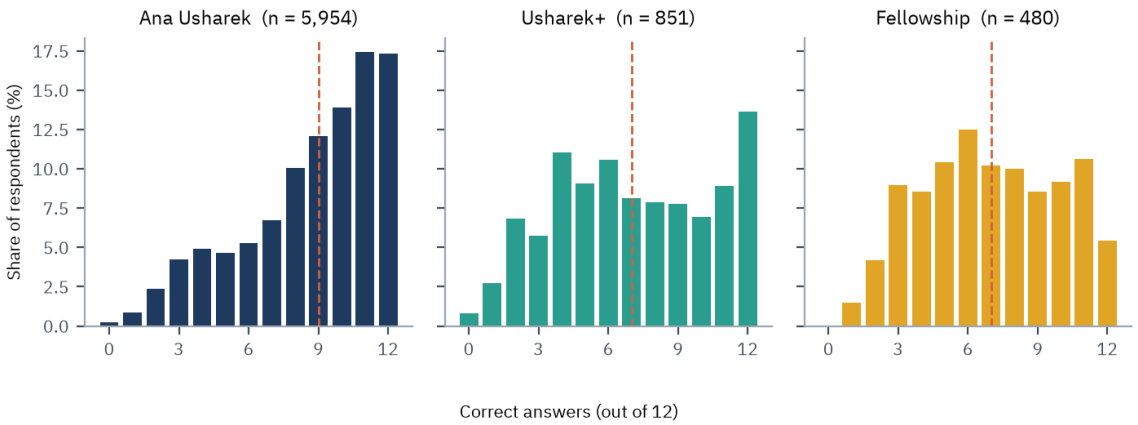


Figure 5. Distribution of knowledge scores, by stage (the dashed line marks the median)

Handling the knowledge questions

Results for individual questions are kept internal until the post-evaluation closes, so that the questions and their answers are not shared with participants beforehand. Program management uses them to plan the sessions.

6. Confidence in civic skills

Participants rate their own skills in the middle of the scale: the confidence index averages 3.42 in Stage 1, 3.39 in Stage 2 and 3.51 in Stage 3, and only 26% to 28% reach the "high confidence" mark of 4 or more.

As for knowledge, results for individual skill statements are kept internal until the post-evaluation closes.

Confidence follows knowledge, but loosely. Stage 1 participants who answered four questions or fewer rate themselves 2.81 on average; those who answered nine or more rate themselves 3.63 (correlation 0.36). Participants are not blind to their gaps, which makes their self-ratings a useful, if partial, measure of change.

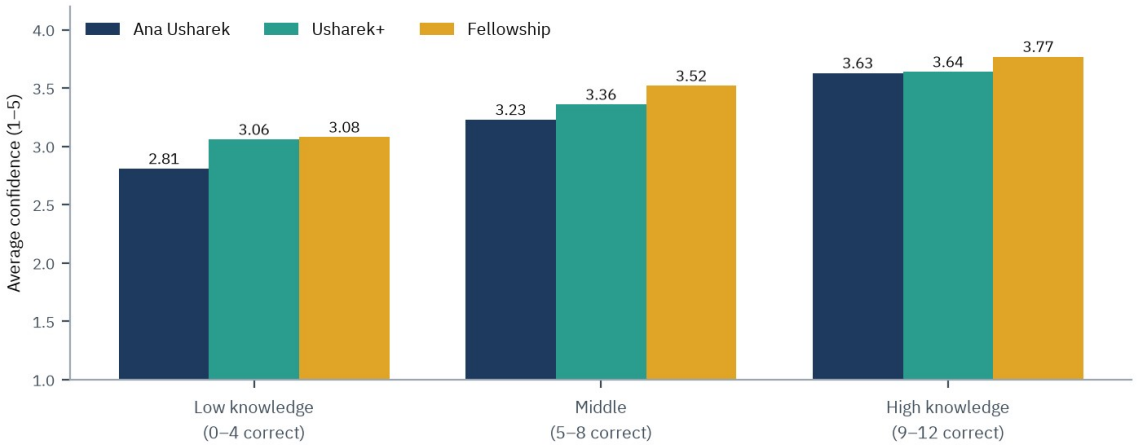


Figure 6. Average confidence by level of knowledge, by stage

7. Political efficacy, intention to vote and ambition

The three common items in Part B tell the most important story of this baseline. Most participants believe that young people can make a difference: 71% agree that young people's voice can change a public decision in their community. Far fewer plan to act through elections. Only 37% intend to vote in the next local or parliamentary election, and 31% seriously consider running for elected office one day.

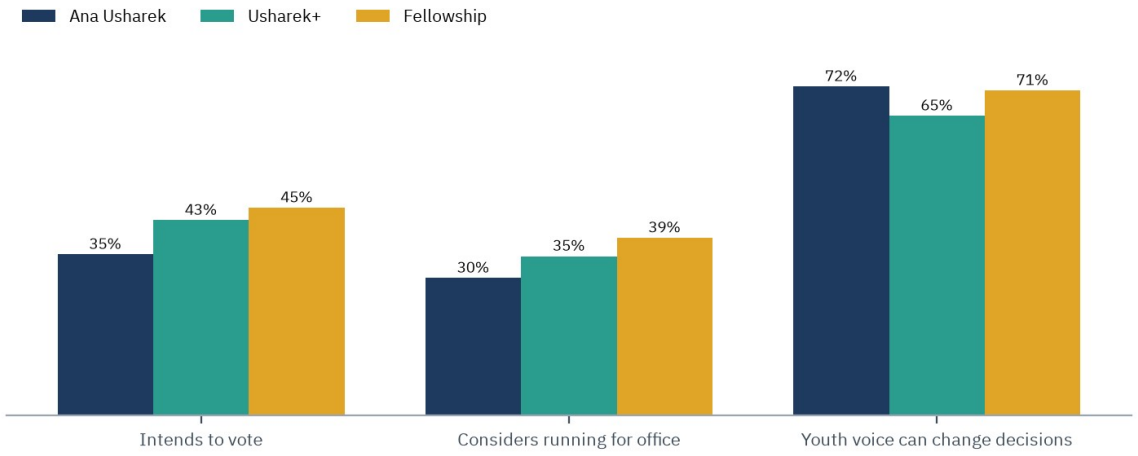


Figure 7. Efficacy, intention to vote and political ambition, by stage

In Stage 1, as many participants disagree that they intend to vote (36%) as agree (35%), and 29% are undecided. Intention is higher among those further along the program: 43% in Stage 2 and 45% in Stage 3. The pattern is the same for political ambition (30%, 35% and 39%). Because Stage 2 and Stage 3 participants are selected from earlier cohorts, this is not proof of impact, but it is consistent with the program moving participants in the right direction.

Two relationships matter for the semester ahead. Efficacy goes hand in hand with confidence (correlation 0.62): participants who feel capable also believe their voice counts. Intention to

vote, on the other hand, is barely related to knowledge (0.10). Knowing more about elections does not by itself make a participant more likely to vote. The curriculum has to work on intention directly.

The key gap

Belief without intention is the central finding of this baseline. In all, 71% of participants think young people can change things; 37% plan to vote. Moving intention to vote is the clearest test of the semester.

8. Civic experience before the program

Most participants arrive with some civic experience, but not much. A Stage 1 participant has done 2.5 of the six civic actions on average; 9% have done none, and 26% have done four or more. Checking information before sharing it is almost universal (81%), and 49% have volunteered. Fewer have taken part in an organized public discussion (40%), voted in the last election they were eligible for (34%), attended a public meeting (30%) or contacted an official or elected body (20%).

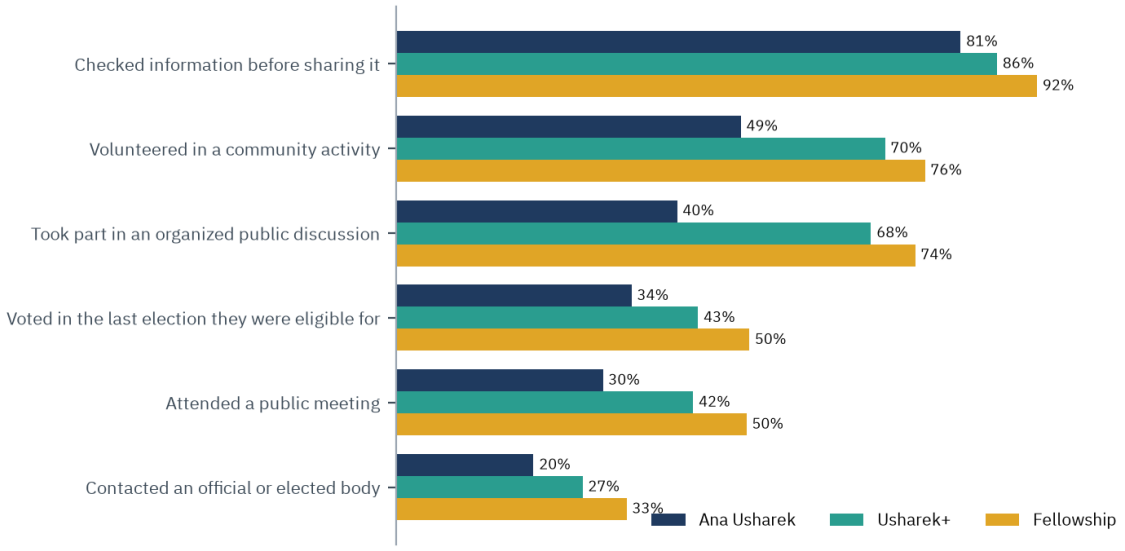


Figure 8. Civic actions taken before the program, by stage

Experience rises with each stage: 3.4 actions in Stage 2 and 3.8 in Stage 3. Among the stage-specific actions, 26% of Stage 2 participants have submitted an information request and 25% a written request or complaint to the municipality. Among Fellows, 47% have facilitated a session or workshop, 48% have led an organized community initiative and 41% have applied for a job or training with a portfolio.

Experience comes with time at university, not with knowledge. Within Stage 1, the number of civic actions rises from 2.3 among first-year students to 3.3 in the fifth year, while the knowledge score stays between 71% and 74%. Knowledge and past action are almost unrelated (correlation −0.13). The program reaches students early, when they know enough but have done little, which is where it can make the most difference.

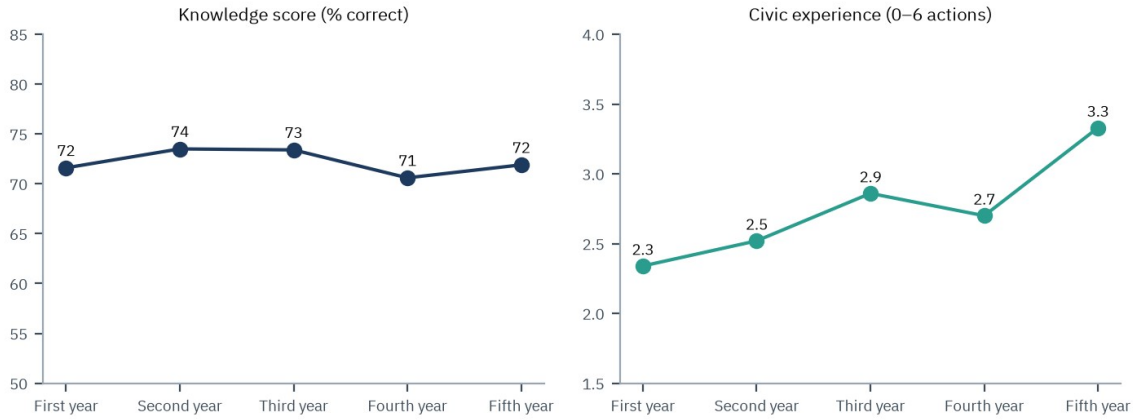


Figure 9. Stage 1: knowledge and civic experience by year of study

9. “Manaa”: resilience to misinformation and polarization

Part F was added to the pre-evaluation on 28 October, so it covers the 1,966 participants who completed the pre-evaluation after that date. It asks them to rate four short posts and to respond to five statements about how they deal with information and with people who disagree.

Overall, participants judged 72% of the posts correctly and rated the accurate posts 1.1 points higher than the misleading ones, on a scale where the gap could reach 3. Female participants and those with more knowledge judge the posts more accurately (Section 10).

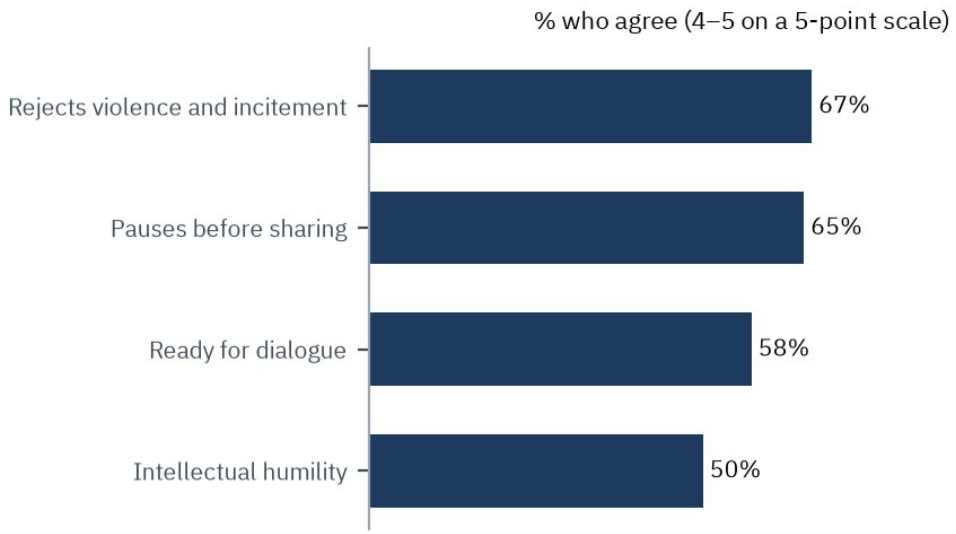


Figure 10. "Manaa": attitudes toward information and disagreement (% who agree)

Asked about their own habits, 65% say they pause and check a post that angers or scares them before sharing it, and about the same share (67%) firmly reject threats, violence and incitement against people who disagree, even in elections. That still leaves 16% who disagree with that statement. Readiness to sit and talk calmly with a political opponent is lower (58%), and intellectual humility lowest: 50% say they change their mind when they hear a stronger argument.

Feelings toward young people who disagree are mixed. On a scale from 0 (very cold) to 10 (very warm), the average is 5.7: 44% feel warm, 32% choose the neutral midpoint and 25% feel cold. Warmth goes with readiness for dialogue (correlation 0.45) and with rejecting violence (0.46), and knowledge goes with judging news correctly (0.56). The program's content and its dialogue methods both have a part to play here.

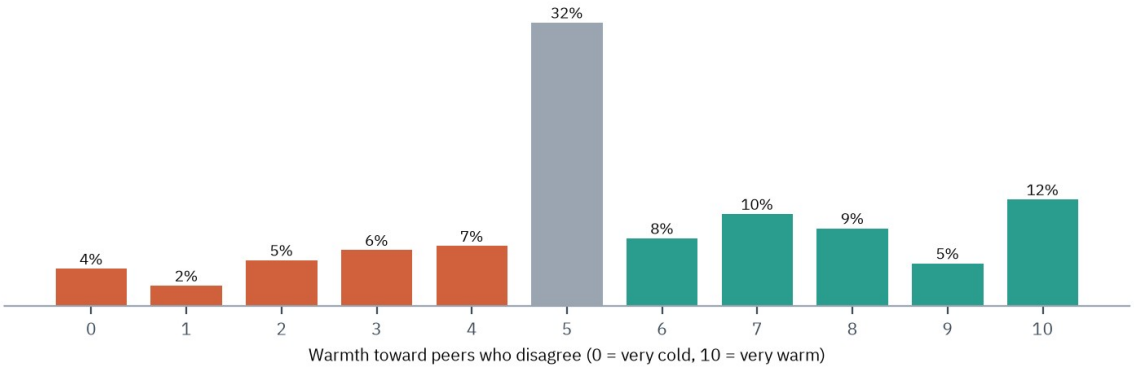


Figure 11. Warmth toward young people who disagree (all stages)

10. Differences between groups

10.1 Female and male participants

The clearest group difference in this baseline is between female and male participants, and it runs in opposite directions. Female participants know more. They outscore male participants on knowledge at every stage: by 5.0 points in Stage 1 (73.8% against 68.8%), 9.3 points in Stage 2 and 10.9 points in the Fellowship. In Stage 1, they also judge news more accurately (73% of posts against 68%) and are more likely to pause before sharing (68% against 59%) and to reject violence and incitement (70% against 59%). They are more convinced that young people's voice can change things (75% against 65%).

Yet female participants expect less of themselves. In Stage 1, fewer report high confidence in their skills (26% against 32%), fewer intend to vote (34% against 38%) and fewer consider running for office (29% against 33%). They also report fewer past civic actions (2.4 against 2.9). In short, female participants arrive better informed and more committed to non-violence, while male participants arrive more confident and more active. Both gaps are targets for the semester.

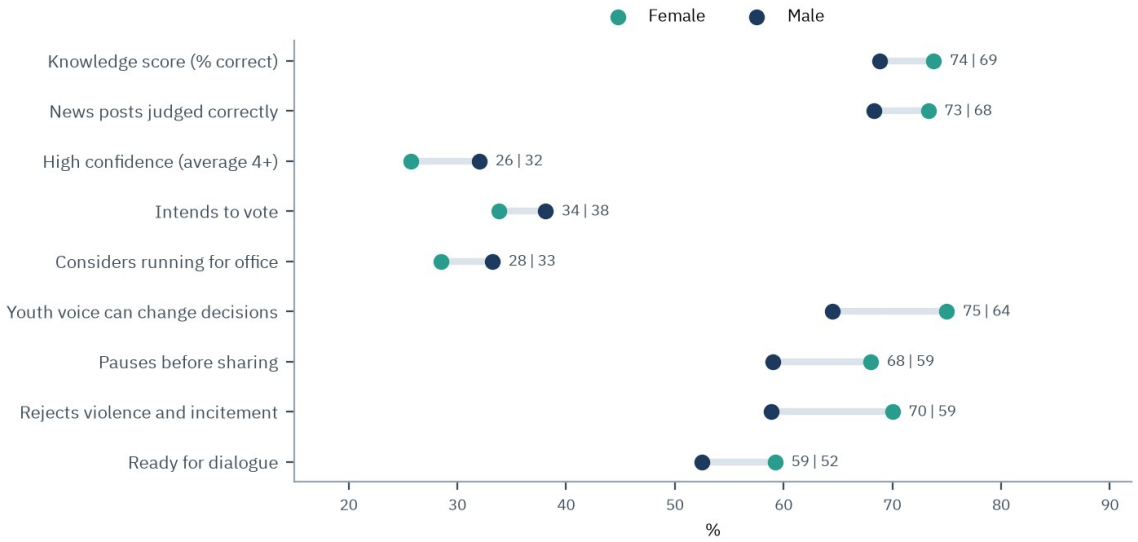


Figure 12. Stage 1: female and male participants on the main indicators (%)

Table 4. Female and male participants by stage: main indicators

	Ana Usharek		Usharek+		Fellowship	
Indicator	**Female**	**Male**	**Female**	**Male**	**Female**	**Male**
Knowledge score (%)	73.8	68.8	61.5	52.2	61.5	50.6
High confidence (%)	26	32	26	27	28	29
Intends to vote (%)	34	38	42	45	45	46

	Ana Usharek		Usharek+		Fellowship	
Indicator	Female	Male	Female	Male	Female	Male
Considers running (%)	28	33	35	35	38	41
Political efficacy (%)	75	64	68	58	75	61
Civic experience (0–6)	2.37	2.87	3.24	3.67	3.65	4.00
Posts judged correctly (%)	73	68	75	68	80	69
Pauses before sharing (%)	68	59	66	59	83	61
Rejects violence and incitement (%)	70	59	66	65	81	58
Ready for dialogue (%)	59	52	57	63	71	48

Source: Ana Usharek pre-evaluation, first semester 2026/2027; data as of 16 November 2026.

10.2 Year of study, age and previous participation

Knowledge varies little with year of study or age, while civic experience and confidence grow with time. Participants aged 23 and over are more likely to report high confidence (36% in Stage 1) and to intend to vote (40%). Returning participants in Stage 1, who took part in the program before, report more civic actions (3.1 against 2.5), stronger intention to vote (41% against 35%) and stronger rejection of violence (70% against 66%) than first-time participants, with practically the same knowledge score (about 72%). They may differ in other ways, so this is a lead to follow at the post-evaluation rather than a finding about impact.

10.3 Field of study

Differences between fields are modest. In Stage 1, knowledge ranges from 68% (education and sport) to 75% (health sciences). Law and Sharia students stand out on politics: 44% intend to vote and 39% consider running, the highest of any field, with the highest confidence (34% high). Education and sport students (56% firmly reject violence, 47% are ready for dialogue) and media students (55% and 43%) score lowest on both; the media group is small (46 "Manaa" respondents). Health sciences and information technology students judge news most accurately (74.5% and 74.4% of posts).

Table 5. Stage 1 by field of study: main indicators

Field of study	Respondents	Knowledge (%)	Intends to vote (%)	Efficacy (%)	Civic actions (0–6)	Rejects violence (%)
Humanities, languages and arts	1,156	71.7	33	71	2.4	63
Health sciences	952	74.6	34	76	2.5	73

Field of study	Respondents	Knowledge (%)	Intends to vote (%)	Efficacy (%)	Civic actions (0–6)	Rejects violence (%)
Sciences and agriculture	715	73.7	37	75	2.4	70
Business and economics	747	70.8	34	69	2.6	61
Law and Sharia	692	74.2	44	74	2.6	69
Information technology	618	71.6	30	69	2.6	65
Engineering and architecture	532	71.2	37	71	2.7	71
Education and sport	426	68.3	36	67	2.5	56
Media	119	71.0	31	68	2.5	55

10.4 Universities

Universities start from markedly different places. Among the universities with at least 50 Stage 1 respondents, the knowledge score ranges from 57% to 81% and political efficacy from 55% to 87%; at one university, only 47% of Stage 1 participants firmly reject violence and incitement. This public edition does not name universities; program management shares each site's figures with its coordinators.

These differences reflect who each university recruits as much as how it works, so they are a starting point for each site, not a ranking. They do mean that one program-wide target would be too easy for some sites and out of reach for others. Each site should be measured against its own baseline.

10.5 Governorates

By governorate of residence, intention to vote is highest among participants from Karak (47%), Jerash (46%) and Ma'an (45%) and lowest among those from Aqaba (30%). Efficacy is lowest among participants from Tafileh (60%). Annex B gives the figures for all twelve governorates.

11. Data quality

The data are of good quality for a self-completed instrument. Only 0.2% of respondents skipped the knowledge questions entirely, and 84% of Stage 2 and Stage 3 participants wrote

a response to the performance task (about 400 characters on average). Two points need attention:

- **Straight-lining.** Some 12% of respondents gave the same answer to all thirteen Part B statements, more often male (18%) than female respondents (9%). Their self-ratings carry little information. In the next version, one or two statements worded in the opposite direction would make such patterns easier to detect, but the instrument should not change before the post-evaluation.
- **A small number of records that could not be matched.** The profile of the 26 responses that could not be matched to an application comes from the form. They do not affect the results.

12. Baseline values for monitoring

Table 6 brings together the baseline values that the post-evaluation will be compared with. They are also the figures proposed for the dashboard. Targets for the end of the semester are for program management to set; the direction of the change sought is shown for each indicator.

Table 6. Baseline values by stage (as of 14 November 2026)

Indicator	Ana Usharek	Usharek+	Fellowship	All stages	Change sought
Respondents	5,982	859	483	7,324	
Knowledge score (%)	72.3%	58.9%	58.3%	–	Increase
Confidence index (1–5)	3.42	3.39	3.51	3.42	Increase
High confidence (%)	28%	26%	28%	28%	Increase
Intends to vote (%)	35%	43%	45%	37%	Increase
Considers running (%)	30%	35%	39%	31%	Increase
Political efficacy (%)	72%	65%	71%	71%	Increase
Civic experience (0–6)	2.5	3.4	3.8	2.7	Increase
Posts judged correctly (%)	72%	73%	76%	72%	Increase
Pauses before sharing (%)	65%	64%	76%	65%	Increase
Rejects violence and incitement (%)	66%	66%	75%	67%	Increase
Ready for dialogue (%)	57%	59%	64%	58%	Increase
Warmth (0–10)	5.7	6.0	5.4	5.7	Increase

Source: Ana Usharek pre-evaluation, first semester 2026/2027; data as of 16 November 2026.

For the dashboard, the figures should be published with their date and the number of respondents, and refreshed weekly until the pre-evaluation closes. Item-level results, and the questions themselves, should stay internal until the post-evaluation is complete.

13. Recommendations

1. **Close the pre-evaluation gap first.** Follow up the sites below 50% and the fourth- and fifth-year students everywhere. The rule in force since 14 November should be applied consistently.
2. **Strengthen knowledge where it is lowest.** Give more time, and a short check at the end of the relevant sessions, to the parts of each stage's curriculum where the knowledge results are lowest.
3. **Work on intention to vote, not only on knowledge.** Show participants how to check their registration and polling place, run mock elections, and invite them to plan their own vote ahead of the coming local elections. Track intention to vote as the headline outcome of the semester.
4. **Respond to the female/male pattern.** Give female participants more chances to lead, speak and stand in program activities and student elections, and make candidacy a concrete option. With male participants, put more weight on knowledge, news discernment and the rejection of violence.
5. **Strengthen "Manaa".** Practice judging information and the habit of pausing before sharing, and use dialogue exercises that build warmth toward people who disagree.
6. **Give each site its own baseline.** Send coordinators their site's figures, agree site targets against them, and give particular support to the sites furthest below the program average on knowledge, efficacy and non-violence.
7. **Protect the comparison.** Keep the post-evaluation identical, link pre and post by registration number, and record the date of each submission. Consider adding a question on eligibility to vote and one or two reversed statements next semester.

Annex A. Faculties: respondents and completion

"Rate" is the share of the faculty's active applications with a completed pre-evaluation. Knowledge is not shown by faculty because the faculties are spread unevenly across the three stages, whose tests differ.

Faculty	Respondents	Share (%)	Rate (%)	Intends to vote (%)	Efficacy (%)	Civic actions (0–6)
Arts	902	12.3	60	36	69	2.6
Information Technology	792	10.8	59	31	68	2.8
Business	789	10.8	57	36	69	2.8
Science	725	9.9	65	38	74	2.5
Engineering	593	8.1	56	40	72	2.9
Law	509	6.9	59	49	75	3.0
Nursing	381	5.2	58	38	76	2.7
Educational Sciences	329	4.5	59	33	65	2.7
Allied Medical Sciences	328	4.5	54	35	77	2.7
Sharia	320	4.4	71	37	71	2.4
Languages	262	3.6	53	34	76	2.8
Pharmacy	227	3.1	55	35	74	2.5
Agriculture	151	2.1	52	36	68	2.9
Media	148	2.0	58	35	68	2.6
Fine Arts	140	1.9	66	35	68	2.2
Sport Sciences	133	1.8	56	43	67	2.5
Medicine	118	1.6	51	36	74	2.8
Archaeology and Tourism	115	1.6	48	35	77	2.6
Economics	93	1.3	53	26	63	2.5
Architecture and Design	69	0.9	53	33	57	2.7
Rehabilitation Sciences	64	0.9	61	35	78	2.8
Education	56	0.8	48	45	64	2.6
Basic and Marine Sciences	20	0.3	45	40	85	3.3
Financial and Administrative Sciences	20	0.3	50	32	65	2.3
Nutrition and Food Technology	14	0.2	52	33	77	2.6

Annex B. Governorates of residence

Governorate	Respondents	Intends to vote (%)	Efficacy (%)	Civic actions (0–6)	Posts judged correctly (%)
Amman (Capital)	2,626	34	71	2.8	73
Irbid	1,962	37	72	2.4	68
Zarqa	752	34	71	2.6	73
Balqa	429	44	72	3.0	76
Tafileh	256	34	60	3.1	67
Jerash	206	46	76	2.8	70
Ajloun	201	40	72	2.7	69
Karak	200	47	66	3.5	74
Madaba	172	42	73	3.1	78
Mafraq	170	36	72	2.6	76
Aqaba	123	30	66	2.8	70
Ma'an	113	45	79	3.3	74

Annex C. Data note

Source: the pre-evaluation forms of the first semester 2026/2027 in the Ana Usharek participant portal (pre-s1, pre-s2 and pre-s3), and the registration records of the same semester. Read on 16 November 2026 at 17:52 (Amman time), read only.

Processing: one response per participant and stage (the earliest kept); responses linked to registration records by registration number; knowledge scored against the program's answer keys; percentages calculated on those who answered each question. Only aggregated counts, averages and standard deviations were taken out of the portal.

Privacy: no name, national number, phone number or free-text answer appears in this report or in its working files.

Reference: Political Parties Law No. 7 of 2022 sets a minimum of 1,000 founding members (Independent Election Commission, iec.jo); the Political Parties Law of 2015 (Article 6/a) required 150.