



Study Missions for the Enhancement of Civic Education Processes in Iraq

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programme

**"Promoting Civic Education and Life Skills Among Adolescents
through Education in Iraq"**

by

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I. Background

This Study Mission constitutes one of the activities of a comprehensive educational programme named “Promoting Civic Values and Life Skills among Adolescents through Education in Iraq”. This initiative is implemented by the Section for Emerging Conflict and Related Issues (ECRI) of UN-ESCWA in partnership with UNESCO, UNFPA and concerned national counterparts, and aims at enhancing the quality of civic education and life skills building among Iraqi youth with an overall developmental goal of strengthening nation-building and citizenship in post-2003 Iraq. By promoting civic values and life skills among education providers, public sector managers/decision makers/legislators and young people (age group 12-19), it is expected that the project will contribute reinforcing a sense of “national identity”, citizenship and to promote human rights - including gender equality - in Iraq. Besides, it would facilitate and improve the access to education of vulnerable and marginalized groups, as well as enhancing youth personal and social skills, which would place them on a better footing and enable them to pursue their own educational, cultural and later on career development schemes.

The program is based on a strong institutional analytical component, which will lead to the development of a specific action plan for promoting civic values and life skills on the national level. Specific educational, training and awareness raising materials and curricula are developed in the prospect of promoting civic values within different governorates, pilot schools and institutions. By exposing education experts and decision makers to Polish and German ways of promoting civic values and life skills within the educational formal and non-formal setting the two study missions complement the overall program with the aim of sensitizing senior Iraqi officials on best practices in curricula development and policy making within civic education frameworks.

The Polish and German models were identified as representing the most interesting and inspiring for the Iraqi reality. With these initiatives, the UN aspires to instigate institutional change through showing best practices in the field of civic education and - by the means of a careful selection of beneficiaries - facilitating coordination between concerned ministries and other stakeholders especially with respect to the overall reform process of the general Iraqi education system. On a more specific plan, the study missions were supposed to support the beneficiaries to gain a deeper and more practical understanding of selected elements of the proposed Action Plan by exposing them to practical project examples and theoretical expertise on its key areas.

Both study tours targeted education experts, CV developers and public sector high level officials. Representatives from the following entities have been invited to participate with due attention given to the representation of women and the local level:

- Ministry of Education - Federal and KRG
- Ministry of Labour and Social Affairs - Federal and KRG
- Ministry of Youth and Sports
- Ministry of Youth and Culture – KRG
- Ministry of Human Rights and Commission of Human Rights
- School Head Masters and Teachers (males and females from the four targeted regions of the project)
- Representatives of NGOs particularly active in the field of human rights, education and sport (males and females from the four targeted regions of the project)
- Legislators (particularly involved in the reform of the education sector and youth/women/children issues) from Federal Parliament and KRG House of Representatives

Given the long lasting experience of the European School of Governance (eusg) in supporting policy and decision-makers addressing complex challenges simplifying articulated reasoning and decision making processes, ESCWA has established with eusg a successful partnership that embraces collaboration in different programs. Within the “Promoting Civic Values and Life Skills among Adolescents through Education in Iraq” eusg has performed the qualitative on-the-ground-

research studies on the perceptions of these concepts among selected Iraqi educators, school administrators, students and public sector officials and developed the draft action plan on promoting civic values and life skills within the formal and non-formal education system that still awaits validation from the Iraqi counterparts. Due to the close substantial relationship to the proposed Action Plan, ESCWA has tasked eusg to organize two study tour missions to expose Iraqi education experts and public sector officials to international methods of promoting civic values and life skills within the educational formal and non-formal environment.

II. Introduction and Rationale for Selection of Success Models

After a careful cross analysis of several European countries' practices with the targets and priorities expressed by the Iraqi government through ESCWA, Poland and Germany have proved to be the most suitable and interesting cases study to be explored. The two European models proposed have been then presented and validated at the Fourth Steering Committee Meeting of the "Promoting Civic Values and Life Skills among Adolescents through Education in Iraq" project, held in Amman on 4-5 March 2012.

Poland has revealed being a relevant example for civic education's CV development. The fall of communism in 1989 precipitated the reform of civic education throughout central and Eastern Europe. Since 1990, mandates for new civics, ethics or sociopolitical classes have been called for to replace the former Marxist-Leninist subjects. Recent trends in Education for Democratic Citizenship (EDC) in Poland should be viewed in the context of the major social and economic transformation that started fifteen years ago and in particular the reform of the whole educational system. The system was decentralized and responsibility for running schools was transferred to the local authorities. This in turn has stimulated stronger co-operation between schools, local authorities and parents. Although the civic education as a separate subject has been present in curricula for over 30 years, the content of this subject was completely changed in the early 1990s.

Typically, very boring lessons with teachers struggling to explain the details of the functioning of the socialist state or some basic notions of Marxist social theory were replaced by lessons highlighting the functioning of modern democracies and participation in the life of the community, tolerance, human rights issues. The Polish Ministry of Education has made civic education a required subject at all grade levels in the core curriculum plan for general education in primary and secondary schools, which was adopted in 1997. As a result of collaboration amongst the Ministry of Education, the National In-service Teacher Training Centre and various NGO, primarily the Centre for Citizenship Education, a large resource of trainers and educators has been created and teaching material, lessons scenarios and student handouts have been prepared. This allowed major improvements throughout the years.

The national core curriculum obliges each school in Poland to fulfill the civic education curriculum guidelines, i.e. one lesson per week. Already from the 1st grade of primary education some civic education elements are to be included. From the 4th grade on, civic education is to be implemented cross-curriculum through the co-ordinated efforts of teachers of various subjects. Starting from 7th grade, it becomes an independent subject. While the cross-curricular approach in the case of 10-12 year old pupils is theoretically very appealing, it is difficult to verify whether teachers are really implementing it. Still, the methodology of teaching civic education has much improved. Teachers are trained to run interactive classes making use of new technologies and involving their young audience. There is a large variety of good textbooks. All these make civic education classes attractive to pupils, as various surveys show. On the other hand, a significant contribution to better civic education strategy comes from the NGO sector that has promoted, for example the adoption of an additional civic education lesson in schools. This initiative began in the mid-1990s and proved to be a big success. Currently, many Polish schools over and above the standard civic education lesson have an additional lesson where the local community dimension is covered in more detail. The necessary condition for introducing such lessons is that local government agrees to finance an additional hour. The popularity of this program confirms that some local authorities have understood that supporting civic education brings benefits to their communities.

Germany has been chosen instead as a success model for policy makers, since in its 100 years of history, Civic Education has been taught in five different systems and it has always been influenced by the political and social framework. Yet former types of state and social systems still influence the political culture, the discussion and praxis of civic education today, and are important for its understanding. Different to other subjects, Civic Education in Germany is not merely - and perhaps not even primarily - taught at school, but also imparted outside school: through printed and multi-

media documents, through political events and discussions. On the one hand different ideas and political information determine curricula and textbooks for Civic Education at school, on the other hand, outside of school, children and adolescents are directly influenced by media, their families and peer groups. Though, civic education, so called political education in Germany, is a process and tools to prepare a person to become a citizen of the society. Germany success resulted from the state non-interference and pluralistic policy. One of the fundamental elements in its Constitution is the principle of federalism. One of the characteristics of the federal state is that both the state and the Länder (constituent states) possess the quality of statehood. Hence each Land also has its own constitution. The provisions of the Grundgesetz (Basic Law) set out that the cultural sovereignty of the Länder – that is, their responsibility for education, science and culture – belongs to the core elements of their individual statehood. The awareness that citizens need to learn democratic behaviour to develop a living democracy was already incorporated at the framing of the constitutions.

The curricula of all the Länder emphasize that the objective of Education for Democratic Citizenship in school is to transmit democratic values and skills to pupils to equip them with a critical approach that allows developing their own opinions and growing up to be responsible citizens. In order, furthermore, to familiarize pupils with democratic action in practice, they - as much as their parents - are actively involved in the organization of school life. The intensive involvement of pupils as well as parents and teachers in various participative bodies is laid down in the schools legislation of the Länder and school constitutions. There are also opportunities for active involvement in democratic society everywhere at a local community level. Here young people in particular can take part in political decision-making processes by engagement in the youth community council for example. Furthermore, there is a well developed system of extra-curricular youth and adult education for young people and adults with a wide spectrum of different organizations and institutions which exclusively or partly offer civic education.

This note highlights the main points that were most interesting to both Iraqi delegations in both countries, as well as the main outputs arisen from the implemented study missions. The note serves as a reference document for all parties in their discussions regarding contents and modalities of a more formal future partnership.

III. Study Mission in Poland

Objectives

The Study Mission primary objective was to focus on the following challenges and convey to participating officials relevant Polish success stories and lessons learned:

Challenge 1: Curriculum, clarifying content and philosophical principles

How can principles of individualism, democracy and human rights best be presented in textbooks when such concepts are ill-defined and understood in popular culture, and when they are just beginning to be evidenced in social and political practice? How can such principles avoid being interpreted through the 'old lenses' conditioned to see a unitary ideological perspective?

Challenge 2: Promoting democratic culture in the classroom

How can teaching practices that reinforce 'learner-centered' approaches rather than lecture-driven modes of teacher-student interactions be introduced in schools?

In the past, lessons usually entailed the reading of text by teachers and the use of questioning in order to ensure that students had memorized the 'proper answer'. Such long-standing practices have reinforced the primacy of the text, the teacher as the sole source of authority in the classroom, and a passive, rote-oriented and non-differentiated style of learning.

Challenge 3: Designing programmes at national level

How can human rights education programmes be designed so as to take into account an overall national context of political uncertainty, centralized policymaking traditions and severe resource shortages in planning for such change?

Participants' Composition

The delegation of 17 participants was mainly composed by high level officers of the Curriculum Development Departments within the concerned ministries of both Federal level and Kurdistan region. As well, teachers and representatives of institutions in the field of human rights, culture and sport have participated.

From the Federal level, the Ministry of Education was represented by the Director General of Curricula, the Director General of Vocational Education, the Responsible of Social Curricula Unit and a civic education teacher at the Educational Oversight Department; the Ministry of Youth and Sport was represented by the Director General of Youth, Culture and Arts and the Responsible of Youth Parliament Section; the Ministry of Labor and Social Affairs was represented by the Associate Director of Training Curricula and two Directors of Vocational Training Centers from Baghdad and Basra; the Ministry of Human Rights was represented by the Director General of Research and Studies and the Director of Civic and Political Rights Section at the National Human Rights Institute.

From the Kurdistan Region, the Ministry of Education was represented by the Associate Director General for Educational Institutions and Training, the Director of Educational and Psychological Counseling and the Director of Vocational Training; the Ministry of Labor and Social Affairs was represented by the Social Education Supervisor and the Director of Vocational Training; the Ministry of Youth and Culture was represented by two Legal Advisors for Curricula.

Main topics

Civic Education in Poland

- Overview on Civic Education in Poland and CEO's programs on civic education
- Natural Curriculum of General Education. Presentation of Program KOSS (Civic Education in the Local School)
- How to work with youngsters: presentation of Youth Programs
- How to create educational projects: presentation of Traces of the Past Program

Practical Experiences of Civic Education implementation in the school setting

- Visiting High School no. 39
- Attending part of a lesson on civic education
- Students presenting a successful project on civic education
- Teachers presenting their training strategy and requirements
- Head Master introducing how translating civic values in daily school management
- Presentation of a civic education project by a representation of Secondary School no. 7
- Civic Education in Poland told by the Deputy Minister of Education
- Teachers' advanced training institutions

Relations between Business, Society and Civic Education

- Cases of corporate volunteering and social economy

Interaction between the formal and non-formal education systems: Showcasing civil society's civic education projects

- Visiting a living project of the Information Society Development Foundation - Culture Centre SURMA
- Better Civic education at school - Civis Polonus Foundation

Civic Education Perspectives from other European Countries

- Overview on key European Countries' experience of civic education's CV development and related monitoring systems
- The Role of Citizenship Education for a Democratic Society

Summary

Throughout the four days of the study mission, the delegation has been exposed to different aspects of civic education process in Poland. Every session in the program has aimed at tackling the subject from different perspectives.

The first overview has been given by the **Center for Citizenship Education** that represents the key non governmental foundation which, together with the Ministry of Education, has been driving the education reform in the Country since 1994. In this respect, the Center has provided the participants with a detailed presentation about the core National curriculum reform approved by the Polish Parliament in 2008, which aims at increasing the quality of education and building the knowledge based society in Poland. This reform has started being implemented in 2009 and it will take 8 years before the whole system is transformed. As also stated in a later meeting with the Deputy Minister of Education, this reform gives a prominent role to civic education in order to equip students with practical knowledge, civic abilities and civic attitudes. The basic kit of the young citizens that has been developed foresees that students know the map of the social and political organizations and know how to use it efficiently; know how to react in particular places and public situations; learn how to take actions in cooperation with others; are able to determine who should deal with particular matters and whose help can be used; know their rights and obligations. The general requirements with the successive teaching stage are: usage and creation of information; identification and problem solving; cooperation in public matters (market economy); knowledge of the democratic rule and procedures (basic human rights – interdependence in the modern world); knowledge of the Polish political system. The Center has also given a full picture of its activities that strongly complement school civic education programs. Projects, such as: The Learning School, School with Class 2.0, Young Entrepreneurs, Young People Vote, Watch and Change, Action! Film Academy, Literary Atlas of Poland, Traces of the Past – students adopt monuments, have been and still are powerful tools to increase the impact of civic education on Polish society's social and cultural changes.

The Polish Ministry of Education, through the intervention of its Deputy Minister, provided a full description of its role as a framework guide in a full decentralized education system that gives management and programming independence to head masters and teachers. The Deputy Minister has personally experienced the hard times of the transition when as officer of the Polish Ministry of Education, was fired because of his positions towards the full decentralization of the education system and the full synergy with the civil society. Today as Deputy Minister he is implementing that political vision showing how important is to oppose and propose for sustainable change to happen.

The field visit to the schools has provided a lively example of the methodology and the dynamic followed in a civic education class where the teacher plays the role of facilitator while students formulate and discuss opinions on a given subject of public interest. The school head master has given a broad idea on how important is facilitating the implementation of indoor and outdoor activities to exercise the principles and values taught and how capital is giving the teachers full autonomy in planning and managing the civic education program.

The visit to the **Warsaw Center of Education and Social Innovations** has provided an interesting overview on the training program as a continuous re-qualification process for all human resources dealing with education: education managing personnel, school directors, leaders of non governmental organization, and representatives of the social department of the City Hall.

Meeting with several active foundations and NGOs has also given a clear picture of the important role that non formal education sector plays to foster civic values and life skills at the local community level. Through a number of activities, civil society organizations aim at bridging schools and communities giving consistency to theoretical concept as respect, coexistence, public interest, ownership and participation.

The presentation given by the **Institute of Public Affairs** has provided a specific insight on how economic corporations within their social corporate responsibility strategies can make a substantial contribution to civic education through employee skill-based volunteering schemes. This implies employing in-house competences to benefit civil society with in-kind high qualified training, contributing at the same time at enhancing the economic and social value that volunteering represents for the whole society.

The International Association for the Evaluation of Educational Achievement has presented the international benchmarks to measure models and impacts against other countries' experiences in civic education. As well, it has underlined the importance of implementing comparative studies to analyze civic education long term process, made always of ups and downs resulting from internal and external factors. Civic education cannot be reduced to a one functioning receipt. It changes with times and it needs always to be analyzed and readjusted. In this sense the lessons learnt become the best way to progress.

As closing intervention, **the German Society of Education for Democratic Citizenship** has show cased the post transitional experience of Germany through deep historical and philosophic lens. The basic message of the whole excursus has been that from the viewpoint of history the feeling of vacuity is wrong. There are breakdowns but never zeros. Democracy is the result of a common effort of citizens and education has its basis on the relations between different generations. Without cultural tradition, without a solid ground of values, internalized by the members of the society, there is no civilized living together. A human and fair handling of the dealing with the differences is bound up with the respect for the individual. A free society must provide the possibility of dealing with the past, of speaking about it and allowing every individual to construct its own interpretation of history. Therefore citizenship education offers a basis for a post-transitional understanding; respects the personal experience; establishes a dialogue within and beyond educational systems; backs the permanent renewal of democracy; furnishes basic competences for the political communication; starts pedagogically from an optimistic view of the individual; requires test for measuring achievements; is a valuable concept for preventing extremism.

The program of the study mission has been designed to explain why and how putting civic education in the core curriculum of general education has drastically helped Poland in succeeding its difficult transition towards democracy and sustainable growth. As well, the synergy established between the concerned governmental institutions and the civil society has allowed bridging civic education with the practice of civic values. About 20% of the content of teaching and abilities (in gymnasium) and 10% (in senior schools) are performed as students' projects in real life. The decentralization of the education system has favored the proximity to the local community and has facilitated narrowing the burden between school environment and the other fundamental aspects of any citizen's social life: family, politics, economy, public service. Today schools in Poland provide knowledge about social, political and economic life; develop creativity and critical thinking skills; help students develop higher self-esteem; encourage students to undertake teamwork and other important social activities; teach responsibility and regard for a common good; build and strengthen national identity and ownership through learning and understanding the past as well as caring for national cultural heritage.

The Wrap-up and Action Planning Session

This final session was conceived to allow participants summarizing the main findings of the mission in terms of lessons learned, Polish experiences and activities applicable in the Iraqi context, possible pilot projects to be proposed and initiated once back in Iraq.

The delegates split into three working groups. The groups were formed following the criteria of gathering different sectorial points of view: the representatives of Ministry of Education from both federal and regional level; the representatives of Ministry of Labor and social affairs from both federal and regional level; the representatives of Ministries of Human Rights, Culture and Youth from both federal and regional level. This to provide key insights on the three main components of the UN framework program: civic values, life skills, non formal education. The groups were asked to answer three main questions: which were the lessons learned from the Polish experience? Which of the Polish best practices explored could be applicable in Iraq? What kind of pilot action could be proposed and implemented once back in Iraq? After an intense debate, each group presented the following conclusions:

Education Group

Lessons learned

- Poland and Iraq have similar topics and materials specific to civic education both regional and central level
- Educational curricula require gradual change, given the fact that the process needs time and an appropriate environment
- The importance of working to change people's ideas and trends from an individual to a collective thinking, which accepts dialogue and participation
- Activating the role of the community and its involvement in civic education through civil society organizations and non formal education

What could be feasible in Iraq?

- Working towards the decentralization of responsibilities to the educational institutions at local level
- Applying the Constitution in granting to all components of the society their rights to education and a peaceful coexistence

Initiatives to be undertaken as pilot actions

- Establishing civic education pilot training packages, targeting the operators of educational institutions and students' parents
- Involving students in civic education through students' councils

- Establishing coordination mechanisms between the Ministry of Education and the other Ministries involved in building civic culture

Labor and Social Affairs Group

Lessons learned

- The inclusion of Civic education in the general educational curricula
- Existing relations between the community and the leading administrations
- The organization of professional administrative policies
- The compliance with the law and the development of skills and civic values
- Encouraging civil society organizations to raise cultural awareness

What could be feasible in Iraq?

- Raising democratic awareness among trainers in the vocational training centers
- Encouraging voluntary work within vocational training workshops
- Avoid engaging in political activities within the training institutions
- Developing training to enhance staff's professional and civic competences
- Supporting Internet points to raise civic awareness

Initiatives to be undertaken as pilot actions

- Implementing a workshop for trainers and researchers focusing on civic education
- Coordinating with all ministries and institutions concerned with civic education

Culture, Human Rights and Youth Group

Lessons learned

- Will to change
- Decentralized system (wider space for small units)
- The active role of civil society organizations and governmental institutions and the relationship between youth and the educational councils
- Avoiding dealing with subjects pointing out ethnic specificities and using academics and experts to teach them

What could be feasible in Iraq?

- Voluntary work that should be regulated by law to avoid any form of exploitation
- Activating links among youth and increasing trust between youth and official institutions
- Developing youth's skills and teamwork
- Encouraging research and studies targeting youth's development
- Practicing virtual elections

Initiatives to be undertaken as pilot actions

- Workshop on youth and community development (etiquette, leadership, dialogue)
- Workshop on the concept of peer education
- Cultural mixed scout camps
- Cultural competitions
- Questionnaires to measure the level of satisfaction with the government
- Civic education courses targeting different groups, including a variety of courses for people with special needs
- Cinema, theater, art activities addressing youth's problems
- Youth festival on the occasion of the Youth International Day
- Opening of youth's meeting points with facilities to allow communication throughout the country (Facebook, Twitter, YouTube)

Lessons learned and Conclusions

The training program has been very intense and the amount of information received would have maybe required more time. Nevertheless, lively discussions were held in each session that mainly concentrated on how some inspiring inputs, such as coordination mechanisms between formal and non formal education setting, education system decentralization, volunteering, parents' involvement, students' self government structures, corporate social responsibility, monitoring and evaluation systems, could be feasible and applicable in the complexity of the Iraqi society, certainly more articulated and diversified than the Polish one. Anyhow, it has appeared clear to the Polish audience that Iraq has already got some important key entry points from where starting an effective reform of the education system, in the optic of civic education as a transversal subject. The Iraqi Constitution above all gives an important reference to form future active citizens along with inner civic values already belonging to the local culture and the religion, which can both play a reconstructive role in the societal tissue. In addition to that, some steps have already been taken towards the modernization of the school system, especially in the Kurdistan region, and the building of reference institutions for the protection and the promotion of human rights, at the Federal level. Further developments and visible impact on national reconciliation and national identity building would require everlasting vision, qualified human resources, hard team work and lots of patience.

IV. Study Mission in Germany

Objectives

The Study Mission has had as main objectives:

- Exposing Iraqi officials to innovative practices for civic education policy making as an integrated and participatory process of concerned authorities, legislators, formal and informal education systems;
- Highlighting the successes and lessons learned of the German model, with particular emphasis on the federal system and the attention to cultural diversities, local specificities, and established coordination mechanisms;
- Establishing linkages and networking arenas between Germany and Iraq for the transfer of knowledge and expertise.

Furthermore, the mission has focused on the following thematics and has conveyed to participating officials relevant success stories and lessons learned on:

- Legal and institutional achievements/components of civic education integration in national and regional curricula.
- Coordination mechanisms set up at national and federal level between concerned authorities, civil society, formal and informal education environments;
- Mainstreaming civic education into school life through extra curricular activities such as student elections, self-management of extra-mural societies, and parent-teacher-student boards;
- Training and capacity building strategy;
- Benchmarking, monitor and evaluation to grant continuous improvements;
- Using history to build a sustainable democratic society for the future

Participants' Composition

The delegation of 16 participants was mainly composed by high level political officers representing concerned ministries, governmental institutions and parliament representatives of both Federal level and Kurdistan region.

From the Federal level, the Prime Minister's Office and Prime Minister's Advisory Commission were represented by the Advisor of Prime Minister on Education Issues and the Director General for International Cooperation; the Council of Ministers Secretariat was represented by its Deputy Secretary General; The Iraqi Parliament was represented by the President of the Education Committee, the President of Women, Family and Children Committee, a Member of the Youth and Sports Committee in the Iraqi Parliament Council and the President of Human Rights Committee (KRG COR); the Ministry of Education was represented by the Deputy Minister; the Ministry of Youth and Sport was represented by the Director General of Coordination and Follow-up; the Ministry of Human Rights was represented by the Advisor to the Minister.

From the Kurdistan Region, the Divan of KRG Council of Ministers was represented by the Senior Advisor for Higher Education at the Council of Ministers; the Ministry of Education was represented by the Minister of Education and the Director General of Administration and Finance; the Ministry of Labor and Social Affairs was represented by the Director General of Administration and Finance; the Ministry of Youth and Culture was represented by the Minister of Culture; the Commission of Human Rights was represented by its General Director. The high percentage of decision makers present in the delegation has been a great opportunity to possibly translate into facts key inspiring elements and contacts made during the study mission. As well, it has been an occasion for internal cross-fertilization and information sharing.

Main Topics

Civic Education in Germany

- Civic Education in Germany and the Federal Agency for Civic Education (BpB)
- Networking European Citizenship Education - European dialog, cooperation and coordination
- Civic Education from a Länder's Perspective

Civic Education in Germany: How Policy Makers Deal with Transition to Build New State and Society

- The Role of Citizenship Education for a Democratic Society
- The Stasi Archives and its Educational Offer
- Civic and Citizenship Education in Times of Change: Curriculum and its Implementation
Some Results of the IEA Studies
- Partnership building and cooperation to support societies in transition
- Field Visit at the Reichstag: concept and mechanisms of the German Federal Parliament

Participation and Inclusiveness as a conductive means to active citizenship building in post-conflict settings

- The European Charter on Education for Democratic Citizenship and Human Rights
- Education: the key role of Participation
- Civic Education Policy in Iraq: Future Vision and Goals for Active Participation
- Participatory Citizenship and the Education System
- Strengthening Participation Values through Civic Education as a Means to Capitalize on Diversity: the KRG Vision
- Strategy and Policy Development in Support of Youth Participation in Public Life to Enhance their Spirit of Service and Public Interest: A Legislative Perspective
- Politikfabrik and the Student Constitution
- The Role of the Non Formal Education Sector in Iraq towards Fostering Youth Participation through Life Skills Building
- The Relationship between Civil Society and the State in Civic Education

Citizenship in Action: the fundamental role of non formal education

- Non formal education for democratic citizenship using the example of AdB
- Democracy: the National Youth Convention 2012
- Sport against Extremism and Violence
- An Innovative Concept for Outlines of a Strategy for an Integrated Reform of the Education System on Readiness for the Global Knowledge Economy
- ***Presentation of the Formal and Non Formal Education Action Plan on Civic Values and Life Skills in Iraq***

Summary

Throughout the four days of the study mission the delegation has explored the model of civic education in Germany. The program was designed as a combination of conceptual contributions and practical project examples, alongside the objective of opening a platform for exchanges and networking. Every day focused on a different perspective considering the special German historical context, picking up topics of current high relevance in world society, linking the German civic education with European and international contexts, presenting the role of civil society and non-formal education for democratic citizenship.

As introduction to the mission's subject a deep overview on citizenship education in Germany and its federal structure, was given by the Federal Agency for Civic Education, which is unique in Europe as a state institution for civic education. The Federal Agency, since 60 years, is entrusted with providing the kind of civic education specified in the German Constitution; as well it supports events organized by more than 300 approved educational establishments, foundations and non-governmental organizations involved in civic education in the Federal Republic of Germany. The Iraqi audience has carefully analyzed and vividly discussed the German Model of civic education.

The Federal Agency for Civic Education and the Länder Agency of Brandenburg, have

presented how civic education in Germany is characterized by the interaction of the federal government and the states, based on the principles that democracy cannot be taken for granted and that it needs responsible, autonomous, politically mature and active citizens, who are not automatically produced by democratic societies. This education process needs sound structures and specific orientation to avoid any manipulation. That's why the Agency represents, with all its regional branches, the institution that for 60 years has invested funds and resources in forming active citizens, through promoting understanding for political issues, consolidating democratic awareness, increasing disposition for political involvement. The Federal Agency is subordinated to the Ministry of Interior, is controlled by a Board of Parliamentarians from all fractions of the German Parliament and it is advised by a scientific advisory board. It counts on a yearly budget of 35 million Euro to run structure and educational activities.

The NECE network's representative has presented how the Federal Agency has also considered strategic linking up the German civic education experience with other practices from European and non European countries. This is due to the fact that citizenship education is confronted with similar challenges everywhere; it has to respond to the internationalization of politics, finance and culture; and because initiating a European and Global Citizenship Education strategy is also needed. The aim of the network is in fact providing transparency about stakeholders' approaches to civic education in Europe; to inspire trans-national discussions on topics and challenges faced by civic education; to stimulate knowledge transfer and exchange of good practice; to encourage European co-operation projects; to raise awareness for the impact of civic education at European level and later also at global level.

The Agency of the Federal Commissioner for the Stasi Records (Stasi Archives) has very effectively presented the German complex transition towards a democratic state throughout its painful history of hard dictatorial rules. The key role played by civic education in this transition has been well synthesized by the work done with the Stasi Archives, which have become a model for many post-dictatorial nations world-wide when deciding on how to deal with the legacy of their respective dictatorships. Through teaching the public about structure, methods and side-effects of the Stasi, the Agency cultivates the critical public discourse about totalitarian ideas and structures by contributing publicly to the questions of coming to terms with the past. In this respect it offers a variety of educational programs targeting youth, which mainly focus on history and on stories of oppression as well as stories of courage to stand up for civil rights. With its work the Agency contributes to a collective process of remembrance of the dictatorship and its victims, but also of the opposition and the resistance against the system. It values remembrance, information and education over oblivion, silence and transfiguration.

The Association of German Educational Organizations and the Alliance for Democracy and Tolerance have represented a quite unique highly diversified and pluralistic landscape of governmental and non-governmental organizations and institutions that play a critical role in the field of non-formal civic education. Their constant presence in the field, working with youth but also targeting adults, through cultural activities and sports, allows influencing social behavior and participation in the everlasting civic education process that aims at better coexisting with diversity, acting for the public interest, and fighting against any form of extremism and alienation.

The seminar-visit to the Reichstag, the German Federal Parliament, was meant to offer to the Iraqi Parliamentarians a close overview on how the institution works. The delegation has been impressed with the efficiency of parliamentary procedures despite the high number of parliamentarians (614 deputies, 68 senators). The operational work within the different specialized commissions speeds up the voting procedure and increases the productivity of the Parliament in terms of legislative activity. The visit has also given to the delegation an important insight on the living concept of politics' transparency. The glass-made architecture shows openly Parliamentary sessions to visitors. People are always allowed to enter the Parliament and assist to some plenary works; Parliamentarians are being allocated a specific budget to organize a yearly visit to Berlin of 100 citizens from their respective regions to assist to the works and meet with key governmental

institutions.

The meeting with **the Federal Ministry of Cooperation and Development and the Society for International Cooperation GIZ** has been an opportunity of reaffirming Germany's engagement in cooperating with Iraq as one of the main strategic partners in the Middle East. Many are the fields of joint cooperation that currently goes from infrastructure to services providing. Civic education has been identified as a potential new sector on which activating future partnership, especially considering that achieving a sound transition requires a fundamental change of political culture, value orientation and attitudes; a long term education process that turns subjects into mature citizens. As a substantial contribution towards this objective, facilitating mobility and youth exchanges between the two countries has also been considered as an important element to be further reinforced and expanded.

As per the Polish mission, the organizers have considered of crucial importance to expose also the Iraqi policy makers to the valuable contributions of The International Association for the Evaluation of Educational Achievement (IEA) and the German Society of Education for Democratic Citizenship.

IEA has presented the international benchmarks to measure models and impacts against other countries' experiences in civic education. As well, it has invited Iraq to participate to the next comparative study to globally analyze and evaluate civic education's long term process. Civic education in fact cannot be reduced to one successful model. It changes with times and circumstances and it needs always to be assessed and readjusted. In this sense the lessons learned become the best way to progress.

The German Society of Education for Democratic Citizenship has again offered its deep historical and philosophic presentation of Germany's post transitional experience. The basic message of the whole excursus has been that from the viewpoint of history the feeling of vacuity is wrong. There are breakdowns but never zeros. Democracy is the result of a common effort of citizens and education has its basis on the relations between different generations. Without cultural tradition, without a solid ground of values, internalized by the members of the society, there is no civilized living together. A human and fair handling of the dealing with the differences is bound up with the respect for the individual. A free society must provide the possibility of dealing with the past, of speaking about it and allowing every individual to construct its own interpretation of history. Therefore citizenship education offers a basis for a post-transitional understanding; respects the personal experience; establishes a dialogue within and beyond educational systems; backs the permanent renewal of democracy; furnishes basic competences for the political communication; starts pedagogically from an optimistic view of the individual; requires test for measuring achievements; is a valuable concept for preventing extremism.

As part of the study mission program, a joint workshop has been organized in cooperation with the Federal Agency for Civic Education in the framework of the National Congress on Civic Education 2012. The Federal Agency yearly organizes one National Congress, debating specific thematic linked to the development of civic education approaches within state institutions, civil society and broad community. This year the Congress took place in Berlin and has had as main thematic participation, which has become an increasingly relevant topic for civic education over the last years.

The Workshop allowed for an exchange of views and opinions on the concept and role of participation for civic education in the light of different cultural, political and socio-economic perspectives. Furthermore, the workshop has been an opportunity for the Iraqi delegation to present current situation in Iraq in terms of education and youth participation, providing the audience with exhaustive data and planned strategies for future improvement. The German side has more tackled the theme of participation from the civil society perspective. Particularly interesting has been the presentation of Politikfabrik, a youth organization that on a voluntary basis operates to encourage youth political involvement both at National and at European level. Through practical activities and

debates on the drafting of laws and constitutions (as the European Charter) as well as wide campaigns to increase young voters' participation to elections at any level, they are being considered very influential both by educators and political parties.

The study mission was also conceptualized as an enriching contribution to the process of developing a National Action Plan promoting civic values and life skills in the Iraqi education system. The European School of Governance has been assigned by the UN the task of starting the process following a sustainable, participatory and capacity building approach that has finally produced a first draft plan. During the final session of the mission, eusg has presented the draft outlines of the above mentioned Action Plan in order to stimulate among the high level audience a fruitful discussion around its content and feasibility, also in the light of what the Iraqi delegates found as the most inspiring elements provided by the German institutions and expertise met throughout the Berlin mission. The Action Plan has been developed in the context of the larger project "Promoting Civic Education and Life Skills Among Adolescents through Education in Iraq". The presentation of the draft "Formal and Non-Formal Education Action Plan on Civic Values and Life Skills in Iraq" highlighted the results of the field research undertaken by eusg in Iraq. The development of the draft Action Plan was based on the insights of this field research as well as policy papers and other studies developed in the framework of the larger project. This situation analysis was contrasted with a proposed vision and goals based on the Iraqi constitution and measures to achieve goals proposed in the following areas:

- legal framework and backup
- formal channel: values-based education, schools, teachers (teacher education) and parents integration
- non-formal channel: strengthening the role of civil society, volunteering as key concept
- cross-cutting issues: media, partnerships and cooperations, universities and scientific research, monitoring, evaluation and coordination

The presentation closed with an overview of the upcoming steps for the validation and implementation of the draft Action Plan.

The Wrap-up and Action Planning Session

Despite given time limitations, the Iraqi delegates animated a lively debate on the methodology followed for drafting the plan, its content and main recommendations. The basic structure and concept of the proposed Action Plan had positively impressed the delegates, who expressed interest to quickly access a more detailed version in order to prepare a National Conference as a first step towards its revision and possible adoption and implementation. On behalf of the delegation one delegate expressed the appreciation for the draft Action Plan as "the biggest present the group was getting from the Study Tour in Germany". Others have enquired about the methodology adopted and if Iraqi expertise had been employed and consulted during the whole investigation process. It has been clarified that the field work has been entirely implemented by local researchers, who have been also trained for this purpose on eusg's advanced tools for situation analysis and needs assessment. The software used, Eidos – a visual reasoning language -, was also briefly presented and has very much caught the Iraqi audience's attention and interest. All the presents were not aware that, in the framework of the UN program, five Eidos licenses have been already acquired by the Iraqi government. The matter would be further investigated and discussed back in Iraq to decide the best employment of this tool for strategic planning within the Iraqi governmental institutions. Finally, The KRG delegates expressed the request of receiving a version of the draft Action Plan that would reflect the specificity of Kurdistan in terms of civic education policy and current achievements in order to allow for possible transfer of already acquired experience within the Country.

The conference that should be held in Erbil in the second half of August or early September shall serve to discuss the proposed Plan in more detail with all concerned institutions and actors, to integrate it and coordinate with the government's overall activities in the concerned areas and to produce a high level governance structure for the implementation of its final version, which must be endorsed by all stakeholders.

Lessons learned and Conclusions

The several presentations included in the program were followed by an engaged discussion in which Iraqi officials shared their situation with the presenters and a genuine dialogue of learning and exploration ensued. All parties felt most of the sessions were productive, even though very intense. The evaluation of the overall mission showed a high appreciation from all the participants (See Annex 1 for a description and detailed scoring from this evaluation). Interesting recommendations and suggestions have emerged from the discussions. It has been recognized the specificity of civic education as a transversal subject that needs specialized human resources. Therefore, specific training is needed in a continuous learning process. The German experience has shown how important it is to set up coordination mechanisms between governmental institutions and civil society to achieve a better impact on the civic education process. The promotion of extracurricular activities would encourage youth practicing on the ground the civic values and life skills acquired at school and feeling the consistency of principles with the concept of sustainable social and economic growth.

The Ministry of Education should call for an inter ministerial meeting to speed-up the development of a strategy for civic education and volunteering that would target also people's awareness about the concept and the value of public interest. As well, all concerned governmental institutions should jointly work to adopt a plan of action fostering civic values and life skills building in Iraq.

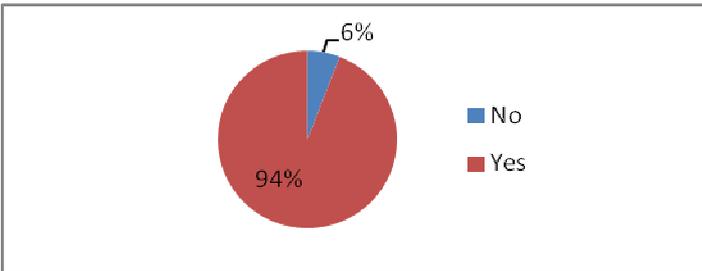
As an additional relevant factor, it has appeared evident how important it is to keep civic education ground clear from any political or religious influence. The secularity of the education system does not contrast with the traditional values that constitute communities' fundamental cultural heritage. On the contrary, it provides young generations with the needed critical thinking to evaluate case by case the adoption of best behaviors according to times, circumstances and relevant factors. The involvement in this education process of youth's surrounding environment, namely parents and community, would reinforce the process of building future responsible and active citizens, who act for the public interest in respect of their culture.

Annex 1 Participant Evaluation of the Study Mission Poland

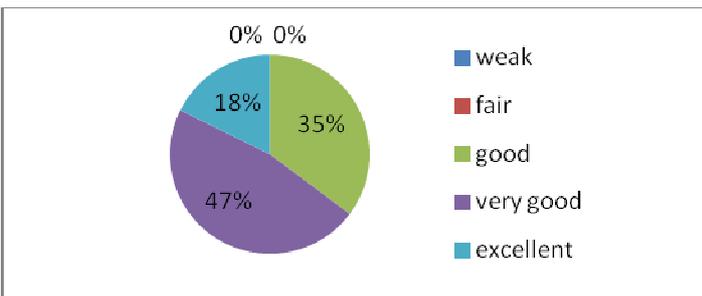
All 17 participants in the study mission have completed the evaluation form at the close of the final session. The average rating on the evaluation was Very Good on a scale from Poor to Excellent. The delegates rated the overall effectiveness of the study mission at Excellent. Highest ratings were for the overall organization and facilitation, as well as for the interpretation. Comments indicated that delegates were particularly interested in the Polish experience for what concerns the synergy between governmental institutions and civil society, the decentralization of the education system, the constant involvement of youth and parents in school life, the ability of learning from the past.

Summary of Responses from 17 Participants

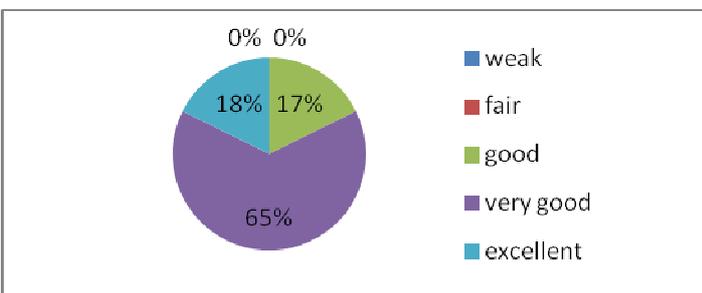
Did you know about the goals of the study mission before participating in it? Yes



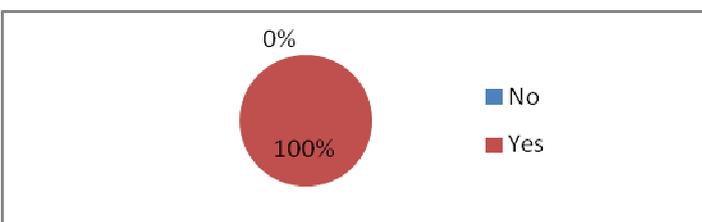
To what extent do you think that these goals were achieved? Very Good



To what extent did the themes of the study mission respond to your professional needs? Very Good



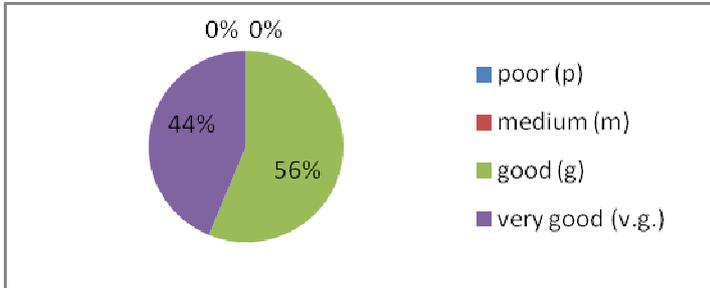
Was the programming of the study mission convenient for you? Yes



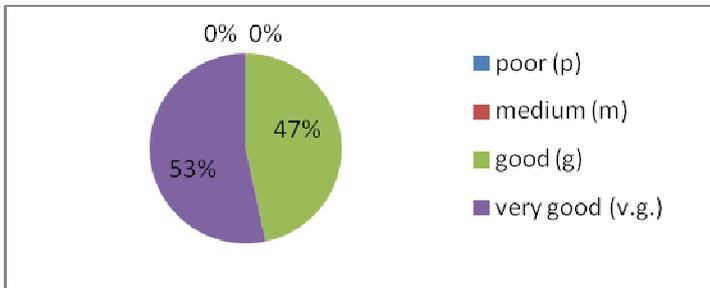
How do you evaluate the sessions and presentations?

P=poor; M=medium;
G=Good; V.G=Very Good

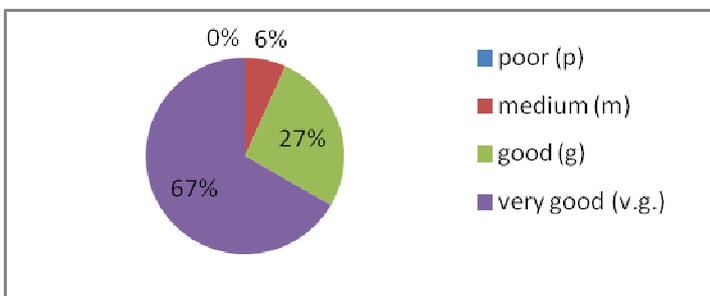
- Citizenship Education in Poland: G.



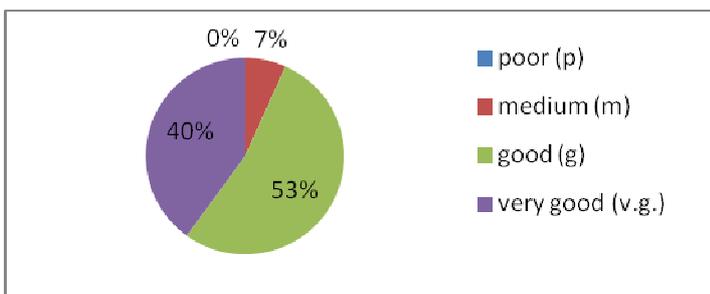
- Practical Experiences of implementing Civic Education in the school setting: V.G.



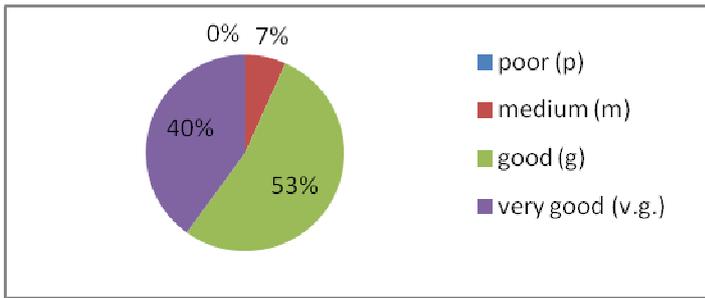
- Meeting at the Ministry of Education: VG



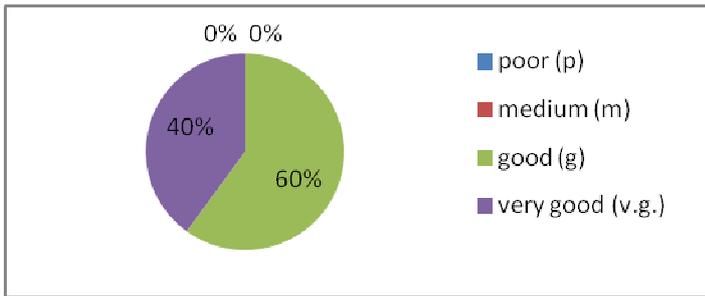
- WCIES as an example of structure and operating model of a local government teachers' advanced training institution: G.



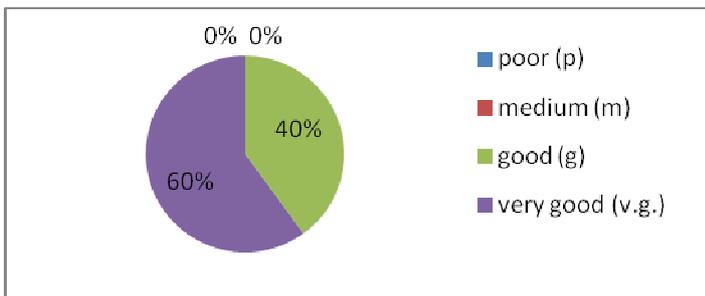
- Relations between business, society and civic education – case of corporate volunteering and social economy: G.



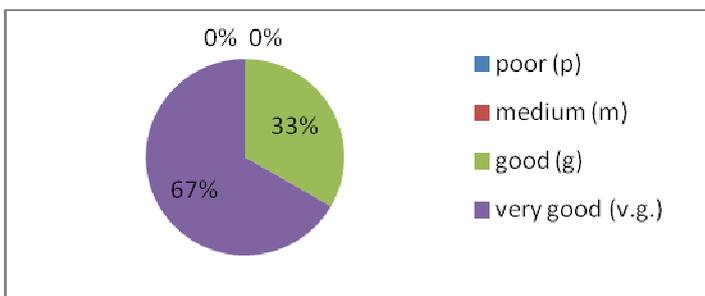
- Interaction between the formal and non-formal education system: G.



- Overview on key European Countries' experience of civic education's CV development and related monitoring system: V.G.

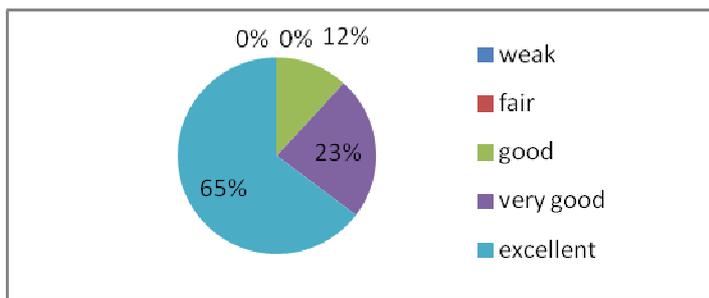


- The Role of Citizenship Education for a Democratic Society: V.G.

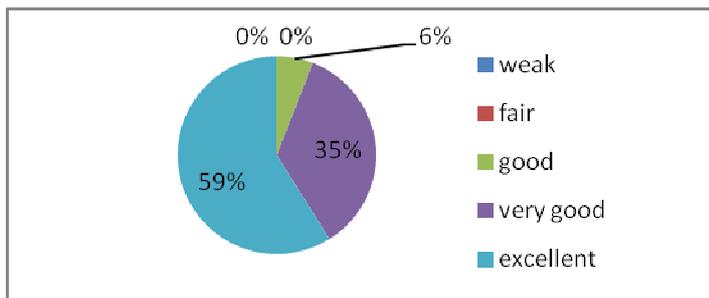


How do you evaluate the logistics in the study mission, as to:

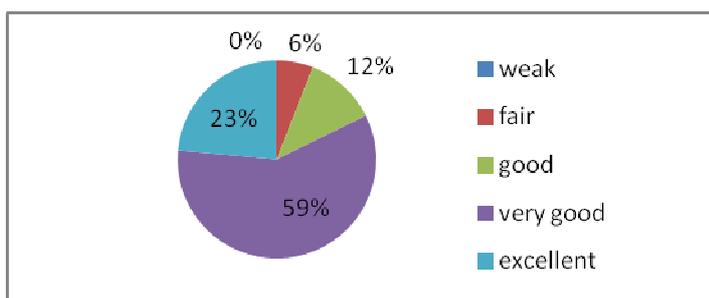
- Interpretation: Excellent



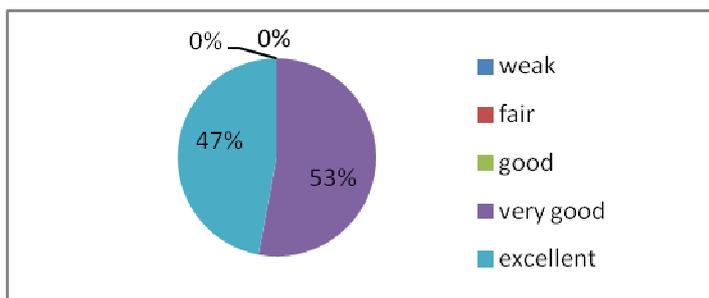
• Files - Work documents: Excellent



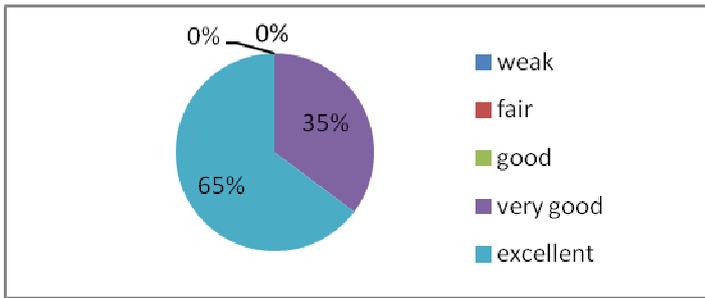
• Breaks – Food: Very Good



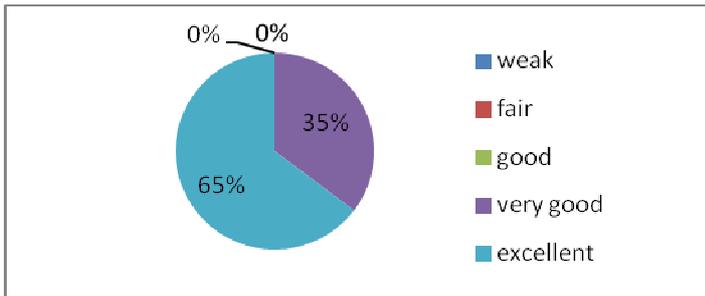
• General atmosphere: Very Good



• Hotel and accommodation: Excellent



How do you generally evaluate the study mission? Excellent



Comments - most useful learning

- A less intense distribution of the working hours would favor concentration and information absorption
- More focus should be also given on civic education in the vocational training institutions
- Separation between religion, politics and learning process and consolidation of the individual concepts of citizenship and democracy
- The importance of Student Councils
- The role of the Ministry of Education as an observer institution within an effective decentralized education system
- The role of civil society organizations in the reform process, in its consolidation, constant follow-up and evaluation

Suggestions for Follow-up

- Conceiving training courses for civic educators to be able to count on specialized teachers
- Increasing coordination between governmental institutions and civil society
- Encouraging youth involvement and coordination with government and civil society, through extracurricular activities
- Calling for a meeting at the Ministry of Education to speed up the adoption of a plan of action to foster civic values and life skills building in Iraq
- Develop a strategy for civic education and volunteering as well as for promoting awareness on the concept and the value of public interest
- Benefiting from community-based efforts in the dissemination of civic education curricula and activating the role of parents

Annex 2 Program Poland

AGENDA

Study Mission on Civic Education Curricula Development

22-27 April 2012

Sunday 22: Arrival at Warsaw Airport and transfer to hotel

Monday 23:

08:00 - 09:30: Breakfast Briefing

10:00 - 15:30: **Opening Session at the Center for Citizenship Education (CEO)**

10:00 - 10:30: Opening Roundtable by CEO Director and Eusg Representative

10:30 - 10:50: Introductory Speech by the Representative of the Ministry of Foreign Affairs

10:50 - 11:00: Speech by UN Representative

11:00 - 11:20: Speech by the Iraqi Head of Delegation

11:20 - 11:40: Coffee Break

Session on Citizenship Education in Poland:

11:40 - 12:00: Overview on CEO's programs on civic education

12:00 - 12:30: Natural Curriculum of General Education. Presentation of Program KOSS (Civic Education in the Local School) by Alicja Pacewicz - CEO Director of programs and publishing

12:30 - 13:00: Question time

13:30 - 14:30: Lunch

15:00 - 15:30: How to work with youngsters: presentation of Youth Programs by Jędrzej Witkowski - CEO Head of the Youth Programs Department

15:30 - 16:00: How to create educational projects: presentation of Traces of the Past Program by Marianna Hajdukiewicz - CEO Head of the Cultural Education Department

16:00 - 16:30: Question time

17:00 – 19:00: Warsaw Orientation Tour

21:00: Dinner

Tuesday 24:

08:00 - 08:45: Breakfast

09:30 - 11:30: **Practical Experiences of Civic Education implementation in the school setting:**

Visiting High School no. 39

Attending part of a lesson on civic education

Students presenting a successful project on civic education

Teachers presenting their training strategy and requirements

Head Master introducing how translating civic values in daily school management

Presentation of a civic education project by a representation of Secondary School no. 7

12:00 - 13:00: Lunch

13:30 - 14:45: Meeting at the Ministry of Education

15:15 - 16:45: **Warsaw Centre of Educational and Social Innovations as an example of structure and operating mode of a local government teachers advanced training institution** by Iza Witczak - Coordinator Educational Projects of the Warsaw Center of Education and Social Innovations (WCIES)

19:00: **Official Dinner** at the Embassy of Iraq to the Republic of Poland

Wednesday 25:

08:00 - 09:00: Breakfast

10:00 - 12:00: **Relations between Business, Society and Civic Education:**

Cases of corporate volunteering and social economy by Filip Pazderski – Projects Coordinator and Policy Analyst of the Civil Society Program and Dominika Potkańska – Social Economy Research Expert, Institute of Public Affairs (IPA)

12:00 - 13:00: Lunch

14:00 - 17:30: **Interaction between the formal and non-formal education systems: Showcasing civil society's civic education projects**

14:00 - 15:00: *Visiting a living project* of the Information Society Development Foundation - Culture Centre SURMA

15:00: Transfer to the Polish-American Freedom Foundation (PAFF)

16:00 - 16:45: *Better Civic education at school* by Joanna Pietrasik - Civis Polonus Foundation

16:45 - 17:30: *Education for democracy – democracy in education* by Justyna Janiszewska - Head of the Developmental Education Department, Education for Democracy Foundation (FED).

Evening: Free or cultural program (optional)

Thursday 26:

08:00 - 09:00: Breakfast

09:00 - 10:00: Transfer Bristol Hotel – PAFF

10:00 - 13:00: **Civic Education Perspectives from other European Countries:**

10:00 - 11:30: *Civic and Citizenship Education in Times of Change: Curriculum and its Implementation. Some Results of the IEA Studies* by Barbara Malak - Manager Membership Relations - International Association for the Evaluation of Educational Achievement - IEA Secretariat

11:30 - 13:00: *The Role of Citizenship Education for a Democratic Society* by Kurt Edler - German Society of Education for Democratic Citizenship

13:30 - 14:30: Lunch

15:00 - 16:30: **Wrap-up and Action Planning Session:** Identifying specific action points or recommendations that would be carried forward by the delegates

16:30: Free afternoon

20:00: **Official Closing Dinner:** Speeches by the Representative of the Polish Ministry of Foreign Affairs; Mr. Stanowski - Former Minister of Cooperation; Alicja Pacewicz - CEO Director of programs and publishing; Iraqi Head of Delegation

Friday 27:

Morning: Departure and transfer to Warsaw Airport

Annex 3 Center for Citizenship Education: Civics in the core curriculum of the general education

1. National Curriculum Reform in Poland

In December 2008 the Polish Parliament approved the introduction of the National Curriculum reform, which was co-financed with European Funds. It aims to increase the quality of education and build the Knowledge-Based Society in Poland. This is a strategic goal of the Council of Europe set in Lisbon for the entire EU in March 2000.

2.

| | | | | | |
|--------------------|-----------------------|--------------------|--------------------------------------|------------------|-------------------|
| | New Curriculum | | | | |
| School Year | Primary | Junior High | High School – different types | | |
| | | | Comprehensive | Technical | Vocational |

The reform implementation will start in September 2009 and it will take 8 years before the whole system is transformed.

3. The foundations of the National Curriculum reform include the following:

- compulsory pre-school education for 5-year-olds introduced,
- pre-school education swiftly followed by school education,
- lowered schooling age (6-year-olds start primary education),
- 6-year post-primary education combined into one system,
- minimum 4 years of post-primary school for a complete general education,
- wide selection of advanced subjects for High School students,
- Junior High School Leaving Exam – continued with the additional foreign language exam,
- compulsory subjects for High School Leaving Exam – Polish, Mathematics (since 2009/2010), one foreign language at the basic level plus the subjects selected by students (at least one at the advanced level).

4. Civics – why do we teach it?

- Practical knowledge
- Civic abilities
- Civic attitudes

It provides:

- Better understanding of the public life
- Ability of its assessment (but without imposing points of views!)
- Awakening the public activities of young people
- Efficient, but legal actions (also in ones school and the local community!)

As the outcome the civic education should form:

- Students independency
- Responsibility
- Readiness to act

5. Basic kit of the young citizen

- Students know the 'map' of the social and political organizations and know, how to use it efficiently;
- Know, how to react in particular places and public situations;
- are able to take appropriate actions in cooperation with the others;
- Are able to determine, who should deal with particular matter and whose help can be used;
- Know their rights and obligations.

Necessity to exercise abilities and actions in real environment (recommended) and in artificially created one: because about 20% of the content of teaching and abilities (in gymnasium) and 10% (in senior schools) is performed as students' projects!

6. Requirements of the successive teaching stages

General requirements of the successive teaching stages

- I. Usage and creation of information
- II. Identification and problem solving
- III. Cooperation in public matters
- IV. Knowledge of the democratic rules and procedures
- V. Knowledge of the Polish political system
- VI. General requirements corresponding with the specific teaching stage:
(stage III – market economy, IV basic – human rights, IV expended – interdependences in the modern world)

7. General and detailed requirements (example)

III educational stage

General requirements:

- II. Recognition and problem solving
Student recognizes problems of the closest surrounding and searches for the solutions

Detailed requirements:

5) develops – individually or in a team – students project, related to the school community in relation to the solution of one of the problems of the school or local community (eg. as volunteer).

8. Substantial division of particular problems

„basic course” (stage III and stage IV – expended scope):

- 31 topic modules in gymnasium and in 6th grade of the senior school, which create 5 „big” substantial sections;
- „expended course” (IV stage – expended scope): 4 „big” sections (without economy and entrepreneurship), together 45 modules.

Number of subject modules within big „sections”:

- Life in the society (respectively 9 and 14)
- Public life and public institutions (9 and 14)
- Law and Human Rights (6 and 10)

- Selected global topics (5 and 7)
- Economy and entrepreneurship (8 in gymnasium).

In gymnasium, realization of one requirement may take about 0,5-1 lecturing hour, medium module – on the average – 2 hours.

In senior schools – basic range: about 1,25 hour for the requirements and 5 hours for each module; extended scope 0,75 hour for the requirements and 3 hours for the topic module.

9. Social issues in classes 4 - 6

1. Reflecting on oneself and on social surrounding.
2. Small homeland.
3. Homeland.
4. State.
5. Society.
6. European Community.
7. Problems of the mankind.

10. III educational stage – gymnasium

Educational goals – general requirements:

I. Creation and usage of information

Student finds and uses information on public life; expresses his / her opinions on selected public issues and justifies them; is open to different views.

II. Recognition and problem solving

Student recognizes problems of the closest surrounding and searches for solutions.

III. Cooperation in public issues

Student cooperates with others – plans, shares tasks and meets them.

IV. Knowledge of democratic rules and procedures

Student understands democratic rules and procedures and uses them in school's life as well as elsewhere; recognizes the cases of breaches of the democratic norms and evaluates their consequences; explains the meaning of the individual and collective citizens actions.

V. Knowledge of the basis of the Polish political system

Student describes modus operandi of the authorities; uses his / hers knowledge on democratic rules and Polish political system to interpret and evaluate events of the public life.

VI. Understands the rules of the market economy

Student understands business processes and principals of the economic rationality in everyday life; analyzes possibilities of further education and professional career.

11. Topic modules

Issues related to the detailed requirements

1. Basic life skills in a group.
2. Social life.
3. Modern Polish society.
4. To be a citizen.

5. Citizens participation in a public life.
6. Mass media.
7. Voters and elections.
8. Nation and national minorities.
9. Patriotism today.
10. State and democratic authorities.
11. Poland as a Constitutional Democracy.
12. Electoral and party system.
13. The Polish Legislature.
14. The Executive.
15. The Judiciary.
16. Local government and its significance.
17. Commune as a community of inhabitants.
18. Local government of the District and Voivodship.
19. Polish relations with other states.
21. Poland in the European Union.
22. International cooperation and conflicts.
23. Problems of the modern world.
24. Work and entrepreneurship.
25. Market economy.
26. Households.
27. Money and banks.
28. State economy.
29. Entrepreneurship and economic activity.
30. Choice of the school and profession.
31. Ethics in the economy.

12. Detailed requirements (examples)

1. Basic life skills in a group. Student:
 1. Describes and applies rules of communication and cooperation in a group (eg. participates in a discussion, meeting or in a common activity);
 2. Names and applies basic methods of the community;
 3. Names and applies basic methods of the problem solving within a group and in between groups;
 4. Explains, based on the examples, how to keep a distance in relation to the unaccepted group behaviors or how to oppose them.
9. Patriotism today. Student:
 1. Explains, what connects a man with a great and small homeland, and uses personal example to describe them,
 2. Explains, relating to the chosen examples, what, in his / her opinion, patriotism means; compares it to nationalism, chauvinism and cosmopolitanism,
 3. Points out, relating to the Holocaust, to what consequences can nationalism lead to;
 4. Considers, in what way, stereotypes and prejudices can hinder relations between nations,
 5. Justifies that it is possible to be a Pole, and at the same time, European and the member of the world community.
10. State and democratic authority. Student:
 1. Names basic characteristics and functions of a state; explains, what are the state authorities;
 2. Points out the differences in the situation of the citizen in a democratic, authoritarian and

- totalitarian system;
3. Explains the rules: majority, pluralism, and respecting the law of the minorities in a democratic state;
 4. Names the most important democratic traditions (antique, European, American and Polish);
 5. Compares participatory democracy with the representative democracy;
 6. Explains, what are Human Rights and justifies their importance in the modern democracy;
 7. Considers and describes, based on the examples, advantages and weaknesses of democracy.

13. 4th educational stage – basic scope

Thematic modules:

1. Young citizen in the public offices
2. Law and courts
3. Security
4. Education and work in Poland and in the European Union
5. Human Rights
6. Protection of rights and freedoms

14. Topics, related to the detailed requirements

1. Communal life and its' rules.
 2. Socialization and social control.
 3. Social group.
 4. Social structure.
 5. Social change.
 6. Nation, homeland and national minorities.
 7. National and social processes in the modern world.
 8. Culture and cultural pluralism.
 9. Modern outlook conflicts.
 10. Education in the 21st century.
 11. Citizen and citizenship.
 12. Civic society.
 13. Public opinion.
 14. Mass media.
 15. Democracy – rules and procedures.
 16. Politics, ideologies, doctrines and political programs.
 17. Party systems.
 18. State.
 19. Models of the systems in a democratic state.
 20. Legislature in a democratic state.
 21. Executive in a democratic state.
 22. Modern democracy in Poland and in the world – problems and dangers.
 23. Polish Constitution.
 24. Polish Parliament.
 25. Polish President.
 26. Polish Prime Ministry.
 27. Control organs of the state, law protection and public trust.
 28. Local Government in Poland.
 29. Law.
- 29

30. Polish Legal System.
31. Courts and Tribunals.
32. Civil and Domestic Relations Law.
33. Criminal Law.
34. Administrative Law.
35. Citizen before the law.
36. Human Rights.
37. Human Rights protection in Poland.
38. Global and European systems of the Human Rights protection.
39. Polish Foreign Policy.
40. Global scope of the International Relations.
41. Globalization of the modern world.
42. Security and cooperation systems.
43. European Integration.
44. Europe amongst the super powers.
45. Poland in the European Union.

15. Remarks, related to the teaching of civics

Remarks, related to the teaching of civics in gymnasium and senior schools

During civics classes, the school forms, among the students, attitudes mentioned below:

1. Engagement in citizens' actions.

Engages in social and citizens actions.

2. Social sensitivity.

Sees injustice and reacts to it.

3. Responsibility.

Takes responsible actions in his / her community, acts constructively in the conflict situations.

4. Sense of a bond.

Feels a bond with the local, national, European and global community.

Understands what open civic patriotism means.

5. Tolerance.

Respects the law of others to different opinions, ways of acting, customs and views, under the condition that they do not impose a threat to other people. Opposes the signs of discrimination.

School and teachers should provide such condition that the students will:

1. Have access to the different informational sources and points of views;
2. Use gained information and civic abilities in everyday life;
3. Learn planning and realizing students team projects;
4. Participate in discussions and debates in the school and class forums and in the other social situations;
5. Work on solving selected problems of their surroundings and wider communities;
6. Have real influence on the selected areas of the school life, amongst others, within the students' council;
7. Participate in the life of the local community;
8. Establish contacts and cooperation with the social organizations and public institutions;
9. Participate in civic campaigns and actions, as well as, use different forms of communication in public matters;
10. Build their sense of self esteem and authorship in the social life as well as trust towards the others.

Annex 4 List of Participants Poland

| No. | Participants (23) | Name | Titel |
|-----|---|--|--|
| | Iraqi Delegation (17) | | |
| 1 | <i>Ministry of Education - BGD</i> | Ms. Wafaa Mohammed Mahdi Al-Majlisee | Civic Education Teacher at the Educational Oversight Department |
| 2 | | Mr. Ghazi Mutlag Sekhi Al-Abboodi | Director General of Curricula |
| 3 | | Mr. Mohand Dawood Hassoon | Responsible of Social Curricula Unit |
| 4 | <i>Ministry of Youth and Sports - BGD</i> | Mr. Faiz Taha Salem AlAbydy | Director General, Youth Culture and Arts Directorate |
| 5 | | Mr. Rafid Adday Shahad Al-Diwan | Responsible of Youth Parliament Section |
| 6 | <i>Ministry of Labor and Social Affairs - BGD</i> | Mr. Khalid Qasim Kadhim | Associate Director of Training Curricula |
| 7 | | Mr. Khudhair Abbas Mohammed Al-Zaidi | Director of the MoLSA Waziriya Vocational Training Center in Baghdad |
| 8 | | Mr. Mohammad Hassan Ali | Director of the MoLSA Abi Al Khatib Vocational Training Center in Basra |
| 9 | <i>Ministry of Human Rights - BGD</i> | Ms. Dhekra Abdraheem Alldad | Director General of Research and Studies Directorate |
| 10 | | Mr. Khaleel Ibrahim Kadhim Al-Hamadani | Director of Civic and Political Rights Section at the National Human Rights Institute |
| 11 | <i>Ministry of Education - KRG</i> | Mr. Dalshad Abdullah Hussein | Associate Director-General for Educational Institutions and Training; Director of the Central Institute for Training and Development |
| 12 | | Mr. Yousif Othman Hamad | Director of Educational and Psychological Counseling; General Directorate of Educational Planning |
| 13 | | Mr. Yousif Abdullah Mustafa | Director of Vocational Training |
| 14 | <i>Ministry of Labor and Social Affairs - KRG</i> | Mr. Nizar Fatah Othman | Social Education Supervisor |
| 15 | | Mr. Ismail Othman Hamad | Director of Training-Vocational Training Department |
| 16 | <i>Ministry of Youth and Culture - KRG</i> | Ms. Lewzha Jalal Abdulkareem | Senior Legal Advisor |
| 17 | | Mr. Mheaddeen Taha Mohammed | Senior Legal Consultant for Curricula |
| | UN-ESCWA (2) | | |
| 18 | | Christophoros Politis | Programme Officer |
| 19 | | Eugenie Hashem | Administrative Assisstant |
| | Local Partner CEO (1) | | |
| 20 | | Kacper Nowacki | Coordinator cultural education programmes, Center for Citizenship Education (CEO) |
| | eusg (3) | | |
| 21 | | Dr. Thomas Lehr | Director of European School of Governance (eusg) |
| 22 | | Benedetta Oddo | Partnership Building Senior Advisor |
| 23 | | Fiona Vehrs | Assisstant |

Annex 5 List of Polish Institutions

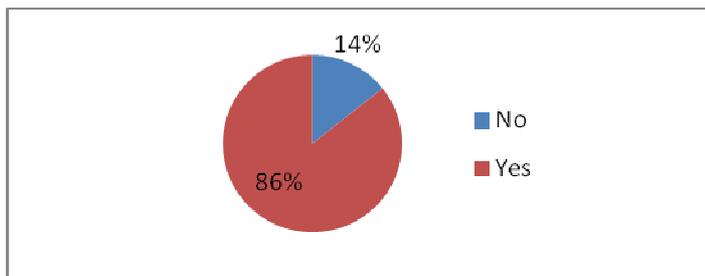
| Organisation/Institution | Contact person | Email | Website |
|---|---------------------------------------|---------------------------------------|--|
| Center for Citizenship Education (CEO) | Alicja Pacewicz | alicja.pacewicz@ceo.org.pl | www.ceo.org.pl/o-nas/english |
| High School No. 39 | Katarzyna Lipska | k.lipska@o2.pl | www.lo39.waw.ids.pl/ |
| Secondary School No. 7 | | | |
| Ministry of Education | Agata Szyszko | irena-Agata.Szyszko@men.gov.pl | www.men.gov.pl/ |
| Warsaw Center of Education and Social Innovations (WCIES) | Arkadiusz Walczak | arkadiusz.walczak@wcies.edu.pl | www.wcies.edu.pl/ |
| Embassy of Iraq Poland | | iraqembassy@ambasadairaku.pl | www.mofamission.gov.iq/POL/pl/articles.aspx |
| Institute of Public Affairs (IPA) | Filip Pazderski Dominika Potkanska | filip.pazderski@isp.org.pl | www.isp.org.pl/ |
| Information Society Development Foundation (FRSI) | Noemi Gryczko | noemi.gryczko@frsi.org.pl | www.frsi.org.pl/ |
| Civis Polonius Foundation | Joanna Pietrasik | joanna.pietrasik@civispolonus.org.pl | www.civispolonus.org.pl/ |
| Education for Democracy Foundation (FED) | Justyna Janiszewska | justyna.janiszewska@edudemo.org.pl | edudemo.org.pl/en/ |
| International Association for the Evaluation of Educational Achievement (IEA) | Barbara Malak | b.malak@iea.nl | www.iea.nl |
| German Society of Education for Democratic Citizenship | Kurt Edler | Kurt.Edler@li-hamburg.de | |
| SURMA Culture Centre | Grażyna Gnatowska | ggnatowska@wp.pl | www.oko.com.pl/surma-t154.html |
| | | | |
| European School for Governance | Dr. Thomas Lehr | thomas.lehr@parmenides-foundation.org | |
| | Benedetta Oddo | benedettaoddo@yahoo.it | |

Annex 6 Participant Evaluation of the Study Mission Germany

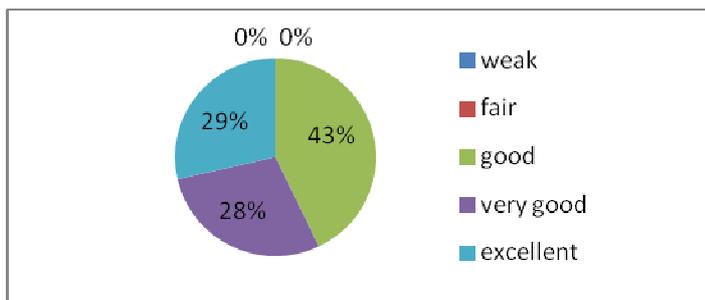
Only 7 participants out of sixteen have completed the evaluation form at the close of the final session. The average rating on the evaluation was Very Good on a scale from Poor to Excellent. The delegates rated the overall effectiveness of the study mission at Very Good. Highest ratings were for the overall organization and facilitation. Comments indicated that delegates were particularly interested in the German experience for what concerns the organization, mandate and activities of the Federal Agency for Civic Education; the remarkable experience of the Stasi Archives in dealing with the heavy heritage of the past to serve education purposes for a sound transition towards national stability and democratization; the active role of the non formal education sector in enhancing youth civic involvement, integration, fight against violence and any form of discrimination through different forms of activities that go from training to volunteering, from music to sport; the new pilot concept of pre-school education to start from the earliest and most receptive age in impacting the mind-set of future generations for the benefit of a society respectful of diversity and human rights.

Summary of Responses from 7 Participants

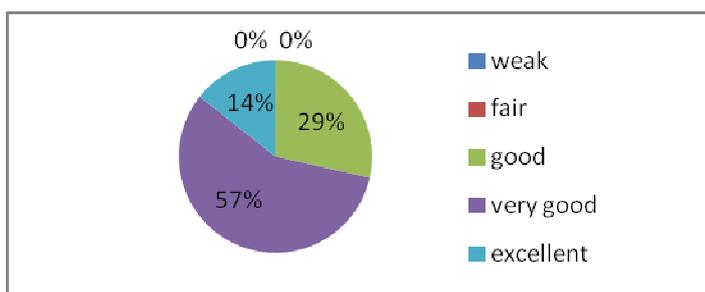
Did you know about the goals of the study mission before participating in it? Yes



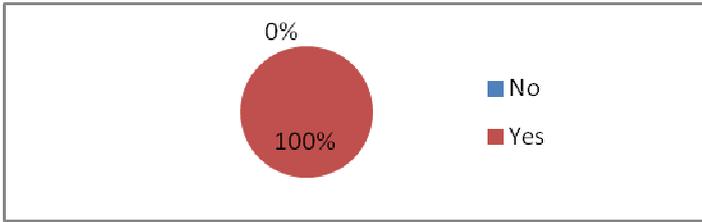
To what extent do you think that these goals were achieved? Good



To what extent did the themes of the study mission respond to your professional needs? Very Good



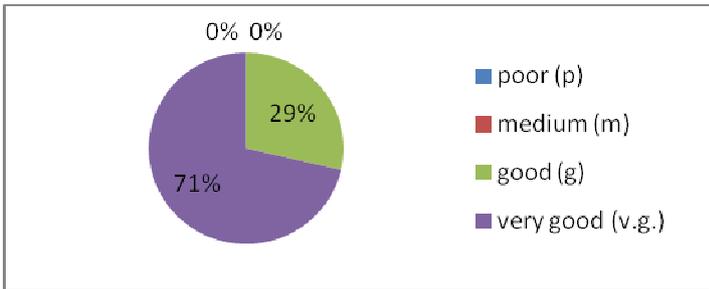
Was the programming of the study mission convenient for you? Yes



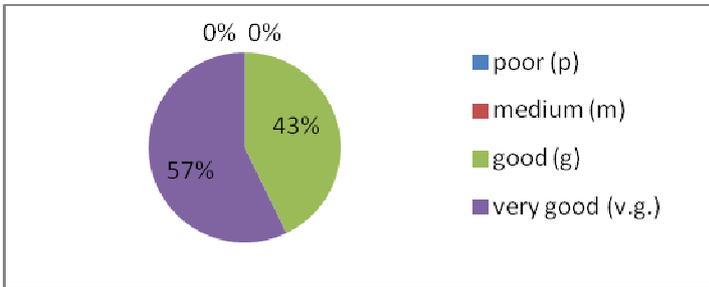
How do you evaluate the sessions and presentations?

P=poor; M=medium; G=Good; V.G=Very Good

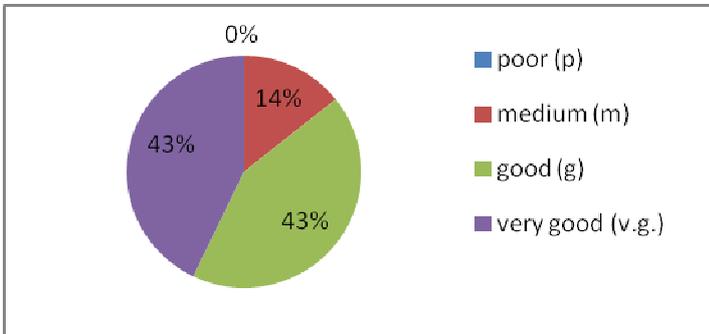
- Civic Education in Germany: an overview: V.G.



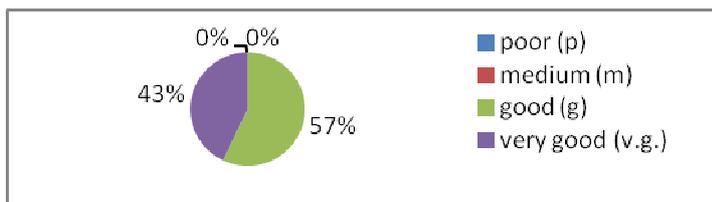
- Civic Education in Germany: how policy makers deal with transition to build new state and society: V.G.



- Federal Congress for Citizenship Education: Participation as a way to active citizenship building: exchanges with Iraq: V.G./G.

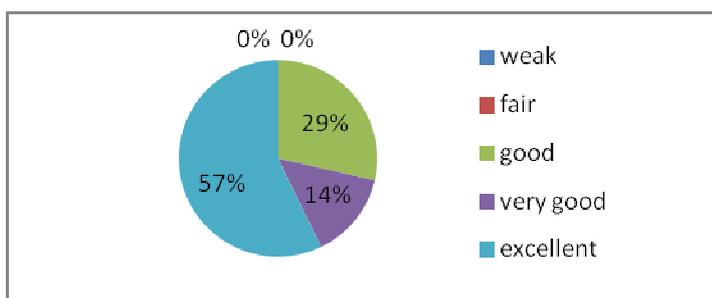


- Citizenship in Action: the fundamental role of non formal education: G.

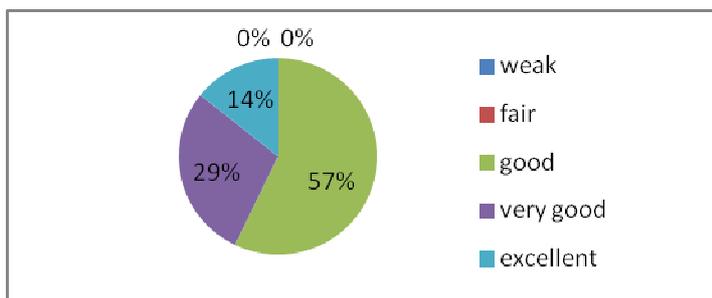


How do you evaluate the logistics in the study mission, as to:

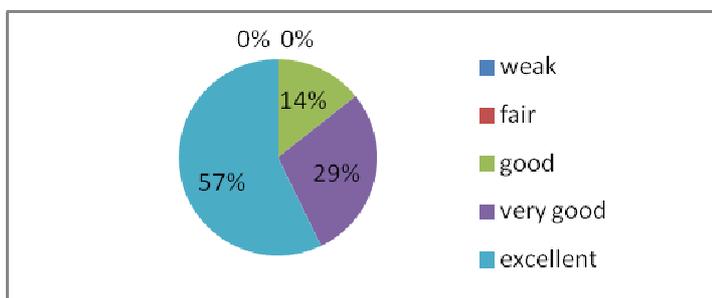
- Interpretation – Excellent



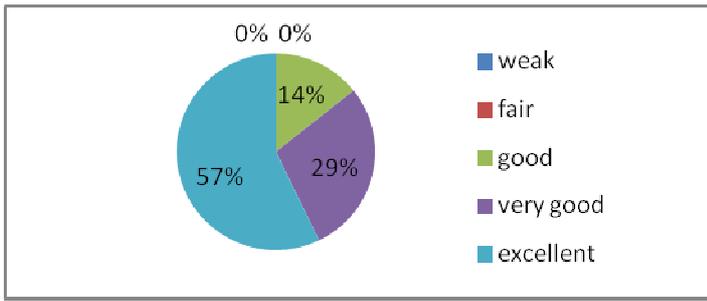
- Files - Work documents – Good



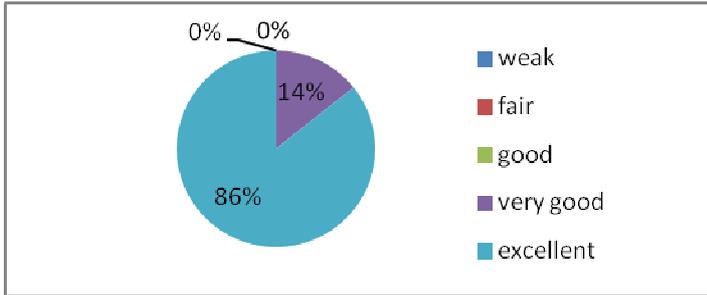
- Breaks – Food – Excellent



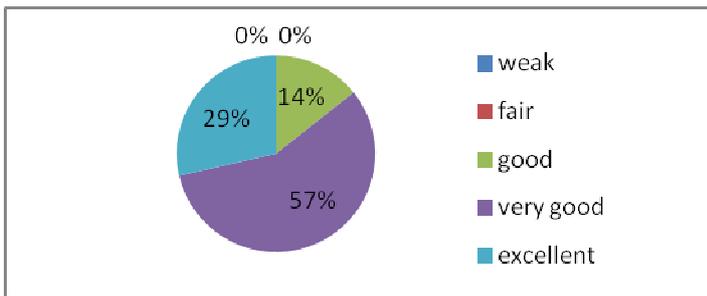
- General atmosphere – Excellent



- Hotel and accommodation - Excellent



1. How do you generally evaluate the study mission? Very Good



Comments - most useful learning

- The German Federal model of organizing civic education (BpB)
- Investing in civic education policy and strategy facilitates transition towards democracy but requires the deployment of continuous and concentrated efforts
- Translating the acquired experience into work instruments
- Learning from the past helps understanding how the system structures (such as security) were functioning to be able to implement real change
- The Student Constitution project and the role that civil society plays in educating young generations
- The importance of adopting modern attitudes and methodology within complex programs
- Opportunities of cooperating with Germany also in the framework of civic education
- The methodology used by the European School of Governance for planning
- Receiving the content of the presentations before hand, as well as additional studies and research in hard copies, would have furthermore enriched the discussions
- Making use of Iraqi experts together with foreign expertise would better customize the targets and improve the impact of any study or action.

Suggestions for Follow-up

- Taking the necessary steps to discuss the draft plan of action achieved in cooperation with and presented by eusg. The innovative methodology applied is promising of a possible new effective way of fostering civic education process in Iraq. Once discussed and revised, the

plan of action can be adopted and implemented totally or partially according to country's situation.

- Proposing to the Iraqi Government to establish partnership with concerned German institutions to organize campaigns of awareness targeting the whole professional category in charge of education in order to shape a generation of experts and operators aware of the importance of citizenship away from political and religious interferences and influences that affect civic life in Iraq.
- Encouraging further education projects to inculcate civic values in the Iraqi society
- Making use of the education programs of the EU
- Negotiating with the German Ministry of Foreign Affairs the funding of joint programs on civic education

Annex 7 Program Germany

AGENDA

Study Mission on Civic Education Policy

20-25 May 2012

Sunday 20: Arrival at Berlin Airport and transfer to the hotel

Monday 21:

08:45 - 13:00: **Opening Workshop at the European School of Governance - Palais am Festungsgraben**
Official Opening Session

08:45 - 08:55: *Opening Roundtable by Eusg Representative*

08:55 - 09:05: *Introductory Speech by H.E. Ambassador Boris Ruge – Director-General for the Near and Middle East and North Africa - Foreign Office of the Federal Republic of Germany*

09:05 - 09:10: *Word by HE the Iraqi Ambassador in Germany*

09:10 - 09:20: *Speech by UN Representative*

09:20 - 09:40: *Speeches by the Head of the Iraqi Federal Government and Head of KRG Delegation*

09:40 - 10:00: *Coffee Break*

Session on Civic Education in Germany

10:00 - 10:20: **Civic Education in Germany and the Federal Agency for Civic Education (BpB)** by Thomas Krüger - BpB President

10:20 - 10:30: *Question time*

10:30 - 10:50: **Networking European Citizenship Education - European dialog, cooperation and coordination** by Petra Grüne - NECE General Coordinator - BpB

10:50 - 11:00: *Question time*

11:00 - 11:15: **Civic Education from a Länder's Perspective** by Dr. Martina Weyrauch - Director of the Landeszentrale für politische Bildung Brandenburg

11:15 - 11:30: *Question time*

11:30 - 12:00: **Civic Education from the Legislative Perspective** by Steffen Reiche - Former Minister of Education, Youth and Sports at Land Brandenburg, Former Federal MP

12:00 - 12:30: *Question time*

13:00 - 15:00: Welcoming Lunch

17:30: Official Welcome dinner at the Iraqi Embassy in Germany

Tuesday 22:

09:00 - 13:00: **Civic Education in Germany: How Policy Makers Deal with Transition to Build New State and Society - Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH, GIZ Building**

09:00 - 09:10: **Welcoming Speech** by the Representative of GIZ Berlin Office

09:10 - 09:20: **Speech** by Henriette Sachse - Desk Officer Middle East, Federal Ministry of Cooperation and Development

09:20 - 09:50: **The Role of Citizenship Education for a Democratic Society** by Kurt Edler - German Society of Education for Democratic Citizenship

09:50 - 10:05: *Question time*

10:05 - 10:35: **The Stasi Archives and its Educational Offer** by Dr. Axel Janowitz – Head of Historical Political Education Department - Stasi Archives - Federal Republic of Germany

10:35 - 10:50: *Question time*

10:50 - 11:05: *Coffee Break*

11:05 - 11:35: **Civic and Citizenship Education in Times of Change: Curriculum and its Implementation - Some Results of the IEA Studies** by Barbara Malak - Manager Membership Relations - International Association for the Evaluation of Educational Achievement - IEA

11:35 - 11:50: *Question time*

11:50 - 12:20: **Partnership building and cooperation to support societies in transition** by Dr. Günther Taube – Director of Education, Health, Social Protection Division, GIZ

12:20 - 12:50: *Question time/Debate*

13:00 - 14:00: Lunch
Afternoon: Visit at the Reichstag
Evening: Free

Wednesday 23:

09:30 - 13:30: **Workshop at the Federal Congress for Citizenship Education:**

"Participation and Inclusiveness as a conducive means to active citizenship building in post-conflict settings: Exchanges with Iraq"

09:30 - 11:15: **Part 1**

09:30 - 09:50: **The European Charter on Education for Democratic Citizenship and Human Rights Education: the key role of Participation** by Kurt Edler - German Society of Education for Democratic Citizenship

09:50 - 10:10: **Civic Education Policy in Iraq: Future Vision and Goals for Active Participation** by Dr. Hamid Khalaf Ahmed - Advisor to the Prime Minister on Education Issues and PM Chief of Staff

10:10 - 10:30: **Participatory Citizenship and the Education System** by Prof. Dr. Hermann J. Abs - Professor of Education Research, Institute for School Pedagogy and Citizenship Education (Director), University of Giessen

10:30 - 10:50: **Strengthening Participation Values through Civic Education as a Means to Capitalize on Diversity: the KRG Vision** by the KRG Minister of Education, H.E. Mr. Asmat Mohammed Khalid

10:50 - 11:15: *Question Time*

11:15 - 11:45: *Coffee Break*

11:45 - 13:30: **Part 2**

11:45 - 12:05: **Strategy and Policy Development in Support of Youth Participation in Public Life to Enhance their Spirit of Service and Public Interest: A Legislative Perspective** by Ms. Intisar Ali Khudhur Al Hattabi - Member of Parliament - President of Women, Family and Children Committee (Federal COR)

12:05 - 12:25: **"Student Constitution" Project** by Julie Rothe - Politikfabrik

12:25 - 12:45: **The Role of the Non Formal Education Sector in Iraq towards Fostering Youth Participation through Life Skills Building** by the KRG Minister of Culture and Youth, H.E. Mr. Kawa Mahmoud Shaker

12:45 - 13:05: **The Relationship between Civil society and the State in Civic Education** by Dr. Rupert Graf Strachwitz - Director of the Maecenata Institute

13:05 - 13:30: *Question Time*

13:30 - 14:30: Lunch

15:00 - 17:00: Berlin Tour

Thursday 24:

09:30 - 11:00: **Citizenship in Action: the fundamental role of non formal education** - eusg - Palais am Festungsgraben

09:30 - 10:00: **Non formal political youth education using the example of AdB** by Georg Pirker - Secretary General of DARE-Democracy and Human Rights Education in Europe - AdB Head of International Department

10:00 - 10:15: *Question Time*

10:15 - 10:45: **Presentation** by Ms. Cornelia Schmitz - Deputy Director and Rahman Satti Head of PR, Integration and Tolerance Department - Alliance For Democracy and Tolerance - Against Extremism and Violence

10:45 - 11:00: *Question time*

11:00 - 11:20: *Coffee Break*

11:20 - 12:00: **Presentation of the Formal and Non Formal Education Action Plan on Civic Values and Life Skills** by Thomas Lehr - eusg Managing Director

12:00 - 13:00: **Wrap-up Session**

13:30 - 14:30: Closing Official Lunch at the Foreign Office of the Federal Republic of Germany

Welcoming Speech by Dr. Clemens von Goetze - Deputy Political Director for Asia, Latin America, the Caribbean and the Middle East

Andrea Berdesinski - Deputy Head of Middle East Division

Hindeja Farah - Desk Officer, Iraq Department

Afternoon: Free

Friday 25: Transfer to Airport and departures

Annex 8 List of Participants Germany

| No. | Participants (21) | Name | Title |
|-----|--|---------------------------------------|--|
| | Iraqi Delegation (16) | | |
| 1 | <i>Council of Ministers Secretariat (COMSEC)</i> | Mr. Rahman Iessa Hasan | Deputy Secretary-General of the Council of Ministers for Ministries and Governorates Affairs |
| 2 | <i>Prime Minister's Office (PMO)</i> | Dr. Hamid Khalaf Ahmed | Advisor of Prime Minister on Education Issues |
| 3 | <i>Prime Minister's Advisory Commission (PMAC)</i> | Ms. Huda A. Malik AbdulGhafoor Al-Ani | Director General International Cooperation |
| 4 | <i>Divan of KRG Council of Ministers</i> | Mr. Sherzad Ahmed Ameen | Senior Advisor for Higher Education at Council of Ministers |
| 5 | <i>Legislators</i> | Mr. Adel Al-Sharshab | President of Education Committee (Federal COR) |
| 6 | | Ms. Intissar Ali Khudair | President of Women, Family & Children Committee (Federal COR) |
| 7 | | Mr. Mohammed Kadhim Lakash | Member of the Youth and Sports Committee in the Iraqi Parliament Council |
| 8 | | Mr. Salar Mahmood | President of Human Rights Committee (KRG COR) |
| 9 | <i>Ministry of Education - BGW</i> | Mr. Shan Omar Mubarak Qushchi | D.G of the Kirkuk Educational Directorate |
| 10 | | Mr. Adnan Ibrahim Mohsin Al-Najjar | Deputy Minister |
| 11 | <i>Ministry of Education - KRG</i> | H.E. Mr. Asmat Mohammed Khalid | Minister of Education |
| 12 | | Mr. Burhan Abdulla Adil Mzuri | Director General of Administration and Finance |
| 13 | <i>Ministry of Youth and Sports - BGW</i> | Dr. Adnan Ibrahim Khaleel Al-Siraj | Director General of Coordination and Follow-up |
| 14 | <i>Ministry of Culture and Youth - KRG</i> | H.E. Mr. Kawa Mahmoud Shaker | Minister |
| 15 | <i>Ministry of Human Rights - BGW</i> | Mr. Hussein Challob Hardan | Advisor to the Minister of Human Rights |
| 16 | <i>Commission of Human Rights - KRG</i> | Ms. Tavga Omer Rashid Rasheed | General Director |
| | UN-ESCWA (2) | | |
| 17 | | Chris Politis | Programme Officer |
| 18 | | Eugenie Hashem | Administrative Assisstant |
| | eusg (3) | | |
| 19 | | Dr. Thomas Lehr | Managing Director European School of Governance |
| 20 | | Benedetta Oddo | Senior Advisor |
| 21 | | Fiona Vehrs | Assisstant |

Annex 9 List of German Institutions

| Name | Institution/Organisation | Email | Website |
|----------------------------|---|--|--|
| Thomas Krüger | Federal Agency for Civic Education BpB | krueger@bpb.de | www.bpb.de/die_bpb/PE8IKY.0.0.The_Federal_Agency_for_Civic_Education.html |
| Petra Grüne | Federal Agency for Civic Education BpB | petra.gruene@bpb.bund.de | www.bpb.de/veranstaltungen/netzwerke/nece/ |
| Dr. Martina Weyrauch | Landeszentrale für politische Bildung Brandenburg | martina.weyrauch@blzpb.brandenburg.de | www.politische-bildung-brandenburg.de |
| Kurt Edler | German Society of Education for Citizenship DeGeDe | Kurt.Edler@li-hamburg.de | www.degede.de |
| Dr. Axel Janowitz | Stasi Archives Federal Republic of Germany | Axel.Janowitz@bstu.bund.de | www.bstu.bund.de |
| Barbara Malak | International Association for the Evaluation of Educational Achievement IEA | b.malak@iea.nl | www.iea.nl/ |
| Dr. Günther Taube | GIZ | guenther.taube@giz.de | www.giz.de/en/ |
| Julie Rothe | Politikfabrik | julie.rothe@politikfabrik.de | www.politikfabrik.de/en/ |
| Prof. Dr. Herman J. Abs | University Gießen | Hermann.J.Abs@erziehung.uni-giessen.de | www.uni-giessen.de |
| Dr. Rupert Graf Strachwitz | Maecenata Institute | rs@maecenata.eu | www.english.maecenata.eu |
| Georg Pirker | Association of German Educational Organizations AdB | pirker@adb.de | www.adb.de/adb/english |
| Cornelia Schmitz | Alliance for Democracy and Tolerance | cornelia.schmitz@bpb.de | www.buendnis-toleranz.de |
| Rahman Satti | Alliance for Democracy and Tolerance | rahman.satti@bpb.bund.de | www.buendnis-toleranz.de |