

## ANNEX 1 – GRID FOR T 1.1

### CITIZED – T 1.1

#### REPORTING GRID ON THE GENERAL INVESTIGATION OF A COUNTRY/ORGANISATION'S POLICY IN THE FIELD OF CITIZENSHIP EDUCATION

(4-6 pages)

#### SECTION 1 – PARTNER INFORMATION

<b>Name of the partner</b>	<i>polis</i> – the Austrian Centre for Citizenship Education in Schools
<b>Contact person</b>	Patricia Hladschik
<b>Researcher(s)</b>	Patricia Hladschik
<b>Methodology used to conduct the research</b>	Desk research; official documents; website of the Federal Agency for Civic Education ( <a href="http://www.bpb.de">www.bpb.de</a> )

#### SECTION 2 – COUNTRY/ORGANISATION

<b>Name of the Country</b>	Germany
<b>General overview</b>	<p>Citizenship education in Germany is organized on a federal basis. Since the federal states are responsible for education in Germany, there is no uniform picture, neither for the curricula, nor for the subject titles and the number of hours that are provided for the subject, nor for teacher training. This also applies to citizenship education.</p> <p>Citizenship education is one of the young school subjects. It was only created after the Second World War.</p> <p>A German speciality: citizenship education is enshrined in the federal constitution. There are two school subjects with „constitutional status“, which means that these subjects are largely protected from being abolished or fundamentally changed: (1) religious education, (2) the educational task of "citizenship education".</p> <p>German history is also reflected in the history of a very important actor in civic education, the Federal Agency for Civic Education (<a href="http://www.bpb.de">www.bpb.de</a>). It was founded in 1952 as the "Bundeszentrale für Heimatdienst" (Federal Agency for „Homeland Service“), an institution that reports to the German Ministry of the Interior. In 1963 it received its current name and was renamed the Federal Agency for Civic Education. The institution should anchor the democratic idea in the population and counteract totalitarian aspirations. The Federal Agency with its several hundred employees is not primarily responsible for citizenship education at schools, as education is in the responsibility of the federal states. It addresses the broad public, e.g. the Agency has its own publishing house that offers a comprehensive range of political non-fiction and specialist literature at extremely favorable conditions to everybody (books that regularly cost 25 eu-</p>

	<p>ros in stores are available from the bpb for 3 to 4 euros). Nevertheless, many of their offers are aimed at schools.</p> <p>In addition to the federal agency, there also state agencies for citizenship education in the federal states, which are mainly addressing schools and teachers. There is also a lively scene of NGOs offering support to teachers and schools.</p> <p><b>How to become a teacher in Germany</b></p> <p>The German educational systems foresee a very long initial teacher education phase (at least five to seven years) and little obligation to continued training – very similar to Austria.</p> <p>Teacher training differs in each state, but there are educational standards of the „Conference of Ministers of Education and Cultural Affairs“ for the educational sciences and the subject-related requirements, also for Citizenship Education.</p> <p>Education</p> <ul style="list-style-type: none"> <li>• First phase: university studies (usually completed after at least nine or seven semesters with the first state examination or the Master of Education)</li> <li>• „Referendariat“ / preparatory service: second phase between 18 and 24 months, practical training with seminars, „internships“/peer-training at schools and own teaching. The completion of this phase is achieved through the "Second State Exam".</li> </ul> <p>Training</p> <ul style="list-style-type: none"> <li>• Teachers' advanced training; sometimes referred to as the “third phase” of teacher training</li> <li>• In-service training for teachers as a special form of teacher training with the acquisition of new teaching qualifications (e.g. additional teaching subject, qualification as an advisory teacher ... via exams, certificates) by the state institutes of the federal states or universities</li> <li>• In almost all federal states, teacher training is differentiated according to school type and school level.</li> </ul> <p>Politische Bildung: Lehramtsausbildung. CC BY-NC-ND 3.0 DE , Peter Henkenborg, Uwe Gerhard für bpb.de,  <a href="https://www.bpb.de/gesellschaft/bildung/politische-bildung/193798/lehramtsausbildung">https://www.bpb.de/gesellschaft/bildung/politische-bildung/193798/lehramtsausbildung</a></p> <p>Politische Bildung: Bildungsaufgabe und Schulfach. CC BY-NC-ND 3.0 DE, Joachim Detjen für bpb.de,  <a href="https://www.bpb.de/gesellschaft/bildung/politische-bildung/193595/bildungsaufgabe-und-schulfach">https://www.bpb.de/gesellschaft/bildung/politische-bildung/193595/bildungsaufgabe-und-schulfach</a></p>
<p><b>Longitudinal dimension of the policy</b></p> <p><i>(please specify whether and how citizenship education</i></p>	

<p><i>debate and policy implementation evolved in order to catch the trends and to analyse the evolution of the policies. This would allow to understand whether citizenship education has been subject to change and why or whether there has been an increase or a decrease of attention to the topic)</i></p>	
<p><b>Dialectical dimension</b> <i>(please specify any relevant debates concerning the development of citizenship education policy: public opinion's reaction, debates in Parliament; reactions of local communities; etc...)</i></p>	<p>Very intense debate about civic education, which was/is the standard in most schools, versus democratic education in Germany:</p> <p>Due to the increasing right-wing extremism in German society – especially among young people – in the 1990s, the federal-state commission launched the „BLK program learning and living democracy“ in 2002, in which 13 federal states took part. Good examples of extensive democratic school practices have been established in around 130 schools. In 2005 the German Society for Democratic Education was founded, which aims to promote networking between relevant actors and strengthening democratic education. In 2009, the German Conference of Education Ministers adopted a declaration on strengthening democratic education, which was updated in 2018. A specialist conference of the federal states took place in Potsdam. The program „Living Democracy!“ of the BMFSFJ has been promoting civil society projects that advocate for democracy, diversity and against misanthropy since 2015.</p>
<p><b>Relevant actors involved in the policies field analysed</b> <i>(please list the relevant actors involved in each policy: for examples, those actors who promoted the policy, those who implemented it, etc..)</i></p>	
<p><b>Names/titles of relevant policies development within the organisation</b> <i>(please specify the level of implementation)</i></p>	<p>1. ...  <input type="checkbox"/> International <input type="checkbox"/> National <input type="checkbox"/> Regional <input type="checkbox"/> Local <input type="checkbox"/> NGO(s)' initiatives <input type="checkbox"/> Bottom-up</p> <p>2. ...  <input type="checkbox"/> International <input type="checkbox"/> National <input type="checkbox"/> Regional <input type="checkbox"/> Local <input type="checkbox"/> NGO(s)' initiatives <input type="checkbox"/> Bottom-up</p> <p>3. ...  <input type="checkbox"/> International <input type="checkbox"/> National <input type="checkbox"/> Regional <input type="checkbox"/> Local <input type="checkbox"/> NGO(s)' initiatives <input type="checkbox"/> Bottom-up</p> <p><i>Any others:</i></p>

<p><b>KEY WORDS</b></p> <p><i>(please identify some key words that reflect the policies' topic area)</i></p>	
<p><b>Suggestions for case studies</b></p> <p><i>(please list some case studies that you believe may be analysed in the next phases of the project)</i></p>	<p>1. Title: Keywords:</p> <p>2. Title:..... Keywords:</p> <p>3. Title:..... Keywords:</p> <p><i>Any others:</i></p>
<p><b>Expected degree of difficulty in analysing each case study</b> <i>(please indicate the degree of difficulty in analysing each policy and explain why: challenges, lack of bibliography; lack of assessment data, etc.)</i></p>	<p>Case study 1: <input type="checkbox"/> high <input type="checkbox"/> average <input type="checkbox"/> low</p> <p>Case study 2: <input type="checkbox"/> high <input type="checkbox"/> average <input type="checkbox"/> low</p> <p><i>Why?</i></p> <p>Case study 3: <input type="checkbox"/> high <input type="checkbox"/> average <input type="checkbox"/> low</p> <p><i>Why?</i></p>
<p><b>Any other relevant comments/details or information</b></p>	
<p><b>References</b></p> <p><i>(if available, list the references used to conduct the analysis)</i></p>	
<p><b>OTHER DETAILS</b></p>	
<p><b>Filled by</b></p> <p><i>(name, institution, and email)</i></p>	<p>Patricia Hladschik, <a href="mailto:patricia.hladschik@politik-lernen.at">patricia.hladschik@politik-lernen.at</a>, polis – the Austrian Centre for Citizenship Education in Schools</p>
<p><b>Challenges faced in conducting the analysis</b></p> <p><i>(if any)</i></p>	