

Citizenship education

with children
aged 8 - 12 in Germany

Conceptual research findings
Empirical study

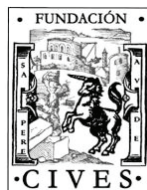
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Citizenship education with children aged 8 - 12 in Germany

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Conceptual research findings

1. Background information

Germany has a federal government system. A core element of this system is the authority of the Länder (federal states) in specific fields of politics, especially formal youth education (schools), but also adult education, science (universities) and culture. Within this framework each federal state has its own policy, at least focal points in these fields of politics.

For school education this means we have to speak about 16 different systems of education (which are highly diversified in their internal logic, again). The primary level in most of the Länder ranges from 1-4, while in some countries from 1-6, and even within the countries there is mixes possible. Generally the tendency is to harmonize the system into a one-pillar primary system and a two-pillar secondary school system with a variety of country specific individual solutions and exceptions. The certificate of **having passed the Abitur (German university entrance qualification)** a pupil can get usually after 12 (Gymnasium 8 years) or 13 years of school attendance (Gymnasium of 9 years). Also there needs to be mentioned that there is a growing number of private school providers in Germany.

Regarding the age group of 8-12 year old pupils the ENGAGE study in the German context focuses on pupils in primary and lower secondary level. As a consequence there needs to be taken into account that this affects the transition phase from primary school to the secondary level and/or related orientation in the respective framework curricula. It makes a huge difference for children if Citizenship Education is taught in a primary school following a curriculum which is designed for 1-6 or if there is a phase of a break between 1-4 and 5-6 in which case two different curricula apply.

On the other hand the Länder are obliged to cooperate and coordinate these fields. Therefore they meet in a standing conference of Education Ministries (KMK – Kultusministerkonferenz).

Basic documents which affect CE with children in Germany are:

- Beschluss der Kultusministerkonferenz vom 04.12.1980:
Empfehlung zur Förderung der Menschenrechtserziehung in der Schule.
- Beschluss der Jugendministerkonferenz vom 25./26. Juni 1989:
Umsetzung der UN-Kinderrechtskonvention
- Erklärung der Kultusministerkonferenz vom 03.03.2006:
Zur Umsetzung des Übereinkommens der Vereinten Nationen über die Rechte des Kindes.
- Beschluss der Kultusministerkonferenz vom 06.03.2009:
Stärkung der Demokratieerziehung.
- Europarats-Charta 2010
Education for Democratic Citizenship and Human Rights
- Charter on Fundamental Rights in Europe
- Sozialgesetzbuch Social insurance code VIII, here §11⁽⁴⁾

The German state has authority in vocational education and training, the framing of university education and youth work. In other words it only has a subordinate and coordinating role in education. Both institutions Federal state/Bund and Länder have the right for legislation and granting in their fields of authority.

For Citizenship Education this means there is several authorities

responsible: Educational ministries of the Länder (affecting formal education), the Youth, Seniors, Family and Women Ministry at the federal level (affecting non-formal education as part of youth work). Other state authorities such as the ministry of interior (re. adult learning) and ministry of development or the ministry of defense have CE in their portfolio. As such one can say CE is a cross cutting issue in Germany.

The German Bundestag (parliament) established in 1988 a permanent committee for children which has the task to represent children interests in the structure of the parliament. There is an ongoing debate on the establishment of a children's commissioner in the Bundestag, latest discussed in June 2015 in the plenary debates. Only three of the Länder have established a children commissioner in their governing structures, namely Schleswig-Holstein, Baden-Württemberg, and Sachsen-Anhalt.

2015 is also the year of the establishment of an independent monitoring body for children's rights and youth participation which will be established at the DIM- German Institute for Human Rights.

There is a regular children's and youth report commissioned by the German Bundestag, taking stock on the situation of children and youth in Germany.

2. Formative dimensions for Citizenship Education in Germany

There is several dimensions and discourses that are formative for Citizenship Education in Germany since 1945; each of them has different but a lasting impact on pedagogy, procedures, structures and content of Citizenship Education, all are key for understanding any Citizenship Education both in formal and non-formal Education. This needs to be taken into consideration when CE is compared on the European level. The European Euridyce reports on Citizenship Education does not really reflect on education happening besides formal education, which is just one part of the German CE landscape, especially when it comes to the question of concepts, methods, and professionalism in work with youth.

1) Historical background

As a consequence of the so-called **"re-education"** activities of the allies (UK and USA) after WWII, education for democratic citizenship has – compared to other countries in Europe – well established structures. The experiences of fascism and of **"Gleichschaltung"** (the process of forcing the complete life of Germany into the NAZI pattern) led to a certain principle called subsidiarity. There should be a variety of opportunities to learn democratic citizenship, a variety of diverse, pluralistic missions and activities based on different ethical values or ideological positions. A similar consequence has renewed and been drawn for the experience of the Eastern German part with the SED- dictatorship, after 1991.

2) The Beutelsbach Consensus

The Consensus of Beutelsbach constitutes a kind of minimum standard of Education for Democratic Citizenship (Politische Bildung) in Germany. It was developed in the frame of a 1976 conference trying to settle different didactic schools after a period of deep conflicts. The Beutelsbach Consensus until today is of utmost importance.

– Prohibition against Overwhelming the Pupil:

It is not permitted to hinder pupils from 'forming an independent judgment'. It is precisely at this point that the dividing line runs between political education and indoctrination. Indoctrination is incompatible with the role of a teacher in a democratic society and the universally accepted objective of making pupils capable of independent judgment.

– Treating Controversial Subjects as Controversial:

Matters which are controversial in society must also be taught as controversial in any education. This demand is very closely linked with the first point above, for if differing points of view are lost sight of, options suppressed, and alternatives remain undiscussed, then the path to indoctrination is being trodden. We have to ask whether teachers have in fact a corrective role to play. That is, whether they should or should not specially set out such points of view and alternatives which are foreign to the social and political origins of pupils (and other participants in programs of political education). In affirming this second basic principle, it becomes clear why the personal standpoint of teachers, the intellectual and theoretical views they represent and their political opinions are relatively uninteresting. To repeat an example that has already been given: their understanding of democracy presents no problems, for opinions contrary to theirs are also being taken into account.

– Giving Weight to the Personal Interests of Pupils:

Pupils must be put in a position to analyze a political situation and to assess how their own personal interests are affected as well as to seek means and ways to influence the political situation they have identified according to their personal interests. Such an objective brings a strong emphasis on the acquisition of the necessary operational skills

For the field of non-formal education the Beutelsbach Consensus results in the need to maintain and support a pluralistic landscape of educational providers, where learners are offered different perspectives on any educational topic. In 2015 released Frankfurter Erklärung there arose a debate to understand CE as tool to defend democracy thus itself leveling up the CE processes to stand actively for democracy.

3) Principle of Subsidiarity

As a federal state German youth work is largely based on the subsidiarity principle. Subsidiarity means

- for non-formal education the relationship between independent providers of youth work (e.g. youth educational providers) and state /regional / local authorities in form of the public sector: The public sector is obliged to delegate any tasks within youth work to the independent providers.
- for the formal educational system the authority of the Länder in all educational questions. The Länder are responsible for the curricula and the legal frames for school as well as for the education/ training of teachers. Also the salary payment to the teachers of public schools is in the hand of the Länder. For the infrastructure of constructing/ maintenance schools the level of the municipalities/community level has the responsibility.
- In terms of non-formal education subsidiarity refers to education as part of youth work and means the delegation of tasks and financial support to providers at the level adequate for handling educational challenges (local – national). Subsequently education is of an interlaced logic and structure.

4) Children's Rights and Rights of Persons with Disabilities

Further **dimensions** newly entered the debate in the later 90's:

The ratification of the Convention of the Rights of the Child is largely influencing all fields of Education in both their inherent structures as well as in the pedagogical approaches and concepts they apply. Also the CRC ratification brought in the system of com-

munity youth work/municipal youth work as a main actor in the field of children participation in local life.

Similarly the ratification of the UN CRPD has a large impact on education: for formal education the consequence of inclusion is the disbanding of separate schools for people with disabilities which largely affects the structure of primary schools all over Germany and also relates to a new shape of the debate how inclusive teaching and learning environments and approaches should look like.

Also for the field of non-formal learning with young people the UN- CRPD has wide impacts as the German Social Insurance Code VIII (youth work) and Vol 12 (inclusion of disabled persons) are to be read under new auspices. The Social Insurance Code VIII clearly states the obligation, to provide young people the necessary support and offers of youth work needed for their development. These offers should rely on the interests/needs of young people should be co-decided and co-produced by young people. They further should enable them for self-determination, for societal co-responsibility and enact them to social commitment. (see. SGB VIII, §11 (1)). The SGB VIII further states that the establishment of children and youth commissioners on all levels is of vital importance.

3. Content and consequences

Citizenship education is seen as gaining competences on 4 dimensions: knowledge, skills, values and attitudes. As a consequence it is seen more and more as learning field which requires steady involvement and hands on training of practical experiential learning, rather than a strictly knowledge based learning about political systems.

There is a growing discussion on the inflationary use of the terminology of participation in learning in the recent years, driven by the fact that participation is not a pro-bono add to learning, but in fact needs to be at the core of learning on power relations in society. If participation does not correlate with a share of political power – so the criticism – it fulfills only a political alibi-exercise. In this regard the learning process needs to become an issue of shared responsibilities. Civic and social competences therefor should be trained in the dimensions of social, moral, democratic and political dilemmas, based on an understanding of a share of power. It also should go beyond service learning and social competences training.

The debate on the subsequent conclusions for learning CE in school in Germany led to a longer lasting dispute between the so-called democracy pedagogy and "Politische Bildung" in school. The German association for democracy pedagogy DeGeDe has published a concept that integrates both dimensions with the aim to overcome the debate, by offering an understanding which works on the 3 dimensions of democracy as a form of living, democracy as a form of society, democracy as a political system.

Having a look at the primary school level it is obvious that – incorporating the debate on the implementation of the CRC and the CRPD – CE has moved away from a static concept and turned into learning democracy by practicing democracy in the classroom. However the big challenge remains the step into the secondary school level, where pupils often experience a culture (OECD, PISA and MINT driven priority setting) which is contradictory to and largely jeopardizing the experiences gained in the primary level.

There has been a turn in the societal (and development-psychological) perception and view on (8-12 year old) children as political subjects and citizens in society in the last 25-30 years that largely affects the conception on if and how democracy should be learned with children.

Along with the reforms since the so called 2002 PISA shock learning in school seems to undergo fundamental changes. Group work and practical work in projects in and out of the classroom

is (at least on the paper) the standard in any learning settings in primary school.

4. Different types of Citizenship Education/Education for Democratic Citizenship

In Germany Education for Democratic Citizenship is based on a well-known and established concept which is called in German Politische Bildung (literally often wrong translated as "political education"). Politische Bildung is a self-contained and separately defined field of work within the sphere of non-formal youth (and also adult) education. It **deals with different topics related to politics**: civil society and politics, anti-discrimination, anti-racism, Human Rights, Children Rights, gender, co-determination and participation, economy and social development, migration and integration, communication and the media, European development processes, globalization and sustainability, religion and intercultural dialogue, and to name it as a broad theme: inclusion and living in a diverse and inclusive society.

However regards to CE with children aged 8-12 there is a vast conceptual practice in various regions of Germany nevertheless they behave like an archipelago of islands. Each of them is important but not adequately connected.

Formal school education and CE

Education for Democratic Citizenship is integral part of the curriculum of the secondary schools (and of vocational schools). The subject in school itself is named differently, e.g. Politische Bildung (literally translated as political education but in the meaning of civic education or citizenship education), or Sozialkunde (society education), Gemeinschaftskunde (Citizenship Education). The name depends on the tradition of each state (Bundesland), especially in Eastern Germany.

However this means not that Citizenship Education starts not earlier: on the primary level the occupation with issues that deal with CE are part of the curricula of (Erweiterter) Sachkundeunterricht ((augmented) social studies), called "Sachkunde", "Heimatkunde", "Mensch, Natur und Kultur", "Nachhaltigkeit" (sustainability education) or even are named as "Politik und Gesellschaft" (politics and society) or "Geschichte/Gesellschaft" (history and society). All share a life based /centred focus that directly builds on starting the learning process based the societal environment of the pupils (me, me-you, us). The legal frame and the definition of the curricula remains in the responsibility of the Länder and largely varies in terms of quantity and quality description of CE related content (for specific curricula, see: <http://www.kmk.org/dokumentation/lehrplaene/uebersicht-lehrplaene.html>).

The **definition of curricula** works among the educational ministries who appoint expert working groups which usually incorporate relevant actors involved in the field (or at least enable them to state their opinion: research, politics, teachers associations, parents associations and in best case also pupils assoc.). Furthermore it recently appears that there is also a public consultation process where people can comment on the draft of the frame for the curricula. The curricula formally are worked out and adopted in the administrative level of the respective educational ministries (after being consulted in the standing conference of educational ministries- KMK) thus remain on the Länder executive level, while the legislation remains responsible for the frame of school legislation and budgeting.

CE in the primary level is "ideally" a cross cutting issue which adheres to democracy as a form of living and builds on the assumption that children are capable to judge on political questions. The curricula focus on a broad spectrum of political issues that affect children's life; also they **should** be based on the perception

of a child as citizen .

This is a least what current educational and development-psychology as well as political scientists in Germany postulate. Also this is in line with experiences from several networks of teachers, educational experts and schools devoted to the development of Children Rights enacting schools. Regards the primary level CE is mostly not bound to specific CE lessons, but is been seen as a general issue of learning in class 1-4 or 1-6. However, the implementation and enactment of a Children Rights based approach at a large scale which goes beyond single school development projects remains the biggest task in school every day work. To develop school-concepts accordingly to CR with an understanding of the mandatory character of CR in the three dimensions of protection children, supporting children and children participation remains a decisive barrier.

Accordingly one needs to be clear that the legal framework for primary schools as provided by the level of the Länder largely differs in regards to the level of participation and involvement of pupils in decision making. See therefore the recent policy paper of the German Institute for Human Rights "Kinder und Jugendliche haben ein Recht auf Partizipation" (DIM Policy Paper No. 31 June 2015), which states that there remains a lot of quality clarification on the to-do-list. The development of schools in Germany towards day schools (8 am – 4.p.m.) has raised some criticism to the right of children for self-defined free-time, as well.

Still the implementation and enactment depend largely on the **capacity of single teaching persons** to create open non hierarchic learning environments as well as on their idea of democracy learning. There are currently three main approaches to define CE learning: CE learning as social learning, CE as political learning and the merger of CE as social and political learning. Several free school programs such as the buddy program in Lower Saxony, Berlin, Hessen, Thüringen, North-Rhine Westphalia, the Children's Rights Schools in Hessen, or the Hands for Kids in Berlin and Brandenburg enable schools to develop a more democratic structure make use of instruments such as the students or class councils and support teachers and school councils with material, counselling and training, nevertheless they remain pilots and are not working with large scale effects.

In terms of age groups targeted, democracy as form of governance is the subject which largely remains for the secondary level, while as pointed out living democracy as broader concept appears from the first level on (in terms of implementing children's rights even on from kindergarten/elementary education. As such the duration is of full range during all years of school attendance (and before).

Referring to the European EURIDYCE analysis on Citizenship Education in school one has to state that EURIDYCE gives no information about the quality of teaching. As such the German statistic is in line with the statistics provided by all other countries and can not be taken as a quality reference instrument.

Non- formal Education and CE with young people - Politische Jugendbildung

The German term "Politische Bildung" (Education for Democratic Citizenship) includes not only specific educational concepts but also a wide range of out-of-school, i.e. non-formal educational activities and establishments (youth work). Various non-governmental organizations and institutions offer opportunities for learning for democratic citizenship. The missions of these institutions differ from each other: the whole field is diverse, pluralistic and based on different ethical values or ideological positions. Politische Bildung should be performed by non-governmental organizations and institutions, according to the principle of subsidiarity.

State institutions for Politische Bildung such as the Bundeszentra-

le für politische Bildung and the corresponding Landeszentralen für politische Bildung should only support the field with an emphasis on supporting state, i.e. formal, education.

For this reason non formal Politische Bildung is primarily organized by a variety of independent (non-governmental) organizations, associations and institutions. The main providers of NFE in both adult and youth education are non-governmental organizations, party-related foundations (AE), and institutions, such as youth (and also adult) educational centres, information centres, academies, European Centres, international community centres etc.

Being non-formal educational providers their main occupation are educational activities. They act at federal, regional (Länder) or local level, often the levels mix. All together offer a great variety of special training courses, seminars, workshops, study visits, local initiatives and projects, national and international meetings and other kinds of activities dealing with political and social issues.

As providers of non-formal education there is no certain curricula one can follow, as the themes of the CE are oriented on the learners decisions and usually are called out as specific seminar or workshop themes dealing with any topics in CE. However in terms of quality and thematic orientation the work needs to be in line with the respective federal states children and youth work acts. Further the providers follow their own thematic focus and orient their work often towards specific fields of expertise.

The pedagogical staff as such has a rather wide educational professional background – a majority holds degrees in social pedagogical work, political science, history, cultural sciences etc.

Also there are certain funding priorities of all levels which have an influence on the topics dealt with (for example specific priority programs and project called out by the relevant youth ministries). There is wide cooperation with schools in the field of Politische Jugendbildung. Based on data from AdBs' Program "Citizenship Education with young people" one can estimate that around 50-70 % of the workshops and seminars are cooperation activities with schools.

The German children and youth plan (KJP - Kinder und Jugendplan des Bundes), which offers the legal frame for youth work, is **targeting mainly at youth aged 12-26**. This naturally means that CE with children aged 8-12 are in a secondary position – if not as pilot projects. An ongoing debate on reforming the KJP aims at lowering the age to 8 years.

This results not in an absence of any activities with this target group, but in lower acceptance among providers and their debates. On the other hand there is a variety of activities conducted with this age group which is already looking back at a long history of educational experience. Again the ratification of the CRC and the CRPD shows a great impact on educational activities in and with this age group and currently feeds the debate on arranging adequate legal settings for the work with 8-12 agers. This especially as educational research largely argues for the involvement of children in CE activities.

The environment of non-formal education in Germany is seen again is a plus for CE with children, as it offers a safe and non-hierarchical learning environment, which is inherently able to take into account the specific needs, interest and talents of the children. As such non formal learning places in Germany have gained a sound experience in conducting CE with the age group 8-12, despite the stated financial and legal barriers. (more to be shown in the empirical part of the report).

State agencies for Civic Education

Apart from these organizations there are two kinds of governmental institutions for Politische Bildung. At federal level the Federal Agency for Civic Education (Bundeszentrale für politische Bildung, BpB) and in 15 out of 16 Länder there are the state agencies for

civic education (Landeszentralen für politische Bildung). These institutions are legally bound to act in a neutral impartial way. Their main task is to support the multipliers/providers of Politische Bildung, teachers at schools as well as multipliers in non-formal education (pedagogues, trainers etc). Their main sphere of action is publishing information and teaching material and organizing special events (such as conferences, public discussions, ...). They also act as grant giving authorities in adult learning, starting from the age of 16.

Regards to the field of citizenship education with children, the BpB has published a large set of teaching materials and educational resources teaching materials, information packs and posters for children, games etc. that can be used in any CE learning settings: <http://www.bpb.de/lernen/zielgruppe/grundschule/> Also there is a web resource maintained by the BpB "www.hanisauland.de - Politik für dich" (engl. http://www.hanisauland.de/en/en_index.html - politics for you"). This website is based on pet characters and is especially designed for school children starting at class 3-4. It helps children to explore democracy and the political system in a wide variety by themselves. It also supports parents and teachers with concepts, materials, studies etc.

Research shows that the **priority setting/agenda setting** of these supporting structures has large influence on the field of CE with children (and elsewhere). In case the respective level of the state agencies defines CE for children subject to their working field the chances for carrying out related work and activities are significantly higher than in cases where the supporting structures define their mission in other dimensions.

Other support structures

Education is only one part of CE in regards to the involvement and subsequently Citizenship learning of children aged 8-12. This needs to be clearly communicated for Germany. Besides primary school and non-formal education with children aged 8-12 there is a broad range of providers, public and civil society institutions that work on children and youth participation and children rights enactment on all levels (national to local). Sharing a Children Rights based vision and approach most of these actors are participating in the **National Coalition Germany - Network for the Implementation of the UN Convention on the Rights of the Child** (<http://www.netzwerk-kinderrechte.de>). The national coalition comprises a broad consortium of charitable organisations, public decision making and administration, ministries, municipalities, educational et al. providers of youth work; all of which share the vision of a society where children rights apply at full stage. This results in a fostering of expertise and debate that helps creating cross-sectoral alliances between national - municipal administration, youth work, educational providers (formal-non formal) and boosts the debate on Children Rights in all affected levels. For education this resulted in the last years in a turn towards democracy pedagogy, which takes into consideration children as full citizens in society as well as in the vital debate of supporting mechanisms and structures that enable CR enactment on all levels.

"1. The National Coalition supports the implementation of children's rights on the basis of the UN Convention on the Rights of the Child of 20 November 1989 and associated Additional Protocols. This is achieved by recognising the responsibility of civil society to claim the rights and obligations arising from the Convention, help raise awareness of them and develop them further, while promoting the monitoring of their implementation by civil society. The National Coalition focuses its efforts in Germany, but at the same time observes its responsibilities to international cooperation.

2. *The union's aim is to implement the children's rights recognised under the Convention on the Rights of the Child, promote young people in their individual and social development and contribute to preventing and breaking down discrimination and to maintain or achieve positive living conditions for young people and a child and family-friendly environment. This is done by considering a child as an independent individually, especially by promoting children's rights in terms of equality, upbringing and education, healthcare, well-being, civil engagement, and the participation and protection, not least from poverty or violence, of child victims and potential victims, children with disabilities, children of migrant families and child refugees.*

3. *The National Coalition encourages the participation of children and young people to exercise their rights.*

4. *The National Coalition promotes discourse with decision-makers at all levels of politics and society, as well as on the international stage, and particularly with other national children's rights coalitions.*

5. *The National Coalition, in line with article 45 of the Convention on the Rights of the Child, participates in the dialogue of the UN Committee on the Rights of the Child with States Parties.*

6. *The institutional and policy-specific independence of the member organisations remain unaffected.*

7. *The association is non-profit; it does not pursue financial aims as a priority, but exclusively and directly non-commercial ones, as established in the „Tax-privileged purposes“ section of the Tax Code. Funds of the association must be used only for the objectives set out in the statutes. The association shall not favour any legal or natural person through expenses which are inconsistent with its objectives or through disproportionately high benefits, donations or remuneration. Members shall not receive any donations from the association's funds. The Members of the National Coalition bodies work on a voluntary basis. Volunteers may claim reimbursement only for proven expenses.“*

Driven by the CRC implementation but also taking into account the need to improve the conditions for participation of young people on all levels, there is ongoing and widely spread activities in public and civil society organization all over Germany. Mostly conducted by providers youth work, the municipal youth offices etc. these activities raise from practical establishment of youth bodies/children and youth councils, to the involvement of young people in local planning processes and consultations.

The Bundesarbeitsgemeinschaft Kommunale Kinderinteressenvertretungen, a network for the enactment of Children's Rights on the municipal level has 2015 published a catalogue of criteria for the advocacy of children's interests on community level/ in municipalities. The catalogue defines 4 structural elements that set out the quality standard for the enactment of children's rights as follows:

- 1 the enactment of a children's commissioner, equipped with strategic conceptional working mandate
- 2 the legal enactment of children and youth representations/bodies
- 3 the enactment of a counselling body for children and youth
- 4 the enactment of an independent Ombudsinstitution for children and youth including a complaints management

The quality of the is backed by strategic reporting and monitoring, evaluation on all activities conducted, the development and

enactment of municipal standards (e.g. regards UCRC in community), networking and exchange on all levels (local- national), a conceptual further development of the field of work, and ongoing further training.

The establishment of children's commissioners and children's offices in Germany is largely seen as key to political involvement of children in any processes as their work is seen as interface between different field involved in the work with children (> UN committee on CR recommendation on the first report on Germany, 1995). These infrastructures can act as

- advocates for the participation interests of children and youth, especially where no involvement is legally foreseen
- pioneers and initiator of children and youth participation, thus enabling children and youth to explore the dimension of political participation successfully
- coordinators and networkers who bring together the different dimensions of education, children/youth participation and children rights enactment on all levels.

5. Mandatory political involvement of children on a legal basis

We have already referred to the establishment of the permanent committee for children on the level of the Bundestag and of the Children commissioners in several the Länder. There are also several scales of a mandatory involvement of youth and children into legislation, ranging from

- can involvement: The law of Saarland, Baden Württemberg sets out that municipalities can adequately involve children and youth in municipal planning processes that affect interests of children/ youth
- should involvement: Hessen, Niedersachsen, Rheinland-Pfalz ask the municipal level that it should involve children and youth in all planning processes that affect their interests
- must involvement: Schleswig-Holstein calls out the municipal level to a must involvement of all children and youth in planning processes that affect them

Also on the municipal level the involvement of children into policy making we face a steady growth of local political and support structures such as children and youth parliaments, the establishment of children's and youth offices and children's commissioners and ombudspersons etc., which again influence (not only) the educational sector as they are on a . This in general generates currently a climate of innovation friendliness on the community level. There is about 80 municipalities in Germany that have established the office of a children's commissioner, 50 that have established a children's office. A quite larger number has established youth offices.

Other providers

As mentioned there is a broad sphere of providers of children and youth work which cannot precisely be described with the term "educational" providers, as this would be a reduction to their scope as well as to their own understanding. As organizations that have a vital impact on political learning and citizenship learning of children they need to mentioned to give a broader picture of other intervening structures. These providers are e.g. the movement of children republics (like Kinderstadt München movement) which wide impact on involving an overarching scene of providers of education, youth work, into the practical debate and conduction of child led activities. Others are children museums or public libraries, who run legion of pedagogical programs on varying aspects of CE, targeting political themes within exhibitions, rallies, lectures, programs and other activities often in cooperation with providers of formal education or other levels.

6. Conclusions

At a first glance it looks like there is a lot on the move in regards to CE with children aged 8-12. There is a variety of initiatives, providers, concepts, research and practice that successfully work on the issue all over Germany.

There is a professional academic and praxis debate, as well as evidence of successful implementation and conduction of projects. There are several resources feeding the debate and resulting in concrete activities: Children's Rights, democracy learning, participation of children and youth to name the most important ones.

There is a turn on CE from a static concept towards an understanding of learning democracy through acting democratic, which is especially shaping the academic and practice debate regards to CE with children aged 8-12. However- as shown – there is a vital debate on the terminology of participation which is leaving the sphere of social capital and (re)fostering the debate of a real share of power also in definition of the learning aims and process, as well as on the topic of power-relations in society itself.

For the formal educational level there seems to be a consensus that democracy learning is of a matter for primary schools which is supported by a series of communications from the educational ministries as well as linked into curricula and legal frames. This is also underlined by a vital academic research and professional debate in academic journals, handbooks materials etc.

There is a sound pedagogical experience and expertise on CE with an outstanding tradition and professionalism in Germany that constantly feeds into the debate. This is also resulting in the existence of a substantial amount of training concepts, methods and materials.

There are regional networks that support the development in certain educational fields.

The Kinder- und Jugendplan targets at **youth** on from age of 12, thus it does not exclude children as Citizens but also does not structurally involve them. Subsequently there arise barriers for non-formal educational providers to regularly conduct work with children below the age of 12.

Coming from the field of CRC implementation and children and youth participation there is a broad alliance of public and civil society institutions and providers that foster the debate, lobby and monitor for the field of CR enactment, with scales effects on all levels of public life, especially on education.

Despite the fact of the rather good climate and circumstances it appears that still there are legal as well as institutional barriers that affect a sound and overarching strategy to cooperate and work on the issue.

There is a lack of networking structures that enable for sound overarching debates and spill-over effects. It seems that the professional discourse remains largely within the respective fields of work, especially in school. Probably the formal educational field and its inherent logic is too big, to react and interact soundly with its environment.

Despite the broad landscape of academic and practical research there is a lack of broad impact especially towards the formal educational field. Neither CE nor CRC are binding elements in university teacher training.

As a result CE with the age group 8-12 in school is largely depending on the individual motivation of pedagogical staff working in the field who are able to link up to other partner and make CE with children a matter.

In the social-pedagogical working field, which feeds the fields of non-formal CE as well as early child caring (Kita) a CRC based approach seems to be largely applied, thus feeding the expertise of the providers and the (younger) staff. Following the different approaches of formal education and the out of school field one

can state a different approach on and also way of thinking about learning.

Despite the fact of a rather large amount of praxis in all fields their nature remains of an archipelago of islands, which are not soundly interlinked.

Most of the CE work with children aged 8-12 faces the problem of project limited work. CE and CRC work is mostly project based, therefore always depending on goodwill for further implementation.

CE supporting structures by including or excluding the age group 8-12 of their working scope largely effect the ability of other providers to work on this issue.

7. Examples of good national practices

Besides an impressive list of methods, existing practice and experiences gained, it needs to be mentioned that the majority of primary schools is still not making the pace they could; one of the main obstacles is missing political will to make a change in democracy learning as many of the actors (administrative and ministerial level, et al.) share a rather mono-perspective view on the issue of democracy learning. Also in teacher training as well as in curricula development there is - alongside the good will to do more - still the tendency to focus on MINT and PISA set priorities.

There are several good practices that have emerged since 2005 and cover all fields of education, in no specific order we mention here some emerging practice examples from several educational fields. There are a lot of methodical compendia that help fostering the work on CE issues with young children, examples can be found in the Chapter 3.

Formal education/school networks/umbrella structures

The overarching networking structure in formal education is the KMK, with its recommendations towards the Länder level.

Regarding formal education there needs to be mentioned the activities of the regional networks and programs **MAKISTA** (Macht Kinder Stark!) a schools and teachers network working on the rights of the child friendly democratic schools: <http://www.makista.de>. The network offers counselling, guidance, conducts projects and offers broad pedagogical resources. Another German wide initiative is **buddy e.V.** <http://www.buddy-ev.de/home/>. Both offer broad counselling as well as deliver good examples of methods. Both work on a regional level.

The initiative SMC-SOR (Schule mit Courage - Schule ohne Rassismus, encouraged schools – schools without racism) works all over Germany and offers schools and teacher steady qualification and training in order to raise their expertise and profile as schools as learning places for and of democracy.

The educational association **DeGeDe** (Deutsche Gesellschaft für Demokratiepädagogik) comprises experts from all over Germany and has published several manuals on democratic school development and the establishment democratic learning environments, which are available for download from the web: <http://degede.de/index.php?id=81>. DeGeDe has largely shaped the definition of democracy pedagogy.

Resources, such as <http://www.kinderrechteschulen.de/> run by Makista contain broad information on children's rights enabling schools all over Germany and offers background info etc. Other web based information is provided by the federal agency for civic education.

providers

On the level of primary education there is the network of Children's Rights Schools in the state Hessen, which is probably the most advanced cluster of schools re CE with Children, as it also has a

coordinating body. Similar but on the national level the initiative "Schule ohne Rassismus - Schule mit Courage" is organized.

projects

Projects such as the Hands on Kids in Berlin Brandenburg support the democratic school development especially fostering instruments like class speakers trainings, school councils etc.

Also should be mentioned that there are several university led projects such as the Göttinger Kinderdemokratie (University of Göttingen children's democracy) which work with primary schools on Democracy especially in simulation games settings and use game based approaches: <http://www.demokratie-goettingen.de/forschung/projekte/kinderdemokratie>

Other examples are the Rostock Model on democracy learning that develops concrete CE planning scenarios for the school subject of general studies in the primary level.

It is of importance to mention as such that there is CE research directly involved in democracy education with children which goes beyond the usual evaluation and monitoring of Programs and projects.

Non-formal Education

networks/umbrella structures

In the field of non-formal education there are several clusters, associations and umbrella organizations of providers of CE. However as they work mostly under the Kinder- und Jugendplan the work with older children, i.e. children aged 8-12 is often not their main scope.

providers

Looking at the field of providers of non-formal education one can find a broad variety of institution that regularly work with children aged 8-12 and closely cooperate with schools, municipalities, etc on the issue. The Council of Europe manual *Compassito* gives a good overview on methods that apply on various thematic issues of Children Rights learning and can give an impression on the scope of methods used in NFE. Of high importance for the German context is the role of non-formal educational providers for developing democratic competences among pupils by training class-speakers for their participation rights in pupils/students councils and by contributing with their cooperation work to democratic class and school development. The same counts for their cooperation with the level of youth work.

projects

As examples for successful projects there shall be mentioned 3 projects

1) Projects the "learning to live in diversity – development of inclusive primary schools" and "Ich und die anderen". Both have been conducted on federal level by the Youth Educational Centre Kurt Löwenstein and offer a hands on trainings as well as detailed concepts for non-formal learning with school classes aged 8-12 targeting at inclusive and democratic school development. <http://www.kurt-loewenstein.de/show/7146941.html>

2) Project "findet demo – Kinder(er)leben Demokratie" ("searching for demo – children live democracy") which has been conducted by the Europäische Jugendbildungsstätte Weimar and Partners and was targeting on the democratic development of primary schools in the state of Thüringen. Based on the assumption that democracy is more than a form of governance but a concept that needs to be lived in society various counselling activities have been developed and resulted in a curriculum for the development of democratic primary schools. <http://findetdemo.de/herzlich-willkommen>

3) On another level of CE there shall be mentioned the various projects conducted by the Berlin based Anne Frank Zentrum: Projects such as "Nicht in die Schultüte gelegt" develop didactical material targeted at the age group of primary school children and help children exploring the history of the Shoah and the Holocaust on example of Anne Frank <http://www.annefrank.de/projekte-angebote/paedagogische-materialien>.

Still it needs to be mentioned that due to the legal framing of youth work non-formal educational work with children aged 8-12 needs to be characterized as generally following a project logic, which correlates with the challenge of distributing and valorizing extremely good project results in the aftermath of the funding periods.

Other support structures

Networks/umbrella structures

The National Coalition Germany - Network for the Implementation of the UN Convention on the Rights of the Child (www.netzwerk.kinderrechte.de) comprises a broad alliance of national and international civil society organisations, governmental and non governmental institutions, associations, unions, municipalities etc. that together form a strong coalition to support, lobby and monitor the CRC implementation on various levels all over Germany.

The establishment of several legal institutions on the governmental level as such includes the children's participation on the level of policy making. Nevertheless the nature is still the one of starting a process.

providers

UNICEF and its web-ressource share contacts, materials and methods <http://www.kinderpolitik.de/bausteine>

Still it remains a difficulty to get an overarching view on levels active in the field of CRC, most important seem to be the children's offices and children's commissioner in the municipal level. Their nature is of interface and is seen as the key to enact an integrated approach of CR enactment and CE learning on all levels.

As a role model can serve the Initiative für große Kinder (Initiative for big children) <http://www.initiative-grosse-kinder.de> of the City of Nürnberg which comprises all actors relevant for the fields of children 8-12 and serves as resource, contact point for urban development, school development activities and counselling.

Another example can be the city of Saalfeld / Saale where a community changes its face via broad participation and involvement of children with the aim to implement the CRC: <http://www.jugend-in-saalfeld.de/www/jis/>

projects

The experiences of the Kinderspielstadt (kids- playing cities) as developed almost 20 years ago in München with Mini-München is wonderful example for activities outside the narrow CE educational sphere. These cities widely appear in Germany in form of kids republics, summer-camps where children simulate their own republics. There is already a relatively large international network of the Kinderspielstädte: <http://www.kinderspielstaedte.com/>

Others are as already mentioned above libraries, or children's museums...

It remains important to mention that in the German context the logic of the above fields is interdependent and interlaced. It is difficult to focus on one of the fields without emphasizing its involvement and interdependency with the environment placed in. To recall this within the single affected fields would in fact advance the position of CE with the age group 8-12 by far.

8. Data of involvement of young citizens in politics

There is no clear data available for Germany - at least there is no clear link to education. There is several surveys and a lot of research which indicate a rather low attendance of young people in elections (still there needs to be discussed what low attendance means).

On the age group of young people involved actively in politics there is also systematic data available. There are some younger mayors and there are some municipalities, such as the Municipality of Monheim where a local youth party has the majority in the city chamber: <http://www.peto.de/>, which is often communicated as a role model for other municipalities or as role model for youth participation.

There are several Länder in Germany that lowered the voting age to 16, but often it is forgotten that the group of young voters aged 16-18 is in a structural minority position, so cannot make the difference.

There is a movement claiming the voting right on from the "0" age.

In regards to the state of democracy in society and education results from 2/2014 the structured dialogue "youth and education" indicate that young people unanimously communicate that the democratic development of schools is one of the biggest challenges they currently face when they think about the question where they face problems in democratic participation.

Also as shown above there is children and youth parliaments in a large amount of municipalities all over Germany. There is no data existing about these parliaments, which makes valid conclusions difficult.

A set of structured data can be found on the first children and youth report for Germany 2010, (which is an independent part of the 3 German reports on the UN committee for CRC). It communicates concrete needs and challenges as perceived by children directly.

The report delivers data on the spheres of

- CR in the family
- CR in the place of residence/living
- CR in education and vocational training
- CR in leisure time
- Growing up and Health
- Other topics

Recent sociopolitical research on young peoples' involvement in and perception of politics indicates a slight different view on young peoples' participation in elections. Instead of affirming that young people turn less and less political a shift in social sciences research interest happens and asks the question on what young people define as political: the surprising fact is that youth rejects more and more issues of their political nature as they largely affect their private life and are being perceived a private issues (religion, discrimination, gender, work to mention only a few). In generally all surveys state that young people are likely towards democracy but tend to stay away from drawing a voting conclusion, as they claim mistrust towards the party-political level. This shift in research causes currently a large debate on how a representative democratic system needs to further develop in order to take into consideration the changed perception of politics among youth.

Empirical study

Georg Pirker, Arbeitskreis deutscher Bildungsstätten (AdB) e.V.

This analysis compiles the key finding of the survey "ENGAGE -Politisch bilden / Beteiligen / Kinderrechte umsetzen mit 8- bis 12- Jährigen" (ENGAGE - Education for democratic citizenship / Participation / applying Children's Rights with children aged 8-12), conducted in the frame of the German part of the EU project ENGAGE.

Credits to Ulrike Kahn, Anne Dwertmann, Mechthild Möller, Kirsten Schweder, Ina Bielenberg, Arne Schäfer, Ulrich Ballhausen.

All made huge efforts and contributed to this report in the frame of the national expert group on CE with children aged 8- 12.

Special thanks to Brayan Rosa Rodriguez from NYU Wagner School of Public Services who in the frame of his Ellen Schall Fellowship has contributed to this report and helped to draw the graphs.

List of Abbreviations

| | |
|----------------|--|
| NFE | non- formal education |
| AdB | Arbeitskreis deutscher Bildungsstätten (AdB) e.V. |
| Gemini | Gemeinsame Initiative der Träger politischer Jugendbildung |
| DeGeDe | Deutsche Gesellschaft für Demokratiepädagogik |
| Makista | Initiative Macht Kinder Stark |
| BaP | Bundesausschuss politische Bildung |
| CE | Citizenship Education |
| CR | Children's Rights |
| FE | Formal Education |
| DVBp | Deutsche Vereinigung für Politische Bildung |
| GPEJ | Gesellschaft für politische Erwachsenenbildung und Jugendbildung |
| CRC | Children's Rights Convention |
| UDHR | Universal Declaration of Human Rights |
| EVZ | Stiftung Erinnerung, Verantwortung und Zukunft |
| BpB | Bundeszentrale für politische Bildung |

On the field of interest of our survey

The analysis of the survey aims at adding to the theoretical part of the study a glance from the practical level of education and work with children. Thus we did not aim for large quantities of answers but rather are interested in backing key findings from literature and policies with praxis that comes from various fields of educational work with children aged 8-12. Also the survey serves as a mean to cross-check trends, topics and findings and to have a better insight on the hidden themes that we did not find in literature analysis of the theoretical part. This empirical reports main aim in this regard is not to serve as a rigorous social sciences oriented qualitative data analysis but rather to explore educational practice.

The survey was set up in January 2015 and discussed with a group of experts (ENGAGE national expert group). After a test-run with 3 educational institutions some wording of the questionnaire was adjusted and questions were released to a wider professional public end of February 2015.

The survey itself was distributed largely via several channels to 4 target groups:

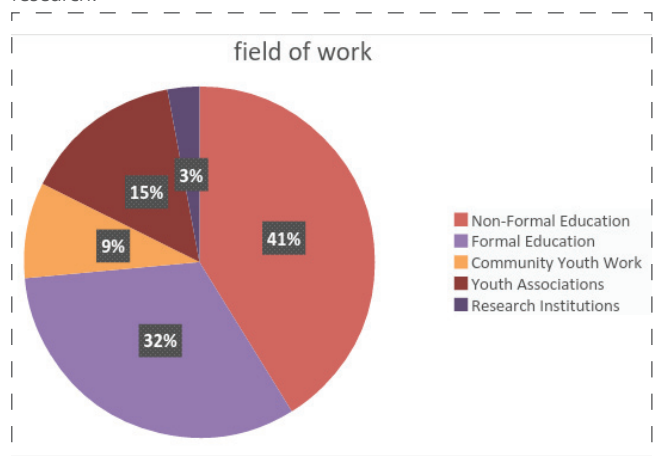
- Educational staff employed in non-formal educational providers (networks of AdB, Gemini, BaP)
- Teachers in primary and secondary school (Lehrer Online, Degede, Buddy-e.V., Makista, DVBP)
- Researchers dealing with the topic of EDC with children (DVBP, GPEJ).
- Supporting structures community work and youth work: (DBJR- German Youth Council, Jugendhilfeportal, National Coalition for the Implementation of the Rights of the Child)

The distribution was arranged via the target groups and networks of the members of the national consortium, in several educational newsletters and on the web via resource points for teachers and youth work all over Germany that included the survey in their websites. In numbers it was distributed among a group of ~ 500 experts from all fields of education.

We received after 6 weeks 36 valid answers that can serve as quality basis for the analysis – not a lot, but only slightly below the number of estimated answers to be received which was set at 45 from Germany. However, the answers back up all targeted fields: youth work, educational work, formal and non-formal education from all levels national - local. Regards the geographical distribution answers came from 11 out of 16 Länder. It is important to mention that the answers from primary school do not come from specific narrow CE learning only, but relate to a broad field within school. We can identify among others: sports, religion, augmented social sciences and general school/education in primary school – class teacher lessons – math, German, augmented social studies. Further 3 of 36 indicated they not directly work with children from the target group, but on a level of teacher training/further education.

1. Professional background /field of work

18 participants indicated that they work in non-formal education; 5 come from community youth work (all of them in a community children office which is obliged to care for children participation), 11 from the field of school and 2 from the field of educational research.



2. Characterization / structural embedding

Structural embedding and the mandatory character of CE

Asking for the structural embedding and the mandatory character of CE in the participants respective educational context there is several clusters of answers.

For a first group (10) participants CE with this age group is not a mandatory task in the context of their work, however they understand it as integral part of their work. Having a look at the profession there are 3 of the answers coming from teachers in primary schools, 5 in non-formal education, 2 in community youth work (public sector).

The second group (15 participants) indicated that CE with children aged 8-12 is a mandatory task, structurally embedded in the working context and regularly followed and undertaken in educational work. They comprise 6 Non-Formal Education, 7 Formal Education, 1 community youth work (public). 1 (NFE) indicated that however despite the mandatory character, work largely depends on project funding.

- 2 participants aligned themselves to NFE and indicated that in the context of their work CE with children is a mandatory task, however they are not personally obliged to offer CE for this age group but do it voluntarily.
- 2 participants (NFE) indicate that the CE with this age group results from cooperation partners.
- 3 answers (NFE) describe their CE with 8-12 agers as strictly voluntarily.
- 1 participant (educational research) relates their occupation with CE for 8-12 agers to funded projects
- 1 participant (children participation office, community work) indicates that without CE children participation and advocacy does not work at all.

Frequency and setting of the learning process

Asked for the frequency of CE one can divide between 6 dimensions of answers

- 1st group (2 answers, 1 NFE, 1 school) indicates that the theme is only been dealt 1/year.
- 2nd group (6 answers, 5 NFE, 1 school) indicates at least 2 and a max of 4 times/year
- 3rd group (4 answers) (3 NFE, 1 school) indicates that they do CE 4-8 times/year
- 4th group (8 answers, 2 NFE, 1 school, 1 educational research, 4 CR offices) answered 10 -15 times or more/ year
- 5th group: 15-20 times/year (6 answers, 5 school, 1 CR office) or on a weekly basis
- 6th Group (6 answers, 4 NFE, 1 school, 1 teacher training institute) characterized the process as an ongoing task or cross cutting issue.

Characterizing the form and the setting of the learning process there is 4 major lines (more answers possible).

- 1st the activities happen in form of a workshop or seminar, lasting 3-5 days (15 answers).
- 2nd the activities happen as projects (19)
- 3rd the activities are characterized as thematic unit /project/ workshop in the frame of school (6)
- 4th the activities happen in the frame of a single school lesson or on a weekly basis in school (5)

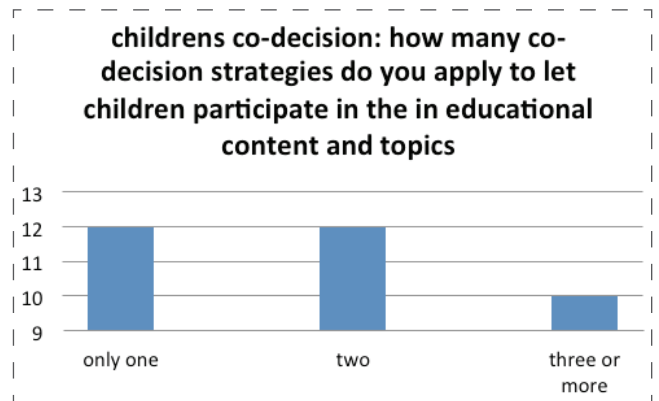
It seems that the connection between frequency and setting remains of high importance. NFE providers as well as institutions/ organizations that work outside the formal school system tend to work in the context of seminars/workshops/projects. Vice versa in

school the information of a weekly lesson on CE can result in 39 hours CE/a year which often has just little space in the lesson plan for CE. For school it is important to make the distinction between a thematic occupation with a certain theme in CE and the broader applied concept of democracy learning through a democratic learning setting which affects by far more than a single set of CE lessons.

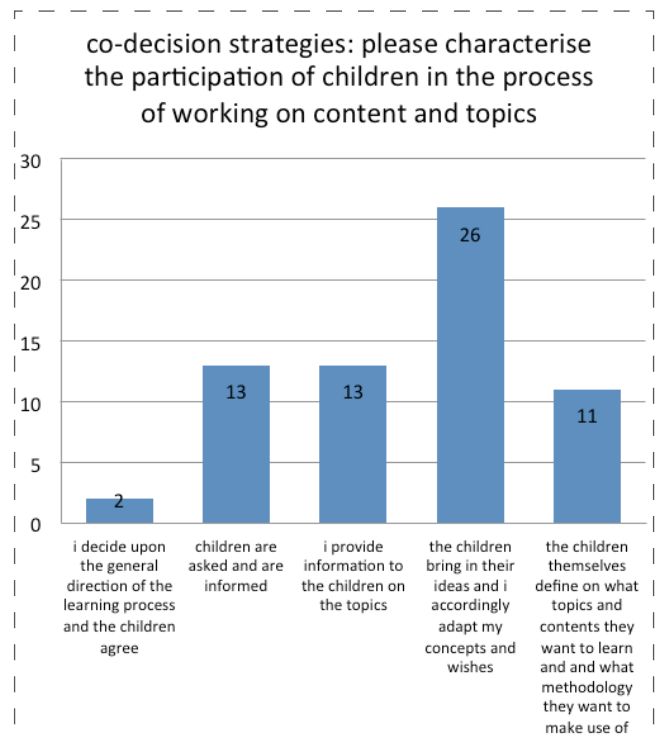
From the frequency of CE one cannot draw a conclusion on quality. A weekly offer may allow for long term educational processes, while a one week workshop can be the more intense learning experience. It is important to notice that the majority of answers indicated a mix of settings, while only a few answers opted on one characteristic. Cooperation of both fields (Non-Formal Education/ Formal Education) leads to mixed activities and settings happen regularly.

The intensity and frequency of CE sessions with children aged 8-12 does not necessarily correlate with a better quality or effect on the learning process that occurs between the pedagogue and the kids. One can notice that mixed methodology is the common practice among the non- formal and formal education fields.

On the character of participation and co-decision in CE with children aged 8-12



A third of the answers indicate to make use of only one co-decision strategy, while 2/3 apply 2 or more strategies.



There seems to be awareness on the involvement of children in co-decision making in educational processes. However one has to be aware that the answers give the perspective of the educators. It would be interesting to get a view on the pupils' perspective in this regard. A cross-check with the findings from the structured dialogue on participation (see theoretical part) allows that pupils perceive the processes especially in school largely different.

3. Overarching goals

The intention of this question (overarching intentions of CE work with 8-12 agers) was to find out in how far the answers relate themselves to an overarching target in CE (concept, idea etc.) without pre-defining the nature of the target. The results give a first idea on the overall concept ("Leitbild") from which the CE activities derive.

There is a variety of answers that can be clustered into specific areas of motivation, they can be characterized from highly political motivated to legal frame/reference instrument oriented:

Political motivated

Internationalism, Anti-fascism, Education for socialist mind & behavior are communicated as orientation frames from several answers in the survey. There needs to be mentioned the specific context of youth educational work, where left wing movements such as the Falcons or Solijugend have traditionally a strong standing and outstanding expertise, which also relates to a long history in the field of Children's Rights work.

Themes and concepts oriented

There are a large number of themes and deduced learning concepts mentioned that give a good overview on the thematic variety educational settings, without hierarchic order:

- Participation of children in society
- Participation in city district,
- Children shall make the experience that they vitally contribute to the development of school,
- Intercultural learning,
- Learn and train democratic decision making,
- Find orientation in democratic society,
- To learn democratic,
- To learn about discrimination,
- To make children aware of a life in diversity,
- Developing orientation from history for issues that matter today,
- To learn about Democracy, Tolerance towards others/oneself in a peer group,
- Develop Empathy,
- To experience self-efficacy Form an opinion
- Reflection about own and others actions
- Gender awareness
- Gender justice
- Develop gender awareness, Value based learning, Democratic school development
- Strengthen Self efficacy and self-responsibility
- Children shall feel that their say is respected and taken into account
- Volunteering

Legal frame / reference instrument oriented:

Most of the answers communicate that they relate their work to Children's Rights as well as to inclusion: CRC and UNPD, Children's Rights, Historical learning and Children's Rights today, Learn about UDHR, CRC

Participants from school especially align their work largely to

curricular frames. Further CE is defined as an aim in internal school curricula. Answers from all fields of work relate to contribute to democratic school development, school councils, trainings for class speakers, teachers council, school counseling bodies etc.

Eye-catching is the political orientation towards political ideologies relates strictly to answers from the field of NFE. External orientation such as curricula comes from school only. Motivation and orientation towards realization of Children's Rights and the work on specific concepts/learning fields in CE is shared equally in all groups.

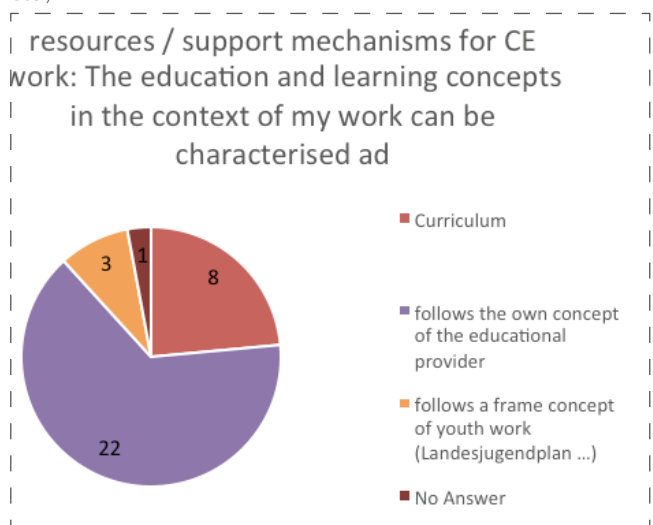
There seem to be no answers aiming at normative concepts of citizenship education. Moreover the answers given from the field of primary schools all relate themselves to the concept of democracy pedagogy, democratic school development and Children's Rights schools.

A first finding could be that for primary school experiential learning by living democracy is the concept largely applied in primary schools, a second interpretation could be that despite the fact that the German survey concretely asked for the term "politische Bildung", educators do not relate this concept to the target group 8-12.

Also an important finding is that all fields of work seem to perceive the development of schools to become a democratic learning place as crucial task.

Educational work and its embedding in legal and other frames

The questionnaire intended to find out, how far the educational work relates itself to certain binding frames (legal, conceptual, etc.).



The following observations resume the information provided by the chart above:

- CE learning follows a frame concept of youth work (Landesjugendplan, ...) 3 answers
- CE learning follows the own concept of the educational provider 22 Answers
- CE learning concept is developed by myself (3 answers)
- CE learning follows an overarching orientation model (UN covenant) (2 answers)
- CE learning follows a mix of all (1 answer)
- (I did not understand the question 1)

All of the answers indicate that the work is embedded in a certain frame, in the case of school curricular frame, whereas in the case of non-formal education this frame tends to be less motivating or binding, the providers of NFE tend to embed their work in the frame of the respective youth-help plan of the Länder or follow a concept of the own educational provider. There are some answers

that did not embed their work into a wider frame. It is worth mentioning that in case of youth educational providers the work needs to be in line with the respective legal frame given for youth work of at least the Länder level. This connection for NFE providers or their staff doesn't seem to be automatically drawn.

4. A view on educational practice – topics, themes and “learning units” characterizing the CE work in practice

Five sets of questions asked for concrete information on thematic frames that characterize educational work, examples of topics/themes which are been dealt with and for the design of a typical learning module in use for CE with the age group 8-12. There needs to be mentioned that the participants somehow mix up the questions. When asked for a concept, there is often topics mentioned, and when asked for methods there is legal frames mentioned. However, as the questionnaire followed a logic from a wider frame to the concrete educational application, there is proof answers given. Nevertheless there seems to be confusion to divide between the application of methods, the work on concrete themes, the embedding in thematic frames, and the orientation towards research or other concepts. For example when asked to provide a frame some participants mentioned an educational game and when asked for a method they mentioned their work in the context of UN convention on Children's Rights. On the other hand the questionnaire might not be precise enough in this regards. A possible conclusion could be that it remains difficult to make a distinction between several interrelated layers of CE work with children.

To what thematic/topical frames do you relate your practical work to?

CE is being described as **social competences related learning that affects the society**: it enables citizens to take over responsibility, to reflect upon their own behavior, experiencing self-efficacy, (self) organizing, in order to learn about democratic decision making.

There is certain **topics oriented issues** that are randomly named and come from all fields of work: education relates itself to contemporary history, for German history and the relation to civic engagement on issues that matter today (for example refugees, asylum etc.); also to offer space for experiencing volunteering and engaging in society is a horizon; concrete issues as learning about anti-discrimination, violence prevention are on the agenda and to learn about gender justice and to learn intercultural; generally it is emphasized to learn about democracy and politics and to enable children to draw a line between their personal situation and topics that affect them generally: Family, CR, war and peace, money, consumption, work/labour, sex, community, education for sustainable development

Children's Rights and children participation are mentioned unanimously as overarching topics and guiding principles.

Besides the topical orientation the answers bring in certain ideas that are built towards a **wider arching “political view on society” frame**: solidarity and justice, anti-racism, anti-sexism, anti-discrimination, communism, socialism. These political-idea oriented motivation is mentioned by answers coming from all educational fields and can be characterized as individual motivation.

The participants backing **the field of school emphasize the importance of democracy pedagogy/democracy learning** as concept the educational work is embedded concretely in: mediation / democratic conflict settling, applied participation such as class council, school council and the fostering social/civic engagement in the classroom, rules that apply in classroom and in school, school council, democracy learning through the development of a democratic school environment.

As a result one can state that there are similar thematic and topical frames where educational work relates to, with the exception of the individual political motivation.

Concrete examples for themes, questions and topics

Asked to give concrete examples for themes, questions and topics CE deals with there is a variety of answers coming from all fields. This can be clustered in 3 dimension of learning that describe certain stages of CE learning with children and can be summed in a logical interrelated field scale starting from the individual person to social interaction and leading to societal questions, often exploring and deducing the dimensions of “me - you and me - us and society”. These fields as such are interrelated, summarized and developed in each of the answers. Answers allow deducing, that CE with children in Germany follows widely this logic, if applied.

On the **“me”- dimension** there typically are guiding questions to support children in coming to an idea what is formative for their identity and what they take as important:

- What is important for me, who am I?
- Me and democracy, me and environment, me and work, me and school, me and leisure time, me and CR, me and others?
- How do I want to be treated? Are we all equal /different?
- What is a “just” friend? When did I act “just” for the last time? What is fair?
- How can I engage in political opinion formation

Discovering the **“you and me” - dimension** relates to same questions in the dimension of social interaction:

- What is important for us? What interests do we have, are they in common or differing?
- How do our families look like, do they all look the same?
- Differences and equalities, typical boy, typical girl?
- How can we settle a conflict? How can we find a solution that satisfies all involved parties on the table?
- How do we develop rules and how do we apply them?

It can be mentioned that this field at a first glance looks easy to work on, but there is several comments (which correlate with findings from project reports from other studies), that this field for children applies to be extremely sensitive as it deals with the personal experiences in family and close social environment.

Furthermore several answers from formal and non-formal education mentioned mobbing (bullying) in the context of school and elsewhere as central dimension in this regard.

A complex to orienting on **“us and society”** as third dimension explores the relation of children within in a group, draws lines to decision making in the context of society, state and administration. Based on CR, which are unanimously mentioned as cross-cutting issue the children bring together the concepts of rights and decision making, usually by questioning from local to global contexts.

- Are all people equal, do all people have the same rights
- Should children be listened to everywhere? What is participation? What is the social dimension of participation (in-exclusion, diversity)
- How can we be strong children? What are issues that affect us as children? What are issues that matter for us in our community (playgrounds, public bath/Lido, school ...)? Do we want to influence something in our community/school? How can we form alliances?
- On a rather abstract level there is the learning field of state / society democratic organization developed: How does our state function, how does state administration work? What is our town mayor doing, what does the prime minister/chancellor? How does decision making work? How can I involve in decision making in family, in school, in community, how to vote and

- why voting? Is a majority always right? What do you think is important in politics? What is democracy?
- What are rights? What rights do we have as children? What are Children's Rights?
 - Why are rights not being followed? Where do I get help? Who supports me?
 - Several answers emphasize that issues such as family, Children's Rights, war and peace, money, consumption, work/labour, sex, community, education for sustainable development, carbon footprint etc., refugees and asylum, religion and interreligious dialogue – some of them very abstract - are on the agenda to be deducted from the private "me" level towards their societal relation
 - Learning (from) history is mentioned in several groups of answers: learning (our) history means in Germany (at least acc. to the answers given) to learn about national socialism and the holocaust, as well as about growing up in Nazi Germany. Both fields are strongly connected to learning about the situation of discrimination, racism, democracy and pluralism today and not to be understood as learning about historical topics.

Answers from all fields indicate that the connection between the application of Children's Rights and democracy in school are a field where special attention is paid.

- How can we have a say in school and how can our voice be heard in school?
- What is democracy in school, how does participation work in school?
- What is the role of elected people such as class speakers/school speakers, parent speakers?
- How do we elect teams in school?
- Mobbing?
- There is also more concrete tasks coming from democracy learning: a democratic learning environment is seen as giving momentum to learning to learn,
- What is public space? The toilet problem in school
- How do we decide on the next learning themes?
- Comparative methods try to find out how school works here and elsewhere, now and in former times,
- What does social equality and social just mean in a school context,
- Also there are several principles such as the regular class council lesson starting on from class 3, regular reports from the class speakers parliament,
- It is emphasized that leaning on and with the Children's Rights Convention opens a whole range of developing fields,
- Some answers mention very concrete learning aims such as counteracting gender stereotypes and xenophobia, learning about national socialism

It is emphasized that the task is not only related to work with the children, but the more difficult is the related teacher training and parents work. Here especially the community approaches of municipal children's offices seem to play an important role.

How do practical learning settings concretely look like and what methods/material do you make use of?

The answers give an overview of a variety of learning settings that are specifically developed or adopted for work with children: Common to the answers: there are no standards that can be applied anywhere, most answers indicate that the projects/topics to be dealt with are highly dependent on the needs of the respective target group. There is a variety of materials and methods existing which can be used rather universally

- Future labs, group work, democracy labs,

- Identity based concepts (me – me you – us and society): Partner - interviews, Me- bags, spider webs, treasure boxes on CR, work on Children's Rights and creating Posters, developing CR street names for city maps, painting strength- silhouettes of children
- Simulation games that have a relation to municipal planning processes, child friendly community development
- Station learning with small democracy learning games
- Using the "Betzavta" or „anti-bias“ concepts as a democracy pedagogical tool,
- Joining of a municipal youth council
- Joining of an educational body internals office meeting
- Visit of a remembrance site (incl. preparation and debriefing)
- Project based learning: small fields and water – environmental learning with children
- Media related learning: using films as basis for discussion with children, producing short films, one shot movies explanatory films with kids
- Producing a CR book with children
- CR projects, CR project weeks
- Weekly class council and students parliament on from class 3/4
- Democratic decision making what game to play outside the school lessons (sic!)

Other answers describe rather open learning environments such as summer camps et al., which include a variety of educational offerings on CR issues or youth participation issues. Further several answers indicate there are certain concepts / systems applied, that follow a concrete conceptual logic such as

- Xpert CCS (xpert cultural communication skills, which enable for intercultural communication <https://www.xpert-ccs.de/Info/Default.aspx>)
- Demokratieführerschein <http://www.demokratiefuehrerschein.de/startseite.html>
- school conflict mediation projects such as the social emotional competence development program LUBO <http://www.jugend-gewalt-vorbeugen.de/projekte/sozialtraining-in-der-grundschule-lubo-aus-dem-all.html> or [buddy-net](http://www.buddy-net.de)
- Also already mentioned concepts like Betzavta and anti-bias programs which refer to an advanced ToT-system

An interesting finding is that all these systems apply for use in formal and non- formal learning settings as well as in community work and management. It is randomly reported these programs are made use of in structured ways (regular trainings, summer events etc.) and are applied regularly.

4. Success factors for educational practice

Reflecting on the conditions for successful educational practice the answers give remarks to several spheres:

a) Infrastructure

Non formal education and municipal youth work both highlight the importance of an infrastructural sound back-up, however this can have several dimensions. There is answers that emphasize the general embedding of the educational setting of the provider in the frame of the specific youth work plan of the Länder, which can correlate with sound financial support. As well this can result in a physical infrastructure that makes work possible. An example for it is the mention of adequate meeting places in the close surrounding of the children's neighborhood, where activities can take place. On the municipal level this can also be the supporting structure such as a children participation plan for children participation in urban planning and development as well as in concrete political decision

making. Examples here: <http://www.kinderfreundliche-stadtgestaltung.de/vernetzung/uebersicht.php>, to mention the Berlin pilot in the city district of Weissensee <http://www.spielleitplanung-berlin.de/> (urban district planning process in Berlin build on the interests of children)

In case of political participation there is also the mention of projects like the voting projects U 18 (voting below age of 18) conducted by the DBJR/German Youth Council <http://www.u18.org/das-projekt-u18/> and ranging from Länder to EU level. The web based resource gives sound information for support structures that enable children to have their say.

Similar to these answers on infrastructure, answers from primary school and teacher trainings highlight the importance of a school development process, which can result in a functioning and soundly embedded concept of democratic school counseling, a functioning model of job shadowing for teachers on the issue of CR, an established concept of school councils /class councils, pilots in which schools participated to work out a Children's Rights concept, but also in development processes that integrate parents as actors in a democratic school development.

b) Setting

Several answers give broad attention to the development of adequate learning settings:

Oriented on the target group of 8-12 agers education processes need to be adjusted: short step by step learning units need to be put in place, with easy understandable and to follow results. There is seen a need for intense group work and small group works, as well as for the design of the educational settings towards a **concrete product**. Both make the process to children accountable as they produce visible results. The need of **adequate time resources** is mentioned as a highly relevant factor. This applies to both parties involved the pedagogues as well as the children.

To work out soundly an adequate concept means to be able to spend time together, to develop a process oriented understanding of education that allows for deepening and intense discussions, as well as for adequate application in all educational processes. There is a conviction that the setting should not be seen as a narrow CE setting only but in fact implicates to be followed as cross cutting issue. To create educational approaches that enable the participants and the pedagogical staff to life participation in the educational process and beyond, are largely seen as key factor.

Answers from all fields mention that they also apply functioning educational packs such as talentCAMPUS (www.talentcampus.de), which are ready for use on non- formal learning settings in one week or such as the LUDO approach in school. At the same time it is mentioned that the learning process does not necessarily allow a one size fits all solution but depends highly on the group to work with, thus requiring a lot of flexibility and act accordingly to the momentum and the needs and talents of the children.

c) Approach

Similar to the settings there is several answers on the educational approach that have an effect on success. All answers see as highly important to deduct the CE related learning process from the individual perspective of the child. Therefore answers recommend to largely make use of biographical, community, environment or local history educational based approaches that enable children to come from a "me" perspective to the rather abstract matters in society.

A variety of creative approaches, including crafting and arts/culture based processes (role play, theaters, movies...), are seen as key to make use of. Similarly the work with a variety of materials (e.g. pictures, books, games) is emphasized as relevant. Also it is recommended to make use of specific tools such as outdoor learning paths, residential learning, projects, out of school activities

(involving external learning places).

d) Attitude

The answers especially from non-formal education communicate largely about the attitude and the competences a pedagogue should be equipped with: the educational persons should take children's interests and themes serious and be able to pay attention to children's matters. Thus they should be able to make use of experiential learning methods that are based on daily life experience of the children but as well reflect on the ability to bring in their experience as the accountable and credible trainers. CE with children is seen as a demanding task, which relies on experienced and professional trainers who work on eye level, while some answers mention that having a young trainer team (age 13-21) close to peer group experience also is of high importance. It is also seen as a pre-condition that the educational staff is willing to share power and let the children really take over the responsibility to take decisions within the educational setting.

There is only one participant from school who communicates that the attitude of the teacher towards participation of children is of high relevance.

Several answers mention that the preparation of a child adequate learning setting is highly demanding, for certain themes there is the mention of glossary backing up the staff in difficult questions, as well as the emphasize of sound resources that give teachers and educators guidance (teachers/educators guiding material).

5. Challenges for educational practice

The survey brings in several answers on possible barriers for any educational practice. They are related to several dimensions that affect the educational practice. Again it is interesting to find out that there is a lot of overlapping findings communicated from all affected sectors.

a) Setting/educational format

There is the mention that education in "classical" formats/settings, such as inputs, discussions, plenary sessions do not work, instead there should be a high attention to a methodical variety and variable educational climate that supports multiple and easy entries.

"It should not be like school" is often communicated in the survey. In line with this, answers communicate that ex-cathedra teaching is seen as jeopardizing the process. Of high importance for the setting is credibility of the educational process: if at the end the "adults" try to take the conclusions and define the agenda again, the process of CE does not make sense and fails.

For school educational settings participants from all fields mention that a culture of HRE is in school still in need to be broadly implemented:

Participants claim unanimously that a CR based approach offers the key to learn on issues that matter political and in society – this especially as CR reduce the complexity of teaching subjects.

The task to create a winning/supportive educational format highly depends on the size of the group as well as on timing: there are group dynamics and varying abilities of the children for proper concentration.

Regards to the group process it is seen as highly difficult to manage success, if the groups inherently follow a competitive logic. Fun is very important, but if a competitive aspect comes in, it is seen as huge barrier.

b) Resources

The second group of answers can be aligned to the dimension of resources / infrastructure.

Financial support: to conduct work on the issue of CE with children largely depends on financing. Here the project logic of NFE and non-school based providers sees the biggest and concrete barrier. Finances matter for all educational offers, but especially for cooperation with school it is seen crucial to be able to establish financial support schemes that help schools to involve regularly in CE in other than school learning environments.

Human resources: it is largely communicated that there is not enough staff working regularly in this field. This affects also the field of volunteering: there is a lack of volunteers to support the work of CE with children as trainers. And if there are volunteers it seems they have not enough time to engage in long term processes.

Time: There first seems to be consensus that CR still follows a short term pedagogical and project logic. To create lasting effects there is seen a strong need to create a sustainable educational frame that understands topics of CE as ongoing and life centered task. Second it is mentioned that already children lack time as they have too many competing learning and leisure time activities. This especially is seen as challenge for non-school based educational work. Corresponding to it there seems to be lack of time slots within the formal educational frame which makes the arrangement of adequate time for projects difficult.

Location: several times it is mentioned that children and organisations lack access to adequate places/locations they can use for their projects

c) Children

CE with children aged 8-12 largely depends on the children themselves as they are both object and subjects on the educational process.

The answers highlight the educational process which highly is related to the perception of children within the process. The clear task for education is to integrate children based on their capacities, talents and capabilities. To establish and understand the educational process child centered means to accept that children are fully competent to understand "complex" political themes and challenges. Children can deal with almost every topic, as long as the educational setting is prepared and oriented towards the needs and of the children. Or to quote one participant: "academic history tuition is wrong."

In contrast a view of the educator/teacher on children of being not competent, or as beings outside the political and of big politics is communicated as central and basic barrier towards any successful CE process.

However one remark indicates that one should not take it for granted that all children want to make use of their rights to have their voice been heard.

d) The role of parents, families and surrounding social spheres/groups

The answers emphasize that one should be aware of variables that are not directly involved in the educational process but have an intervening or pre-defining character: as such the role of parents remains in the formation of the child's view on the world highly important. If parents have a negative perception on certain political and societal issues it regularly appears that children lead a discussion by proxy. Some examples given in the answers indicate sensitive issues such as

- a right-wing view on the world
- a lack of interest on social conditions in society
- generally strong social homogeneity of groups

The conditions/background daily life experience within family and parent house in general play an important role and need to be taken into account in any CE processes. Participation in daily life and in family often is contrary to the participation in educational settings be it school or out of school. These often sensitive dimensions need to be thought of and educators should be clear this can also be a demanding and challenging task on their work.

e) Educational staff/teachers/pedagogues

The counterparts of the children involved in the educational process are the pedagogues. Regards to their role participants from all fields give important remarks:

Hierarchy and professional capacity

It is remarkable that most of the answers deal with the person of teachers: a first barrier for CE is that teachers are authorities because of school inherent hierarchies but not authorities based on special expertise. Also the expertise of pedagogues and teachers, who know less about Children's Rights than their school-children themselves, why at the same time rejecting their own learning needs in this field is seen as central difficulty. To use a quote: "The biggest challenges are the barriers in the minds of the colleagues": The professional capacity and dispositions of the educating staff is seen as a field which needs to be improved. Teaching and learning about CE requires a strong standing, reliability and commitment. Further it builds on self-reflection and empathy.

Similar according to answers from the level of teacher training vital barriers are a deeply rooted deficit-oriented teachers views on children (bad pupils), accompanied by a lack of trust in the capabilities of their pupils, which lead to the conclusion they better should not be involved in decision making etc.: in line with this go answers that emphasize a lack of estimation of children's capabilities to engage democratically in primary school: „When we started the democratic development process the colleagues insisted that democratic counselling and school development should start earliest in the secondary level“

Learning /educational process

To understand CE as an ongoing learning and development process is a difficulty. Pedagogues and teachers who are not able to understand CE as process oriented work and who do not follow up on CE issues regularly create problems.

The CE learning process requires an inherent and understanding of democracy as an ongoing process. What has been achieved needs to be re- and re-discussed and recalled in subsequent educational processes.

Also the training of coworkers and colleagues in democratic school development or democratic governance of the provider requires time and attitude, which can be seen positive but also can create a rollback.

To understand the complexity of the process and to find out the benefits for better learning outcomes in all fields is a process which takes time, often years. Helpful can be positive external feedback to these processes. A central aim would be to create space for these external revisions and feedbacks strategically.

Difficult topics

On the topical level there is communicated a fear to enter "sensitive" learning fields such as national socialism, anti-Semitism, persecution of Jews in Nazi Germany. The same counts for the so-called learning about contemporary history and political societal sensitive issues, where is no adequate curricular frame and teaching obligation.

e) Organisational level

Several participants target on the organizational back-up of the educational provider:

- For school there is communicated that CE in primary still lacks accompanying strategic school development policies/strategies, as there is in several of the Länder no mandatory time foreseen in lesson plans.
- Also for out of school educational organizations and NFE-providers face the challenge to create an organizational structure that enables a strategical development according to the needs of children and youth. This requires an ongoing adjusting-and-creating-organizational development plan.

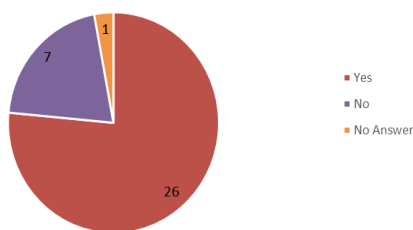
f) No challenges

There are 3 answers that clearly communicate there are no challenges and problems at all.

6. Conceptual and political reference/guidance

The survey intended to find out in how far educational work of CE with children is referring to scientific concepts as well as orienting itself towards political frames. The question was developed because of the fact of a widely fragmented landscape the question of CE with children aged 8-12 is facing in Germany: it is a question for formal education (school embedded in the respective logic of a federal context of federal educational systems), for non-formal education (youth organisations, providers of non-formal education and youth work), for social work and youth work on and between national and local /municipal levels. As such the respective foci and orientation horizons are myriad; in this regard it is interesting that there are common points of reference: 20 out of the 26 (77%) participants that answered yes to this question mentioned the UN-Children's Rights Convention as the framework to relate their work to.

reference to political frames/reference documents



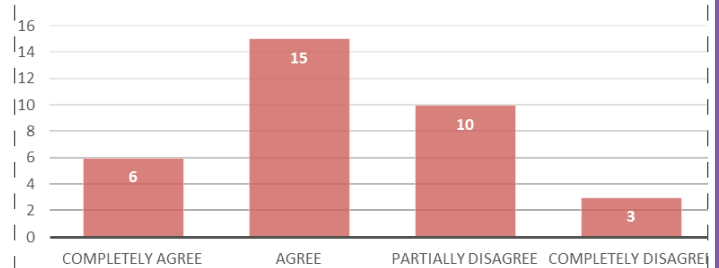
Yes: die UN-Kinderrechte und die Menschenrechte sowie das Grundgesetz (einzelne Artikel) und die Forderungen des DKHW, das Konzept der Menschenrechtsbildung (wie vom DIMR vertreten) Kerncurricula für die Grundschule, a Kinder- und Jugendhilfegesetz (SGB VIII insbesondere § 8, 11, 80, weitere), UN Behindertenrechte, Ländergesetze (AG KJHG, Verfassung), bezirkliche Grundlagen (Beschlüsse/Konzepte insbesondere zur Beteiligung von Kindern, Albert Schweitzer, "Alle Menschen sind gleich.", durch die Kinder in einer Projektwoche und im Schülerparlament festgelegte Schulregeln (fünf Regeln für ein gutes Miteinander), Kerncurriculum für Hessen, Demokratieverziehung Schulischer Referenzrahmen Schulkultur und Partizipation

7. Resources and supporting structures

Back up of educational work

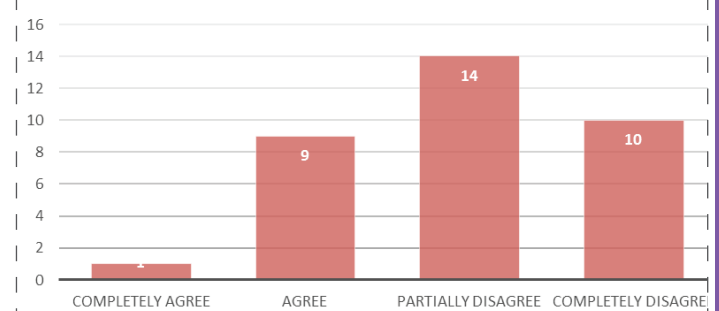
Several questions help to take stock on the dimension of supporting structures and resources that support CE.

there is enough material that supports teaching CE with children aged 8-12



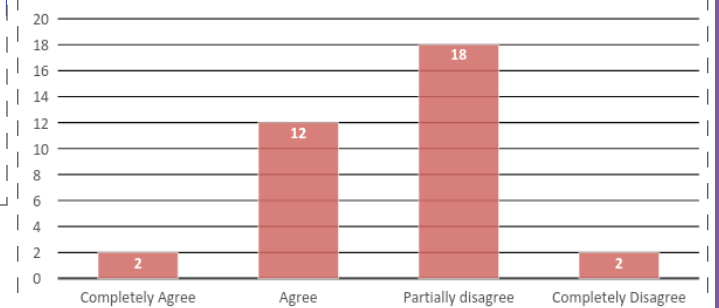
Despite the fact that in the German contexts there is a lot of pedagogical material developed in all affected fields, there seems to be a lack of reach-out, resources and supporting mechanisms that enable for sound distribution.

there is sufficient training opportunities that support CE with children aged 8-12



In line with the difficulties providers report for financial backup of projects and the project logic of developing and working on CE issues, there seems to be space for improvement of professional training of trainers on CE with the age group 8-12. Of special importance could be that this need is communicated beyond the existing networks and infrastructures. Also it is defined as a common need that goes beyond the intrinsic logic of each working field.

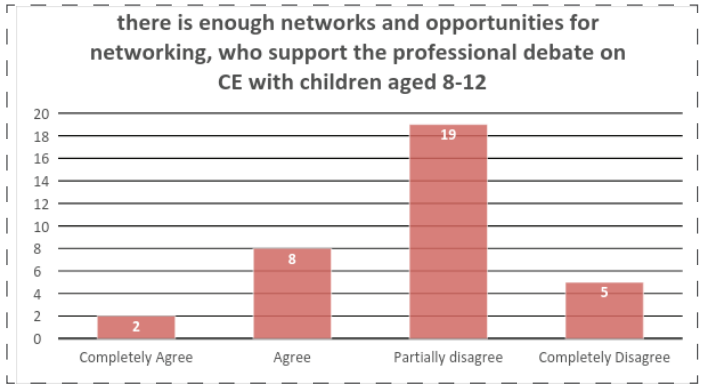
there is enough specialized literature that supports CE with children aged 8-12



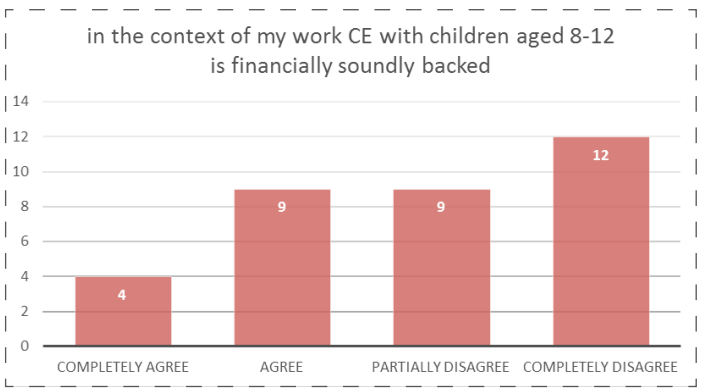
According to the key findings of the theoretical part Germany has a well-established academic debate and an ongoing research + editorial work on issues that affect CE with children. The practice view however still sees as lack of reach out or availability, which corresponds to our findings from the theoretical analysis.

8. Partners and networking

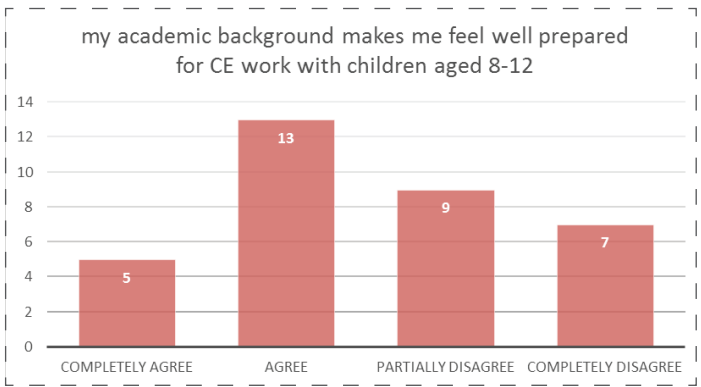
How is educational practice, youth work connected and does it make use of networking and partners?



Despite the fact that several groups of providers of education and youth work actors already cooperate closely on the issue still there is seen space for improving the situation.

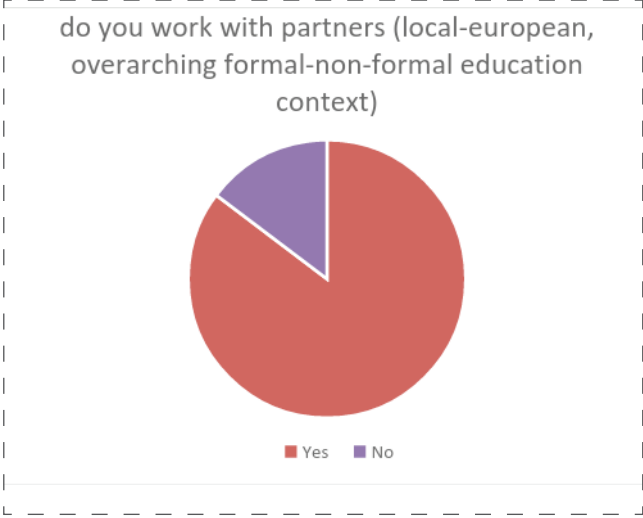


There is two main theses to derive from the participants answers: on one hand there is a soundly backed infrastructure (school?) that allows to work on the issue of CE with the target group. On the other hand there seems to be (one?) field that needs to make a lot of efforts to improve the situation. Also there seems to be vital fear of CE providers that the including a new target group can result in reduction of the overall available budget, as this will not be expanded.



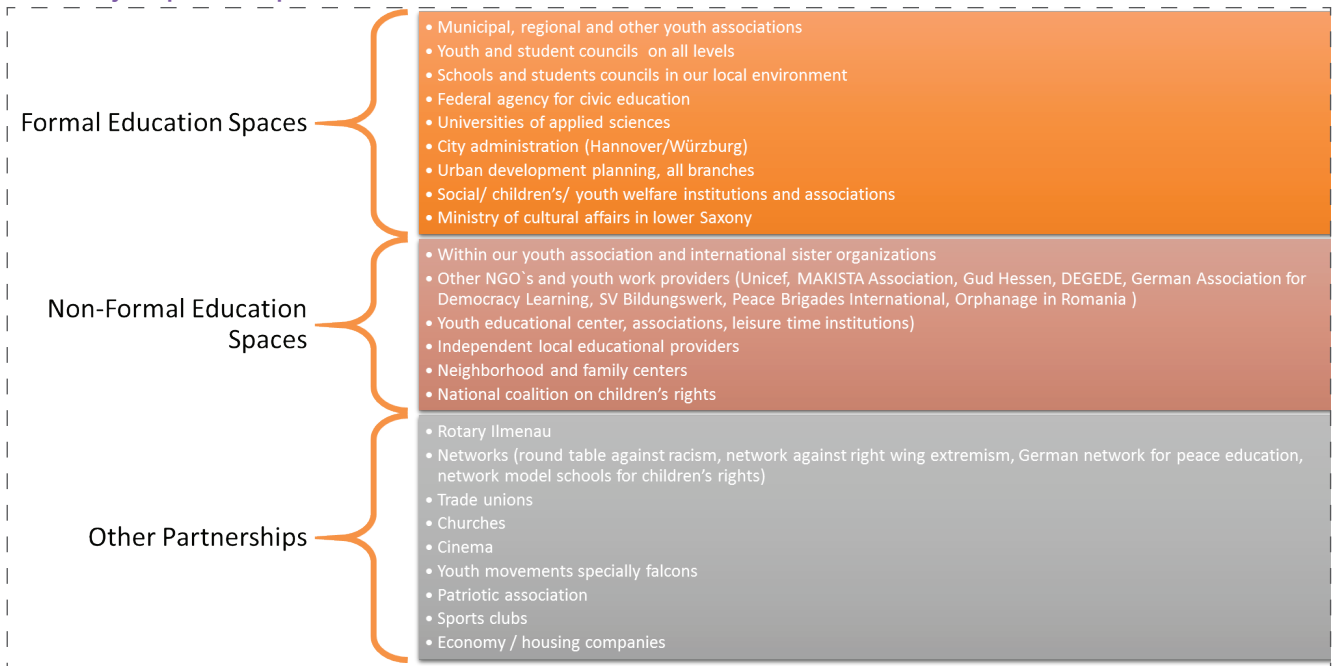
A large group of staff working in the field seems to be confident towards their education and feels well prepared and supported for working with the target group. On the other hand there is almost the same number of participants indicating that there is a lack of preparation which underlines the findings of urgent needs to better train pedagogues and to better equip teaching staff for this work.

Both groups of agreement/disagreement are of the same size.



5/6 of the answers indicate that cooperating with partners is a vital part of CE with children aged 8-12. This indicates the importance to define the work as cross-cutting issue. However the correlation to the finding need of establishing better networking and exchange conditions (p 16) is astonishing.

What are your partnerships?



How does cooperation concretely look like?

A first finding is that partnership and cooperation happen on several levels and follow certain aims:

Project related cooperation and practical cooperation

A first aim of cooperation is cooperation as such, often also seen as value in itself. Meeting others and working with others on certain issues creates a common ground for experience and fosters partnerships as such. The cooperation is also of supportive character as it multiplies staff, facilities financial capacities

- With the central aim to realize cooperation and common projects and develop networks also with an international dimension
- Cooperation in reach out to the target group and in common development and realization organization of educational activities, common use of resources(i.e. Staff, facilities)
- To conduct Common educational activities common project work, common development of educational concepts, common development of teaching material, counselling
- Common activities with other branches/partners

Cross- sectoral cooperation

A second dimension of cooperation is cross sectoral cooperation: All answers indicate that they cooperate also with organisations from different levels to the own background of work, the cooperation have varying character such as

- cooperation between different educational branches with the aim to foster common planning and conducting of workshops for children
- Development of educational tools/materials common training of trainers – to apply the connection between theory and practice. Evidence based work and topic oriented work where expertise from different backgrounds is needed (e.g. intercultural learning etc.)
- Training of Trainers: to apply certain concepts and methodology, to foster the common understanding and discuss approaches. cooperation with organisations active on the national level to participate from their resources / expertise and create a space for networking,
- NFE providers and universities develop and conduct regularly teacher trainings
- Cooperation for common outreach to groups affected by CE

for children on all levels (steering committee, supporting structures, roundtables, support for parents etc., with the aim to foster the professional debate and raise the importance of the field

- Cooperation with different partners from the community level who are affected by Children's interests
- Also there is cooperation that works on a clear division of tasks for example an educational provider organizes a workshop/ project week for a school in a learning centre: The pedagogues of the provider are responsible for the development of the programs and content, the school (children and teacher) join in for the workshop.

Cooperation within the same field of work

A third dimension of answers emphasizes networking and collaborating in the intra-sectional dimension of educational work. I.e. cooperation happens within the working field of the provider's whether they are formal, non-formal, youth association or Youth work. The intra-sectional dimension refers to react on the needs:

- to share experience, practice and concepts,
- work together thus raising the expertise and commonly shape the profile of work
- exchange of material, ideas, knowledge and staff
- exchange of experience and common realization of trainings
- (One answer indicated that cooperation generally works: fine!)

Having a close look at the overview of answer one can deduct, that first of all cooperation between all levels of providers happen, thus confirming the thesis that the different working fields work on the same issue. At second glance there is named a few state actors / agencies that have a say in the field but did not reply to the questionnaire. Cooperation thus serves the aims to raise and develop a profile, develop capacity and share resources.

Identifying obstacles for partnerships on CE with children 8-12

Asked to communicate experiences with obstacles we can align the answers to 5 main categories. Interesting for these categories is that the dimensions of conceptual obstacles and internal partner's logic are only perceived from answer out of the field of school. The other 3 categories (capacity, time/resources, other) are communicated by all answers from the institutions

Conceptual obstacles

A first mention is that CE is often misestimated by the partner, which results in the challenge of NFE providers to be very adaptable and flexible with their aims of CE towards the wishes of teachers and school classes. Also for NFE -school cooperation there is mentioned the obstacle that the context of school dominates all leisure time or voluntary offerings such as working groups (AG) leading to the result that children inherently follow school logics in any processes. The voluntary character of activities is not clear to the children as they think it's a mandatory offer.

Second there is the mention that teachers and providers of NFE have often very different ideas on the way how to work with children. Similarly is the mention that if the cooperation partners have no participative perception of their work children, (cc UNCRC 12/13/17...) things go simply wrong. A third obstacle relates to the perception of the educational process: it should be clear in a partnership that obligations arise from possible results of the children workshops, which need to be followed up. CE further requires the educators as well as the participants to be aware of the local / municipal contextualization (knowledge on municipal children and youth offices/ parliaments/ombudsman for children, etc., so concrete follow ups can be started.

As difficult characterized is the motivation of trainers who sometimes tend to follow their own interests in any educational process. There is on another level the mention that cooperation with right wing or even only conservative groups on the issue of CE with children is difficult to impossible to conduct.

Capacity limits

There is a rather high threshold for organisational efforts to conduct effective networking on any partner level (horizontal, vertical). It is communicated that the efforts needed to establish practical network is quite high, also due to the fact that the involved working fields follow their inherent logic (annual plan, school year, scientific year, etc.). To create overarching frames which are not seen as extra burden remain a challenge.

On a second level the process of establishing CE with children as perceived useful by all partners involved is described as longitudinal task.

Internal logic of partners

Again the out of school partners communicate several points:

- The structures and inherent rules of primary school are not necessarily supporting cooperation activities, as teachers have already quite a lot of obligations to follow besides conducting lessons. One needs to be highly aware that the not necessarily have the time to concentrate all the time on offerings of non-formal education
- It is perceived as problem that school as institution is too much concentrating on its inherent logic.
- A problem is as well if schools or parents do not support the CE process of NFE
- On the example of historical political education it is mentioned that CE of NFE providers is often seen as extra work, it is not included in the frame of curricula. Therefore it remains difficult for teachers to argue for extra time. Also the winning conditions for cooperation highly remain on the/each school's perception and attitude towards Human Rights Education (Menschenrechts bildung). Schools that basically do not give attention to participation and cooperation within their own mission, are highly critical to CR projects. There is a special entry developed from Anne Frank Zentrum Berlin, called "First Lesson Children's Rights"
- Some participants perceive schools due to their organizational structure as non- democratic but inherently authoritative

towards children, parents and extra-school partners

- Also certain community administrations are communicated to have an administrative perception of children instead of enabling them to create their free spaces. To develop towards a Children's Rights respecting community is communicated as a fear of any municipal authority."

Lack of time/resources

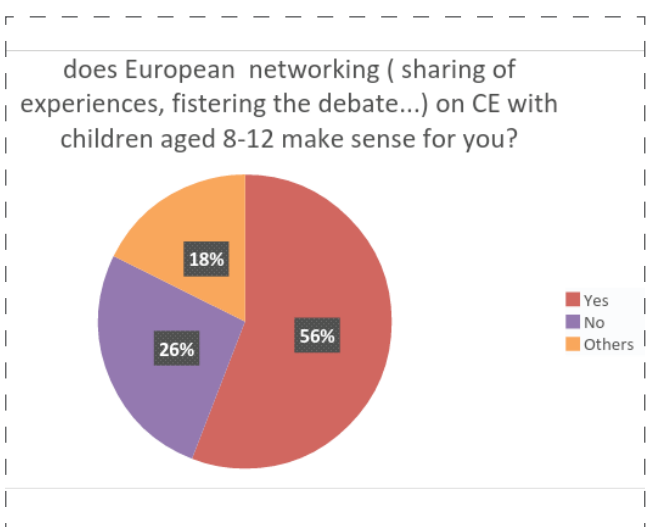
The **lack of financial support** is being identified as one central barrier in any educational field. Regards to resources there is also mentioned the lack of financial support delegated from the political level, despite the fact that all politicians appreciate the work with children.

Pressing seems to be also an overarching **lack of time**: the absence of time budgets for CE work with children is unanimously communicated from all answering working fields. It is mentioned that the latter is not only the concrete CE but the coordination tasks around. Insofar there are barriers that relate to time/staff resources as well as to the organizational capacity. This is especially mentioned from the field of school. There is a general lack of resources that seem widely to create obstacles towards any cooperation.

No problems and other!

Last but not least shall be mentioned that 1/10 of the answers indicates they face no obstacles at all. Furthermore several answers mention the lack, the rare use of cooperation and the rather big efforts to start processes of cooperation in itself, as central barriers.

Partnerships in a European dimension



European networking and exchange on CE with children aged 8-12 is seen as rather important. This is interesting as on the topics level Europe does not really play a role. So the deduction of CE as learning field works on the 2nd level, which means the experts and practitioners constant a need for professional exchange and discussion on topics of CE. They are perceived as issues that matter in society all over Europe, thus become European and a need for exchange and debate arises.

9. Indicators for successful institutional bak-up

Participants emphasize that within their institutions their work CE with children is appreciated, which is approved on several levels.

Organizational dimension

Most of the answers communicate the effects and the embedding of their CE work on the organizational level: Cooperation Partners come regularly, likely and often to the institution (NFE provider) and ask for tailored offerings. It's said to be of high relevance for acceptance as provider of youth work in the local and regional community. On a meta- level there is corresponding acceptance on level of the involved local and municipal working groups and bodies, as well as from level of regional decision makers and from diverse political party-related groups. The town major generally invites us and the children to his office to discuss their issues and questions. Answers from all fields indicate that there is working time budgeted to CE work with children, as such CE with children is regular part of the work, organizational mission of the provider, embedded in the community development process of youth work, or within school.

Several organisations indicate there is a long tradition of CE work with children. To work with the children is perceived a normal business. There is no need to justify towards any other levels (board etc.). The perception of successful CR work as integral part of the educational mission of an institution leads to appreciation of the work. This counts especially for educational providers that belong to youth organisations. Appreciation can also be measured on the level of co-workers involvement: "All employees of our organizations are happy if the children join in". The leading level/board, staff regularly informs themselves on the work and the results of the CE work with children; within the organization there is growing openness and interest to work with the children.

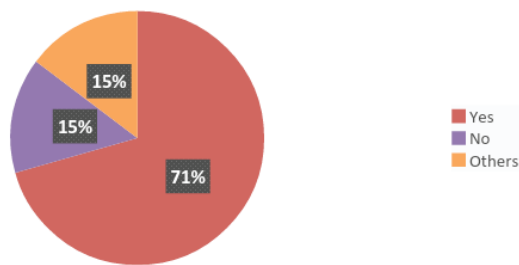
The answers from community youth work indicate that the grade of institutionalization, such as the creation of a fixed working place on municipal level on children participation, a trustful cross-sectoral cooperation with all resorts involved in municipal youth work and education, integration in daily work and priority on community level are core indicators for success and support. Also need to be mentioned

- The growth of demand for workshops within our city district and the growth of children led initiatives on political issues between 12-15 within our municipality
- A positive feedback from adults and form all parties involved (municipality, employers, schools)
- A fixed time budget and understanding and support from level of decision making for further trainings, extra time for preparation and follow up
- Regular reporting on our activities in media and on occasion of public events

Similarly answers from the primary school level indicate quite positive messages that underline the benefits of the processes once conducted:

- Schools have become a model school for CR, there is a close cooperation with counselling organisations and networks established (such as MAKISTA, buddy.e.V. see theoretical part).
- The CR topic is integrated in the school internal curriculum, there is extra hours for class speaker councils, the class speakers regularly report on school council issues during the lessons (time budget reserved).
- established evaluation, or further trainings of teachers are regularly supported
- The school headmaster and the school teacher's councils appreciate the work and regularly involve themselves on

does the development of European learning modules on CE with children aged 8-12 make sens for you and would you be interested to cooperate in their development?

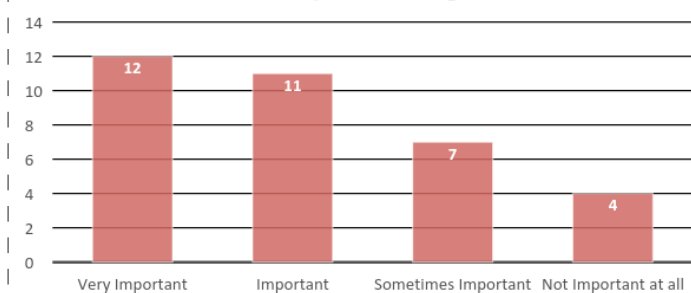


An interesting fact is that majority of participants indicates high interest in the use of European learning material. Also it is seen as positive to tackle the issue in a beyond-national level. On the other hand existing there is only a few European learning materials known by the practice (e.g. Compasito).

Relevance

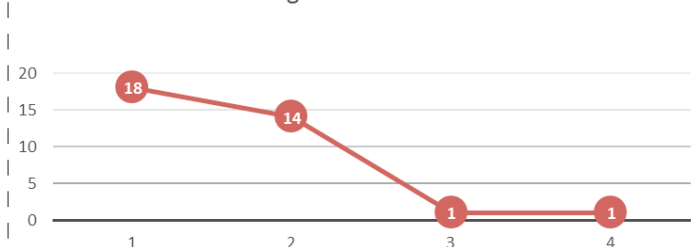
How relevant is CE with the age group 8-12 in the working field as well as in the respective institution?

how important is CE with children aged 8-12 in the context of your working field?



An eye-catcher is that regardless of the respective field of work, CE with children is seen by a majority of participants as an important issue for the working field as whole.

should there be paid more attention to CE with children aged 8-12 in the future?



Also within the own institutional context the CE is rather high to very high on the agenda, which can lead to the conclusion that once a professional occupation within the institution starts, CE with children remains an important working field and is perceived as such. For the further reach out and distribution of CE work with children this could optimistically lead to the interpretation that once started, CE with 8-12 agers is quickly integrated into the institutional mission/agenda.

various levels (time expertise, partners...). The time devoted to class councils, democracy projects etc. is regular working time, educational practice is communicated as example for good work. Especially the development process to democratic school governance is named as a tool to create wider and lasting benefits which also go beyond school life: "Democratic co-decision by students is widely accepted in our school; the pupils highly appreciate the CR orientation of our school, subsequently it's endorsed by parents and teachers".

- A highly positive feedback from external school inspection, installation of a staff infrastructure in form of coordinating teacher for regional CR work (involving other schools).

Short conclusion: CE is institutionalized and resources are provided.

Personal dimension

There is several mentions of the personal dimension where educators working with Children on CE issues communicated an enrichment on the personal level: As person active in politics one educator is happy to see that children are motivated to have their say. There is a lot of positive feedback, energy and **satisfaction** educational staff gets out of the business: one personally enjoys a lot of fun from spending the time and working with the children, as they are very sensitive for fairness and CE related issues, they develop empathy and find often interesting solution that adults would not go for.

Also communicated is the rather absence of problems in the educational context with children.

Financial dimension

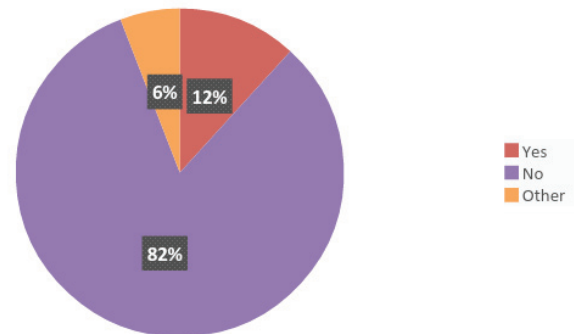
Indicators for success and for support within institutions are also to be found on the levels of finances. This can happen on various dimensions:

- The decision of an institution to regularly conduct CE with children and strategically integrate for CE with children in fundraising activities. The integration of CE with children in the organizational working mission of the provider (formal/non-formal) also enables the leading structure of the organisation to take of sound financial and staff support. In some cases even money is not the problem even if the project is already beyond the level of external funding.
- Important funding institutions such as the EVZ, bpb that cooperate in other areas of work decide to support programs of individual providers

Nevertheless it needs to be stated that the financial situation remains difficult and the decision of any providers to integrate CE with children in the core mission does not automatically lead to the effect of more money coming in, as also to be seen on p. 17.

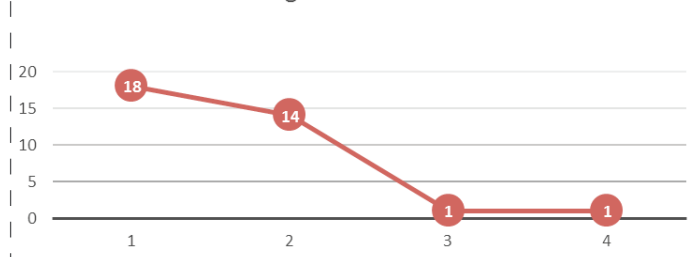
Having a look at the future development there is a strong message from practice arguing and calling for generally "more". This can be indicator of a general high motivation of the persons already working in the field, but also underlines from the educational practice that there is a quantitative large space of reach out and improvement. On the other hand this does not correlate with a lack of importance in the working field or within the institutions, so it can be read as broader demand.

is the practice of CE with children aged 8-12 adequately evaluated?



Despite already existing academic research and relatively growing amount of literature backing the field, a need to better and adequate evaluation of the field of CE with children aged 8-12 is perceived as relevant. **More and better evaluation can lead to more recognition.**

should there be paid more attention to CE with children aged 8-12 in the future?



(More 1 – less 4)

10. Conclusions / recommendations?

Key Findings:

- Citizenship Education typically occurs in the form of a workshop/ seminar or a special project or in the form of learning units/lessons.
- mixed practices are commonly used for this topic.
- Co-decision and cooperation practices are widely used with children to foster participation
- CE ideally takes into account the full range of instruments to develop a CR friendly (learning) environment

There are several types of motivation/orientation that drive educators to engage in the topic of Citizenship education:

- Political Motivation
- Themes and Concepts
- Legal Frame/ Reference Instrument Orientated
- In the field of non-formal education political motivation factors seemed to be more prevalent. Nonetheless motivation and orientation towards realization of children's rights and the work on specific concepts/learning fields in Citizenship Education is shared equally among the groups of respondents.
- Citizenship Education is applied in settings provided by educational providers (formal, non-formal) and in other support structures in Youth work
- The use of systems and concepts that apply to Citizenship Education, are applied across the fields of formal and non-formal education as well as in community work and in management level settings.

The research suggested 4 areas that could be described as success factors for the appropriate implementation of Citizenship Education with children:

- Infrastructure: In both a financial and physical infrastructure manner
- Setting: Adequate learning environments
- Approach: Citizenship Education from an individual perspective of the child
- Attitude: The attitude and competences a pedagogue/ trainer should be equipped with

The research suggested 6 main challenges in the Citizenship Education practice:

- Setting/Educational Format: highly dependent on group size and time, process oriented
- Resources: Financial Support, Human Resources, Time and Location.
- Children: children are both the object and subject of the topic.
- The role of surrounding social spheres/groups: often conflicting points of view between Citizenship Education fundamentals and parents, family and social groups perceptions on political life.
- Educational Staff/Teachers/Pedagogues: Specifically the hierarchy and professional capacity, learning/educational process and difficult/sensitive topics.
- Organizational Support: organizational back up of the educational provider.
- When assessing the conceptual and political references 20 out of the 26 participants (77%) that responded yes to using a political reference/guidance mentioned using the UN convention Children's right as a framework, regardless of the working field
- Although generally agreeing that there are enough materials to support Citizenship Education for children 8-12 (62%), there

seems to be a lack of access to the material

- 71% didn't agree that there are enough training opportunities
- 59% understand that there is not enough specialized literature that support Citizenship Education and 71% understand that there is not enough networks and opportunities for networking that can support the professional debate on Citizenship Education issues.
- 62% of the respondents think that they do not receive adequate funding for their work on Citizenship Education.
- Nearly half of the participants (47%) stated that they don't feel confident about their academic background in regards to Citizenship Education work with children aged 8 - 12.
- Around 5/6 of the respondents indicated the use and importance of partnerships in conducting their Citizenship education work with children of the ages 8-12. However the participants state that there is a lack of institutional resources to adequate maintaining sustainable partnerships
- The research identified 4 challenges in using partnerships for Citizenship Education Work:
 - Conceptual Obstacles: The difference in understanding of Citizenship Education by intrinsic logic of working fields
 - Capacity Limits: The time and efforts needed to successfully engage in a partnerships
 - Internal Logic of partners: The aligning of agendas and structures of potential partners
 - Lack of time/resources: This creates obstacles towards any cooperation
- Although a large quantity of cross-sectoral partnerships exist and are seen as key for success, the professional debate remains within the logic of working fields
- 56% of the participants indicated that European networking (exchange of knowledge, experience among organizations and experts) is useful for Citizenship Education
- 70% indicated that it makes sense to have European level learning modules for Citizenship Education. However, existing European material remain widely undiscovered especially within the frame of formal education
- When assess about the relevance of Citizenship Education in the work of the participants 68% indicated that it was important and 74% mentioned that it was important for their employer ie educational institution.
- The research results helped identify 3 indicators for successful institutional backup
- Organizational Dimension: Support from all levels of management
- Personal Dimension:
- Financial Dimension: Financial support for Citizenship Education
- The research showed that there should be paid more attention to Citizenship Education with children ages 8-12 (88%) and a focus on developing better ways to evaluate the existing practice (82%).

Recommendations:

- Creation of spaces for networking and the creation of solid partnership at a national level and EU level as well.
- resources enabling to professional development on all levels (personal, organisational)
- overcoming the logic of separated working fields with inherent field logics depends on the creation of interface institutions/ instruments on all levels
- Networking opportunities cross-sectoral and within each working field
- Creation of an overarching educational debate, that is utilizing the framework of Children’s Rights and Youth Participation
- Consensus on best practices: establish a collaborative approach of conducting work
- Capacity building of educational work: reaching out for common trainings and cross-sectoral reference instruments
- Capacity building within the working fields is of relevance to overcome the “archipelago islands” structure
- Special attention needs to be paid on the matter in the academic field which seems not to adequately prepare students for work on the issue
- Integration other surroundings - Family, - that largely affect the CE but are seldom included in the education process of children
- Further research on Citizenship Education that builds on today’s practice of the field and emphasizes on connecting the fields, evaluation as a process to advance the work.