Go Africa…Go Germany (GAGG)

Peer Teaching Meeting (PTM)

28th July – 31st July 2011

Bierenbacher Hof
Nümbrecht-Bierenbachtal

FINAL REPORT

Table of Contents

1 Introduction

The Second Peer Teaching Meeting (PTM) of the Go Africa…Go Germany (GAGG) scholarship exchange program has taken place at Bierenbacher Hof, Nümbrecht, Germany from 28th to 31st July, 2011. The meeting was organized and funded by the German Federal Agency for Civic Education (bpb). This year's PTM focused on **Civic education (CE)** within a German-African context. Topics such as what is civic education? What does it mean in a German-African context? What are the tools for civic education and Civic education controversies were all addressed by CE experts.

The aim of the PTM is to integrate alumni across the generations into a stable, supervised and active network, as well as the establishment of a peer-supported snowball system with measures for reciprocal political and civic education. At this year's PTM, alumni from all the generations met and had interesting discussions on varying subjects. The PTM also provided a platform for the various working groups to meet and develop concrete projects.

The PTM was well attended by some 36 Alumni members across the four generations. Some Alumni members also took part via Skype. In order to establish a framework within which CE initiatives will be implemented both in Germany and Africa, participants at the PTM came up with the Bierenbach Theses, which is the Guiding Principles for Civic Education in a German-African Partnership.

During the meeting, the Go Africa…Go Germany-Alumni Association, referred to as **GOAL**, was officially launched. A nine-member board was elected to govern the association and the constitution for the alumni association was also passed.

At the PTM, it became lucid, that the GAGG exchange programme has come to stay. What started as a little idea by the bpb has now grown into a huge project. Several other developments have emerged from this initiative by the former President, Horst Köhler. For example, plans exist for the Africa Start Up project, which will give young entrepreneurs in Africa and Germany, an opportunity to network and form possible business partnerships.

2 Current Developments

At the start of the meeting, the president of the bpb, Thomas Krüger, welcomed everyone and said the bpb will continue to support the Go Africa…Go Germany exchange programme. He mentioned that the aim of the exchange is still the same: Overcoming the lack of knowledge that exists between African reality and German perception and, vice versa, between German reality and African perception through the awards of fellowships to students and young graduates. Mr. Krüger further added that the exchange program has now been included in the Africa Concept of the Federal Government of Germany. He was followed by Holger Ehmke, the Head of Department at the bpb. He also confirmed his support for the program and stressed the importance of Civic Education within a German-African partnership. He said civic education programmes and projects will be developed and implemented by the alumni in order to generate sustainable change. The project Manager, Dr. Katja Böhler concluded with results of the exchange programme and highlights of new initiatives. She also mentioned briefly, the possibility of another PTM in an African country next year.

2.1 Results

2.1.1 Exchange Program

By the year 2012, 123 participants from five exchanges would have taken part in the Go Africa…Go Germany exchange programme. In 2007, 24 students and young professionals

came from Germany and Southern Africa, and traveled through Germany and Namibia. In 2008/9, another 24 participants came from Germany and Eastern Africa, and traveled through Germany, Tanzania and Uganda. In 2009/10, it was the turn for students and young professionals from Western Africa. 24 participants came from this region and Germany and traveled through Germany, Ghana and Nigeria. In 2010/11, 26 participants came from Germany and Southern Africa, and traveled through Germany, South Africa and Swaziland. And in 2011/12, 25 participants from Germany and Eastern Africa will take part in the exchange program. They will travel through Germany, Kenya and the newly constituted South Sudan.

2.1.2 Website

The website for the Go Africa…Go Germany exchange programme (http://www.africagermany.de/) is still under construction. Two alumni members from the third generation, Serge and Alexander are in charge of it. When it is complete, the website will be highly interactive and will among other exciting features have a Virtual Academy (VA) and a Picture Library (PL). The VA will have all the audio recordings of the various speakers at all the exchange programs. The PL will also have a selection of the pictures of the different generations of the exchange.

2.1.3 JointMAG

The JointMAG is a publication, which is edited by former participants of the GAGG programme. In all, 19 editions of the JointMAG have been published. The JointMAG covers interesting articles and stories from Germany and Africa. Topics are wide, ranging from politics, to economics, religion, environment, immigration, youth and urban development. It also conducts interviews with – various experts and profiles Alumni members of the GAGG exchange programme. Leitago Narib from the first generation is responsible for the new design of the JointMAG.

2.1.4 Common Paper

The common paper is a critical part of the exchange programme. Each generation researches and writes on a specific topic, which affect young people in Germany and Africa. The first generation wrote on the topic; **Education for employment: A contribution for improving the current situation in Germany and Southern Africa.** The second generation focused on **How to establish a true partnership between Africa and Germany.** The third generation wrote about the **Challenges and opportunities of the young generation in Africa and Germany.** The topic for the fourth generation was: **Youth entrepreneurship in Germany and Africa –Promotion through partnership.** The fifth generation will focus on **Scenarios of the future developed by the Young Generation in Germany and East Africa.**

2.1.5 Evaluation

Evaluation of the exchange program is necessary for improvements in different aspects of the exchange program. More importantly, evaluation of the programme is necessary because it is a condition precedent for financing by the Federal Ministry for Economic Cooperation and Development (BMZ).

So far, evaluation of the exchange has revealed that, there is intense and equal exchange among the participants. However, the number of active alumni after the end of the programme should be increased by further activities for which financial means are currently lacking.

2.1.6   Financing

Since its inception in 2007, the Go Africa…Go Germany exchange programme has been financed by the Federal Agency for Civic Education (bpb), the Federal Ministry for Economic Cooperation and Development (BMZ) and the Federal Foreign Office (AA). Negotiations to secure more funding from these institutions and possibly the GIZ are ongoing.

2.1.7   Prospects

The Go Africa…Go Germany exchange programme is now one of five main projects under the German-Africa Partnership Programme. These are:

1. Exchange / study weeks
2. Network and "peer" teaching work
3. Multiplier training ("Snowball system" / ´´Commitment for Africa´´)
4. Promotion of employability and entrepreneurship (´´Africa Start Up´´)
5. Development and adaptation of civic education methods (Common paper, JointMAG, Virtual Academy, book on current developments in Africa)

2.2   New Initiatives

2.2.1   Commitment for Africa

The commitment for Africa initiative aims at doubling the number of people committed to Africa from one million to two million people by 2014.

The Measures of civic education in various sectors of education is outlined in the table below.

Education at Schools	Further measures	NGO	Out-of- school education of youth and adult education	Public networks
1.Material 2.Online offers 3.Course module 4.Development of models	1.Further training of teachers 2.Self-organized education 3.Teaching offers 4.Development of common projects 5.Promotion	1.Strategic partnership 2.Supporting established projects 3. Activation via Come in "Contract"	1.Material 2.Activation of independent institutions 3.Special offers for different target groups 4.Further training by "train the Trainer"	1. Cooperation with existing initiatives and progress 2. Active networks and civic society

The initiative also aims at supporting the actors of development cooperation. Funds are going to be made available for 25 Non Governmental Organizations (NGOs) / independent institutions. These organizations will compete about participating and will be selected based on the creativity of their concept. The selected organizations will have the opportunity of networking and forming lasting partnerships.

In order to arouse interest and attract potential partners, the German-African partnership idea must be effectively promoted through awareness campaigns and communication. The table below outlines the various promotional techniques to be used. Apart from these, there is also the Permanent Web Campaigning.

TV / Cinema / Radio	Advertisement	Posters	Flyers / Postcards	Banners
1.Annual TV Show 2. Spots cinema/ radio etc.	1.Supraregional press 2. Specialized press 3. Stopper and online etc.	1.Different dimensions from small organizations to large-area posting 2.etc	1.Booking in large edition	1.Roll-Ups for bodies responsible for a project

2.2.2   Africa Start Up

The Africa Start Up initiative is one of the ideas to emerge out of the Go Africa…Go Germany programme. The project is unique, in that, it seeks to bring together young entrepreneurs from Germany and Africa with the aim of establishing African/German Partnerships by young business people on an eye level principle and founding of joint enterprises. The project is linked to civic education in that, it not only trains the business people on business skills but also includes a demanding civic education programme.

The Africa Start Up initiative has the goal of reaching 1200 young entrepreneurs from Germany and six African countries with economic development namely Ghana, Kenya, Cameroon, Namibia, Tanzania and South Africa (600 from Germany and 600 from Africa). Further discussions and negotiations are still on-going to start the project.

2.3   The Federal Government of Germany on Africa

In June 2011, the Federal Government of Germany announced a new Concept for Africa after a long time of no such concept. It reads: "The German Government supports Africa in the development of its huge potential of talented young people. It intends to expand the exchange of knowledge with Africa by promoting cooperation among universities and awarding scholarships. As a consequence, the German-African exchange programme "Go Africa…Go Germany…" was established by the Federal Government under the patronage of the Federal German President. It promotes the development of personal relationships and networks between young Africans and Germans."

3   Civic Education in a German-African Partnership

This year's PTM was focused on Civic Education (CE) within a German-African context. To address the subject of CE in detail, various experts on the topic were invited to the PTM. There were three workshops on CE which ran simultaneously. Participants had to chose which workshop to participate in. Workshop A dealt with Civic Education vs. Education for Democratic Citizenship. Workshop B focused on Citizenship (emancipation) vs. Active Citizenship (participation) and Workshop C had the topic: Choosing contents: Canonization vs. Subjectivity.

3.1 Civic Education Controversies

3.1.1 Workshop A: Civic Education vs. Education for Democratic Citizenship

The workshop was delivered by Dr. Wolfgang Beutel, Managing Director of Demokratische Handeln. According to Dr. Beutel, Civic Education (CE) was inspired by history after World War II: "Germans should be retaught to become democrats." Education for Democratic Citizenship (EDC) on the other hand was inspired by history in the protest-movements of the 1970s and the new social movements: "learning by doing" (not memorizing).

The main difference between CE and EDC is that, CE is "learning democracy" and EDC is "practicing democracy". The former is theoretical and the latter is practical. EDC is therefore easier to reach all age-groups and from all backgrounds (also non-literate) – *social learning*. In contrast, CE is easier to reach pupils that pass through education in school, usually higher level education - *cognitive learning*.

An example of CE project could be reading a book about CE or taking a course in political science. EDC on the other hand emphasizes on practicing democracy because in practical work, EDC believes that students learn more about democracy than reading a book about it. For example, a group of students formed a club to organize protests to save a public library from closing down. Another example was when Chestnut tress (next to a school yard) were felled for economic purposes despite protest by students. As compromise, the students at least negotiated for new trees to be planted.

CE however criticized these projects because in these projects, students could easily be frustrated especially if the protests are unsuccessful. As a result, it will scare students off the political, democratic process. CE also says it is difficult to prove a link between these kinds of projects and active citizenship. In their view, participating in local projects does not mean political activism.

EDC however praised these examples as good because it teaches students to engage in democratic processes and that learning is not always planned; it is a reaction to circumstances discovered by the affected group in their neighbourhood.

On whether the two are mutually exclusive, Dr. Beutel said no, they are not. He said the two should always complement each other.

3.1.2 Workshop B: Citizenship (emancipation) vs. Active Citizenship (participation)

The speaker for this workshop was Dr. (des.) Monika Oberle, Research assistant and lecturer at Karlsruhe University of Education. She presented on the topic, Citizen Role Models in Civic Education. In her presentation, she said the functioning of democracy depends on an adequate political culture: politically interested, informed citizens, supporting the idea of democracy and its overall realization in their political system, actively involved in politics.

For their stability, different political systems (e. g., tribal, authoritarian, democratic) put different demands on their people – they each require a certain type of citizen (values, cognitions, behavior), a certain political culture. The role of CE therefore, in a democracy, is to advance these dispositions (values, cognitions, behavior respective to a democratic political culture) in citizens in order to guarantee the functioning of democracy.

Citizenship Education should thus support citizens to develop politically relevant skills so citizens can lead a self-determined life, including political participation, and can strive for

their interest and for democracy („empowerment"). The objective of CE is (political) enlightenment of learners.

Four categories of Citizen Role Models can be discerned:

1. **Disinterested citizen** – is neither interested nor informed regarding political issues; if any participation, votes in political elections; tends to abstain.
2. **Informed observer** – interested in politics, informed about political issues, analytically skilled, capable of critical reflections; political participation is limited to (private) discussions and voting.
3. **Citizen capable of intervention** – skilled as informed observer, *plus* knowledge and skills relevant to political participation: a) realizes when her/his intervention is urgent; b) is capable of taking effective measures to influence political decisions.
4. **Active citizen** – skilled as 2) and 3), *plus* habitual disposition of political participation: constantly/ regularly takes part in conventional (elections, party membership) and non-conventional political action (demonstrations, petitions, citizens` groups, NGOs, ...)

All four citizen roles are legitimate in a democracy although "disinterested citizen" (1) for example cannot serve as a role model for Civic Education. A controversy therefore arises: If all citizen roles (both political participation and abstinence) are legitimate, can Citizenship Education legitimately aim at learners` political participation (~ role model "active citizen")?

According to the "Beutelsbacher Consensus" (1977), there are three general principles of citizenship education:

1. **Prohibition of overpowering learners**: Citizenship educators must not abuse their power to make learners take on the educators` political opinion (e. g., political ideology; party preferences).
2. **Principle of controversy**: What is controversial in science or politics must be referred to as controversial in Civic Education; conflicting theories/ opinions must each be taught.
3. **Focus on learners` interests**: Citizenship Education must enable learners to realize their own interests and to take political action accordingly.

Social participation vs Political participation
According to Oberle, Citizenship Education does not only lead to political participation but also social participation. Social participation such as sport clubs, choirs, etc. are all a "school of democracy" (R. Putnam, Social Capital, 1993). Here, citizens commit to directly solving social problems, e. g., neighborhood watch, children and geriatric care, tuition, reconstruction work are also good examples of social participation.

In contrast, Political participation aims at changing the binding rules of society and influencing political decisions. Examples of political participation projects include simulation games, polarized debates, talk shows, excursions, democratic design of education measures, community service, political campaign, etc.

In other to determine which type of participation Civic Education should aim for, one must have a clear understanding of the objective of the project. Oberle was quick to add, that there seem to be a lack of interest in politics in both existing and emerging democracies. The level of interest also varies between different social classes or socio-economic backgrounds. In

Germany for example, the highly educated/affluent group show much interest in political participation than the socially underprivileged (less educated, less income). They therefore face the danger of political alienation and a lack of responsiveness of the political system to their interests. This is a threat to democracy.

Civic Education should therefore address particularly, citizens with socio-economically weak background and also females. It should be more action oriented than informed based. This gives citizens empowerment; ability and willingness to politically participate in society.

3.1.3   Workshop C: Choosing contents: Canonization vs. Subjectivity

The third workshop was handled by Prof. Dr. Wolfgang Sander, Professor of Didactics of Social Sciences, Justus Liebig University of Gießen and dealt with the question if civic education should follow a predefined canon, i.e. contents of what should be taught, or if the learner's perspective should be in the focus, i.e. what is of interest to the participant and what is relevant to him subjectively.

3.2   Civic Education in Germany and Africa

To help understand how Civic Education works in Germany and Africa, some members of the Alumni, particularly those who were awarded scholarships by the bpb to take part in the PTM were asked to do a presentation on Civic Education in their respective counties. The following are the presentations.

3.2.1   Civic Education in Germany by Nicolas Hausdorf – Third Generation

In his presentation, Nicolas said Civic Education in Germany is the responsibility of the Federal Agency for Civic Education (bpb). The organization is under the Ministry of Interior. It has eight specialist divisions and five departments. The agency was originally founded against the influence of post- WWII Occupation of Germany and its "Reeducation programs".

The bpb spends around 30million Euroes annually on events, print, online media, etc. It supports 421 institutions including the Federal Defence Forces of Germany (Bundeswehr). Each year, the bpb conducts about 3400 seminars. According to the BPB report 2009, the main challenges of CE in Germany are digital divide and political apathy especially among the youth.

In order to raise political awareness and engage the youth in politics, the bpb cooperates with private television networks serving target groups. Example: Hip-hop star Sido www.SidoGehtwaehlen.ProSieben.de and Ahnungslos – Quiz show with soft political content.

3.2.2   Civic Education in Botswana by Dambe Baboki – First Generation

Dambe presented on the challenges of CE in Botswana. He touched on the role of the Botswana Independent Electoral Commission (IEC) with particular emphasis on the problems of voter apathy among the youth. He said the youth of Botswana are generally disinterested in political participation. This he said could be due to the ineffective strategies, which are employed by the IEC.

He also mentioned that, there is a huge disparity between efforts of civic education in urban areas and in rural areas. Rural areas have been largely ignored in efforts to spread civic education and as such, a large chunk of the population is left in the dark. Although such

disparity in efforts can be attributed to lack of finances, it is argued that more concerted efforts have to be undertaken to have an all inclusive approach to civic education.

He further continued that the Botswana education system and curricula has not empowered students enough to become responsible citizens. He said students in Botswana are politically ineffective and that the education system is inadequate to prepare students to be democratically active. This could also be due to the lack of expertise in terms of teachers, qualified in civic education. This naturally affects the extent to which the education system can achieve the goal of civic education.

Dambe finally touched on the role of the Media in CE. He said the government sometimes interferes with the work of the media, thus making it difficult to disseminate information. He mentioned a recent media blackout on the recent strike by government employees and a withdrawal of government advertisements from certain private news papers after they ran stories that were critical of the government and the ruling party.

3.2.3   Civic Education in Ghana by Emmanuel Akoto – Third Generation
In Ghana the National Commission for Civic Education (NCCE) is responsible for the civic education. The aims of the institution include creating and sustaining within the society the awareness of the principles and objectives of the Ghanaian Constitution as the fundamental law of the people of Ghana. The NCCE also implements and oversee programmes, intended to inculcate in the citizens of Ghana awareness of their civic responsibilities and an appreciation of their rights and obligations as free people.

Other institutions such as churches, NGOs and schools also carry out CE programmes. For example at the junior and senior high schools, students learn about the history, culture and values of Ghana. They also learn the rights and responsibilities of the Ghanaian citizen. Although Civic Education is not taught as a subject, they learn these through other subjects such as social studies, life skills, English, Akan and cultural studies.

'Project Citizen Ghana' is one of the new programmes of the NCCE. The programme aims at helping the youth learn how to monitor and influence public policy and develop democratic values and principles. It also provides students, especially those in the junior and senior high schools, who are the target group of the project, the knowledge and skills required for effective participation in the democratic process. The project is being supported by Hanns Seidel Foundation.

3.2.4   Civic Education in Kenya by Victor Oteku – Second Generation
The Objectives of CE in Kenya include the provision of knowledge and awareness of important issues, the promotion of civic engagement and the change of values such as democratic values and respect of the rule of law.

CE in Kenya is done by various institutions and organizations. These include various Community Based Organizations (CBOs), Civil Society Organizations (CSOs), and Non Governmental Organizations (NGOs) such as United States Agency for International Development (USAID) and Konrad Adenauer Stiftung (KAS). CBOs are mostly through workshops and CSOs usually have long term programs. The government also runs CE programs through commissions and administrators e.g. Committee of Experts (COE) and Electoral Commission (IIEC), Kenya National Human Rights Commission (KNHRC), PCs, DCs and their committees. The government also partners with CSOs.

Individual churches and under the burner of National Council of Churches in Kenya (NCCK) also carry out CE programs. The media (TV, Radio, and Newspaper), individuals, teachers in schools and other learning institutions all carry out CE programmes. The social media such as Twitter, Facebook etc. are also used.

The methods used in carrying out CE programmes include lectures, cultural events, distribution of materials, the mass media, panels for opinion leaders and TOTs and policy dialogues with government and MPs or local leaders. Examples of CE programs in Kenya include voter education, HIV/AIDS awareness campaign and anticorruption spearheaded by the Kenya Anticorruption Commission.

According to Victor, the weaknesses of CE in Kenya includes lack of proper coordination, political interference, inability to reach everyone, poor methods and short term hence not sustainable e.g. People have already forgotten what is in the constitution they voted for.

3.2.5   Civic education in Namibia by Ndeshi Vatilifa – Fourth Generation
Ndeshi began her presentation with the political problems in her country. These include high unemployment (about 51 %) resulting into brain drain and crime. The country also has a young, inexperienced democracy. As a result, there is little youth involvement and education on democracy as well as corruption. Finally, inequality which draws society apart. There is limited access to higher education and high drop-out level and high paid jobs remain in the high income community.

Ndeshi said CE can help solve these problems if government will invest more funding in CE. CE programs such as adult education across all gender, civic education in all levels of education (primary and secondary) and increased youth involvement in policy decision making can help solve these problems.

Examples of CE projects in Namibia include Civic Education Programmes (CEPs) by the Namibian Institute of Democracy (NID). Hanns Seidel Foundation also offers a broad range of political education in commitment to the values of Christian humanism. Konrad-Adenauer-Stiftung (KAS) and the Friedrich-Ebert-Stiftung (FES) also organize CE programmes. The IPPR (Institute for Public Policy Research) also conducts research on democracy, public policy and public opinion programmes.

3.2.6   Civic Education in South Africa by Gys Hough – Fourth Generation
Gys dubbed his presentation 'The Toilet Election'. The name stems from a recent local government elections that took place in South Africa on the 18th of May 2011. The elections came about as a result of court charges that were leveled against the Democratic Alliance (DA) for poor service delivery. The DA had erected 50 unenclosed toilets in Khayelitsha - a township near Cape Town. The African National Congress (ANC) therefore campaigned and criticized the DA on this point but they were also found to be guilty for erecting 1600 unenclosed toilets in the Moghaka municipality. It was also found out, that the resulting tender to enclose the toilets went to an ANC municipal councilor who did a low quality work and therefore, the work had to be re-contracted. In the end, the ANC won the elections.

Gys then touched on how civic education can make a positive society in South Africa. He said CE will lead to responsible citizenship, responsible leadership, effective political organization and choice and a change in mentality. Gys explained that effective education implies knowledge. Effective civic education therefore implies knowledge on how to participate in civil society as a responsible civic citizen.

3.2.7   Civic Education in Zambia by Reginald Ntomba – First Generation

According to Reginald, during the one-party state between 1973 and 1990, there was very little civic education for the public; political life was dominated by one-party and the citizenry had very little interest in public affairs. But since the return to the multiparty system of government in 1991, there have been a lot of changes. Citizen interest in public affairs has grown, the Government has undertaken several reforms all aimed at improving governance, and that has had a spill over effect in terms of civic education. There are now public institutions that educate on human rights and a variety of governance issues.

There has also been an emergence of an active civil society which educates people on several issues ranging from human rights, democracy, women's rights, good governance, voter education, etc. Before 1991, there was only one radio and TV station, and two newspapers, all owned by the Government. This scenario meant that, very little civic education or information disliked by the Government saw the light of day. But because of the liberal political environment, there are now several newspapers today (and more are being started). There are many radio and TV stations, all of which are being used to disseminate civic education.

In terms of the education system and civic education, civic education is taught from secondary school. But the Government has now resolved that civic education should be taught from primary education.

Although such are the inroads that have been made, there are still challenges, especially related to servicing the rural areas. There is also a wrong perception that civic education equals voter education. So more education programmes are done during elections and little thereafter.

3.2.8   Civic Education in Zimbabwe by Kudzai Mtero – Fourth Generation

Kudzai expounded on how CE works in Zimbabwe. According to Kudzai, ZANU PF party has over the years proven to be intolerant to individuals, organised groups and political parties who are in opposition to their ideas and actions. The former liberation party has sought to control every sphere of life with an iron fist and this also includes controlling civic education especially for young people. They have hegemony over political education as they harass anyone who tries to teach anything other than ZANU PF's ideology.

ZANU PF controls knowledge in schools and in tertiary institutions and therefore their point of view on political matters is what is taught in the education sector. The same political party is in charge of the public media and so churns out only its propaganda in the state media. Other political parties and organizations are not accorded airtime in the state media and have a difficult time obtaining licenses to legally use private media due to the Access to Information and Protection of Privacy Act (AIPPA). They have put in place draconian laws such as the Public Order and Security Act (POSA) which make it difficult for people to gather to discuss political matters.

Kudzai further added that there is political intolerance in Zimbabwe. A culture of using violence and other non- democratic means to weaken political opponents exists and this applies to all the political parties in the country.

According to Kudzai, CE programmes will be difficult to implement in Zimbabwe due the current political environment in the country. However, key stakeholders such as churches, traditional leaders, academics, other civil society organizations, willing political parties, key politicians and the youth can be targeted with CE programmes.

3.3 Case studies of Civic Education in Germany and Africa

3.3.1 Civic education projects in Germany by Saskia Mey

Saskia works with the 'Department for hard-to-reach-learners' at the bpb. She shared approaches and examples of CE programmes from her department. The target group for the department is hard-to-reach-learners (mainly teenagers and young adults). They often have a negative view on political processes and a very low disposition to become part of a political initiative or organization.

According to Saskia, conventional approaches of Civic Education do not reach this target group. The bpb, specifically her department, must therefore come up with innovative approaches and projects, to able to reach this target group. To be able to do this, they consider the environment and daily life routine of the target group. They also consider the topics they are interested in and the media they know.

The bpb therefore uses instruments such as computer games, TV (private channels), "film" in general and music to reach the target group. The computer games include games and quizzes on important dates in German history. The short films also contain information on German history, politics and economics. In 2009, the short film was shown in 136 German movie theatres and almost 900,000 young people saw the short film before the real movie. The department also publishes booklets and also uses the internet (www.undjetzt.tv) to reach the said group.

The department also introduced the Aktion09 project in 2009. The project targeted 40 teenagers and young adults and 16 institutions (schools, clubs) to become multipliers of Civic Education. As a result of the Peer-to-Peer activities, 800 teenagers and young adults were motivated for political and social commitment. There were also three main workshops which taught participants the following subjects; Personality and social skills (Empowerment), Basic Civic Education and Communication and Project Management. Some of the peer-to-peer activities included designing information material, film night about a political topic, panel discussion with local politicians, video clips and picture exhibition.

3.3.2 Civic education projects in Malawi by Dr. Christian Peters, GIZ

Dr. Peters shared the example of the NICE Program by the GIZ in Malawi. The mission for the project was: '*Make Democracy work – take part in public life*'. The mobilization strategy was to get people involved in managing their own affairs. To do this, the project started with empowering local communities to deal with immediate problems such as HIV/AIDS; food security; gender; environment; and democracy. It provided information and employed a decentralized problem solving approach; country-wide application and promotion of voluntarism.

The NICE program was established in 1998/9 to prepare Malawians for the upcoming 1999 General Elections. It was an initiative of the GTZ, now GIZ, funded by the European Union (EU). From 1999, the program was jointly owned by the Malawian Government, the EU and local NGO. Between 2000 –2006, approximately €8 Million was spent on the program. Since 2011, the program has been dissolved and transformed into a Public Trust. Funds from the EU has also ended.

The NICE program was necessitated by the situation in Malawi. Malawi turned into a multi-party system in 1994 after nearly 30 years of dictatorship. Political culture was seriously autocratic and patriarchal with little respect for public institutions. There was wide-spread

poverty and regular periods of food insecurity. Malawi had a high population density; rapidly spreading HIV/AIDS pandemic; relatively low literacy rate and basic infrastructure.

By 2005, NICE had 33 offices (1 HQ, 3 regional and 30 district offices) with approximately 50 professionals and 100 support staff. This structure was maintained until December 2010. NICE reached between 300.000 and 500.000 people per year. In 2003/4 (election year) up to 2.2 million people were reached. On average NICE organized 2,000 activities per year and trained about 8,000 volunteers through programs, organized at the district level. More than 160 rural libraries were established through NICE and several others NICE-inspired local self-help initiatives

NICE participated in the voter education of the 2003/4 general elections and covered the elections fully. Each polling station had at least one monitor from NICE. It was therefore able to compile the results of the elections, a day before the Malawi Electoral Commission (MEC).

The general elections revealed that, NICE had achieved tremendous results. Nine political parties took part in the elections as well as independent candidates. People did not vote based on ethnic groups and the weakening of allocation mentality.

NICE however faced a lot of challenges. There were various attempts to close the program; Uneasy cooperation with MEC; EU problems with "political interference programs"; Legal and organizational sustainability; Envy of NGO sector due to success and anti-allowance approach; Diffuse separation between program work and political interference and Internal corruption.

Drawing from the lessons of NICE, Dr. Peters said Civic education programs need external protection against political interference. He said CE must focus on mobilization of participation in political processes rather than teaching of democracy. He added that practical exercises in democracy are more useful than theoretical teachings. Dr. Peters said donor agencies would achieve much better impact if using mobilization concepts. He concluded by saying that, Civic Education cannot only work in Africa – it could be one of the few promising concepts for actually achieving developmental impact.

3.3.3   Civic education projects in Zambia by Dedo Geinitz, GIZ, Division Southern Africa
Mr. Geinitz shared the example of how GIZ works to promote resilient and constructive relations between state and non-state actors to achieve development cooperation in Zambia.

He first gave an overview of the civil society sector in Zambia. He said Civil Society is needed and rejected at the same time. They are acknowledged, yet disliked. The civil society in Zambia is fragmented and there is competition rather than synergy between themselves. There is also a lack of accountability and conflicts between civil society and the state. The state regulation is a threat to civil society. Civil societies face the problem of inadequate and inconsistent funding from own and external sources – absence of governance funding.

The aim of this project is therefore to address these challenges and help civil societies. This is because governance reform processes and poverty reduction policies are responsibly supported by civil society organizations and networks. The project therefore seeks to achieve the following:

1. Promoting networks for engagement in national poverty reduction processes
2. Facilitating monitoring of governance reform processes
3. Strengthening civil society in legal aid
4. Supporting the national Access to Justice Programme

The project also offers contemporary and innovative training and coaching, technical advice, expert know-how, network development, organizational development, seconding personnel and Financing modalities (Direct and delegated). The thematic focus of the project include Governance reform agenda and development planning; Transparent and accountable state action and Civic rights – voice of people.

According to Mr. Geinitz, the project has achieved the desired results. These include; Constructive and critical engagement in national development planning and governance reform; Contribution to state transparency and accountability; Monitoring budgets and state service delivery; Anti-corruption, transparency of public domain; Self regulation of civil society and media; Demanding civic rights, e.g. international conventions; Capacity development; and increase of professional capacity and knowledge in civil society.

4   Bierenbach Theses: Guiding Principles for Civic Education (CE) in a German-African Partnership

After a much interesting and heated deliberations, the alumni of the GAGG programme, present at the PTM established the framework within which CE projects will be implemented both in Germany and Africa at all times. This is referred to as the Bierenbach Theses: Guiding Principles for Civic Education in a German-African Partnership.

The partnership-based approach for German-African civic education projects involves the following principles:

1. The ideal of the partnership-based approach is to be implemented at all times, i.e. the goals, the contents, and the methods of projects should be developed by all involved parties in a consensual way.
2. At the same time, the partnership considers the respective conditions (e.g. political, socio-economic, historical) of the participating actors.
3. Civic education is understood as education with the goal of establishing democratic values and global citizenship as a normative framework for social interaction.
4. Project partners should clearly articulate their interests.
5. Projects should show practical relevance to participants and also substantially contribute to the realization of German-African partnership.
6. Projects can aim at a variety of goals, ranging from emancipation to active citizenship.
7. Projects should be conducted in a peer teaching approach as a priority.

5   Go Africa…Go Germany Alumni Association (GOAL)
5.1   GOAL Constitution
At the first Alumni meeting at the PTM, the constitution of the association was passed. Benjamin Zasche from the first generation who had done a great work on the constitution went through each point with all members to make sure every section was perfect.

5.2   GOAL Formation
After the constitution was accepted by members of the alumni, the Go Africa Go Germany Alumni association; GOAL was officially launched. The next important step was for a board to be elected.

5.3   Election of Board Members for GOAL

The election for the Alumni board was organized by Alex Nguyen from the first generation. Alumni members were asked to apply for one of four main positions and additional deputy positions. Voting was done by Alumni present plus alumni, who passed on their right of vote to someone present. Each contestant was given the opportunity to present a speech to the members on why they are the best candidate for their position. At the end of a peaceful and fair election, nine alumni members were elected as board members of GOAL alumni association. Coincidentally, each generation is represented on the board. The board will serve for a two year term by which time another elections will be organized. The following are the board members of GOAL.

Kai Striebinger (Chairman)
Simiso Velempini (Deputy Chair)
Anna Acker (Treasurer)
Benjamin Zasche (Secretary)

Emmanuel A. Akoto (Additional deputy)
Dambe Baboki (Additional deputy)
Kudzai Mtero (Additional deputy)
Lerato Tsebe (Additional deputy)
Victor Oteku (Additional deputy)

5.4 First GOAL Board Meeting

After the elections, the chairman called for the first board meeting. The main agenda for the meeting was to brainstorm ideas and distribute tasks to board members. Issues on meeting times, registration of the alumni, bank account, website, membership dues and project ideas which support the German-African partnership and many others were all discussed. Find the details below.

Website The board will explore different options of creating either an alumni-standalone website through using for example ning or google or integrating our pages into the Go Africa-site. Simiso, the vice-chairman is responsible for this and has already created a sample website on ning. She will soon send it out.

The board will also propose a logo (maybe including a motto), a facebook group and other means of facilitating communication.

Mailing lists The board will set up different mailing lists to facilitate communication according to specific criteria (for eg. each generation, different Chapters, working groups, etc).

Meeting Members of the GOAL board will meet every 2weeks via skype on Sundays at 5pm. Every second board meeting (i.e. every four weeks) will be open for every alumni.

Membership fees The constitution provides for the opportunity to raise membership fees. The board decided to through this question to members to discuss whether membership fees should be collected and how much. Some administrative costs such as registration, website and bank account will however need to be covered.

Professional pool In the past, alumni have been involved in different activities of the GAGG program. In order to facilitate the selection of alumni, we want to establish a professional pool. The different working groups, the JointMAG, the bpb and everyone will then have a

systematic overview about the alumni and can contact the persons directly. In the pool, alumni will provide information about themselves. These include, among others, information about the professional background, academic experiences and other interests.

On-line events In order to keep the alumni active and more connected, the board decided to come up with regular topics for discussion amongst alumni members, which will culminate into a skype discussion on the same topic. This will take place once every month.

Special patrons The board also thought about the need to contact certain prominent individuals to become special patrons of the association at the proper time.

Finally, the board established contact persons within the board for each generation, the working groups and other assignments.

Contact with bpb: Kai (KaiStriebinger@aol.com)
Contact with 1st generation: Dambe (dambebj@yahoo.com)
2nd generation: Victor (victor_oteku@yahoo.com)
3rd generation: Emmanuel (a4akoto@yahoo.com)
4th generation: Kudzai (kudzaimtero@yahoo.com)
Contact with university project: Victor
Contact with school project: Simiso (simiso.v@gmail.com)
Contact with media project: Benni (benzasche@hotmail.com)
Contact with research and new media: Anna (anna_acker@yahoo.de)
Public relations matters: Simiso, Emmanuel, Benni and Kai

5.5   First GOAL Meeting after Elections

The first meeting of the GOAL association took place on Sunday the 31st of July, 2011. This could not be referred to as a General Assembly (GA) since the GA must always be announced weeks before the meeting date. The first GA is therefore scheduled for the next PTM meeting.

At the meeting, the board members presented their ideas on the first steps to be taken as an association and the outcome of their first board meeting to the group.

When the issue of membership fees was raised, most members agreed that, membership fees should be collected. The issue will however be discussed online, via a questionnaire and should be decided upon by the first General Assembly. Victor is responsible for this.

Since the board could not determine exactly what expenses will be incurred, the board opted for "allowing" voluntary contributions. A first collection brought in an amount of 183 Euros at the PTM. Simiso sent the money to Anna, the treasurer who happened to be in London.

During the meeting, several other issues came up. What will be the role of the association within the exchange programme and how will it work with the bpb? This will need to be continuously discussed. One way of ensuring cooperation and coordination is via the working groups that mirror the different "pillars" of the GAGG-association.

On the issue of whether participants of a new generation can apply to join the alumni association after completing the first part of their exchange in Germany, it was decided that, they must finish with the African part also before they can apply.

6   Working Groups

The Peer Teaching Meeting (PTM) provided a great opportunity for the various working groups to meet and discuss further projects.

6.1   Exchange Groups

The main objective of this working group is to design various exchange programs, that will bring Africans and Germans together as in the GO Africa…Go Germany exchange programme.

At the meeting, the group discussed different possibilities and programmes, all aimed at the cooperation and promotion of African-German relations. The group also took into account the unknown size of the budget. These include:

1. Joint Master and university degree programmes between African and German universities with a project centered focus using existing contacts from Universities in both countries.

2. The financial or organizational promotion of individual exchanges on a quid pro quo basis, demanding some form of compensation with a multiplier effect on bi- or multilateral relations.

3. So called University Action Days, cooperations between universities on both continents days raising mutual awareness and promoting exchange.

The group also decided on a plan of action to concretize and elaborate cooperation programmes. There is currently an ongoing *research phase,* ending on the 15th of September, consisting in the pooling of resources and investigation of ongoing programmes in order to find inspiration, possible partners, and to avoid a possible parallelization of structures.

A *project- design phase*, will then continue in which each individual group member will elaborate in detail and thus design a personal project. The projects will be presented on the 30th of September. Majority decision on the 2nd of October will select a project to be presented to the GOAL association in order to discuss issues of viability and funding.

6.2   Multipliers

The Multipliers working group specifically deals with civic education projects, that will target certain key people (multipliers), who will extend the impact of the German-African partnership idea. The objective is to deconstruct stereotypes and create a realistic, modern and diversified image of "Africa" in German schools and vice versa.

During the PTM, the group discussed on the relevance of the existence of a realistic image of Germany among African pupils questionable; thus, activities on the African continent could rather focus on a broader variety of topics for civic education supporting the capacities of teachers as multipliers.

Since none of the African WG-members were in attendance during the meeting, the group decided to focus on the objective of creating a realistic picture of Africa in German school curriculla. Thus, as a first step, school curricula of all 16 federal states will be scanned to identify where African topics are dealt with already and how, as well as possible thematic entry point where input using the example of African countries could be provided (by mid-October).

After identifying those entry-points, the group will decide on a thematic area relevant for the curricular of all federal states (by end of October) and develop appropriate teaching material to enable teachers facilitating lessons on those topics; hereby, the input of all African participants will be highly crucial; in addition, it is aimed to make use of all available audio files of lectures and discussions, pictures taken and experiences made during the different GAGG Programmes.

The group also did a presentation on possible instruments to be used.

Possible Instruments

Method	Time Range	Pros	Cons
Project days in schools	short term	• interactive and exciting way of learning • integration of people of Afr./Ger descent as resource person • create synergies with existing projects	• 'exceptional' character • limited reach • organizational difficulties
Provide additional teaching materials (e.g. work sheets, lesson plans)	short term	• easy to spread in Germany (via internet platforms) • variety of subjects and grades possible	• use entirely dependent on individual teacher • how to reach teachers in African countries?
Review textbooks	medium term	• long-lasting impact • wide reach	• multitude of publishing houses • slow cycles
Trainings for teachers, textbook authors etc.	medium term	• might create lasting impact	• implementation of acquired knowledge uncertain
Travel- and exchange programmes for teachers, textbook authors etc.	medium term	• intensive personal experiences shape teaching/writing	• high costs • limited number of participants
Lobby to integrate German/African topics into curricular	long term	• possible long-lasting impact • widest reach • provides ground for all other instruments	• difficulties reaching decision-makers • multitude of countries and curricular

6.3 Research and New Media

The main idea behind this working group is to conduct research on conditions that affect the facilitation of the various programmes and activities within the working groups. It also aims to identify important working areas, new ideas and new civic education methods.

On new media, the working group decided to create a pool of information on German-African relations. This will be integrated with the virtual academy on the GAGG website. There will be links to organizations/research institutions and database of relevant documents on German-African relations and on civic education methods (indexed by specific topics/keywords) targeting academics, students, journalists. The group will also contribute links to news section on the GAGG website and write new articles for the JointMAG.

The group also proposed a user-friendly Content Management System (CMS) to have an online form that all alumni can use to post news or documents, e.g. add-on to a browser and quiz for an easier introduction to various topic, targeting non-academics (country trivia). They will also create a page with profiles of generations, countries and individual alumni in different formats (pictures, text, video, etc) and integrate existing blog article on bpb site. They also suggested an internal forum page for discussions among alumni.

The working group came up with marketing strategies for the virtual academy. These include, for e.g. using the last page of bpb brochures to advertise the virtual academy/website and GAGG programme, regular facebook updates for external communication, increase GAGG visibility through likes, integrate a GAGG quiz, little surveys on topics and post a selection of pictures, news and articles from the virtual academy.

Other additional ideas that were brainstormed during the discussion include the use of the common papers: visualize and present findings in film, exhibition, etc. Picture streams to go with the recordings of the GAGG programme talks, write summaries on topics covered in recordings of the GAGG programme talks, create "country files" about the different journeys we already did, use already applied methods of CE in the programme like "A day in a life of" in another form, eg. videos/photo article, make a documentary or help people to make a documentary on their everyday life and use Richard Zuckerman "Wisdom" as a template for a "Youth book" portraying different German and African people's points of view on youth. It will include a wide range of people (different ages, professions, celebrities, politicians).

6.4 Media

Unfortunately, the Media working group was unable to meet during the PTM.

7 Conclusion / Recommendations

The PTM was well organized and run smoothly. Kai Striebinger from the third generation and Caroline Trimborn were the main organizers for the meeting. The subject of civic education within a German-African context was well addressed by the various CE experts who were invited. They all emphasized the fact that, civic education projects should be more practical than theoretical. This empowers the learner.

The alumni present were able to establish the framework within which CE projects will be implemented both in Germany and Africa at all times; the Bierenbach Theses: Guiding Principles for Civic Education in a German-African Partnership.

Elections for board members to serve on the GOAL board was also held. With an active board now in place and a vibrant alumni association, the Go Africa…Go German programme is in

the process of contributing to a long lasting partnership between young Africans and Germans.

At the end of the PTM, a feedback session was held to evaluate the meeting. The issue of why the name 'Peer Teaching Meeting' also came up again. Katja was there to answer that. She said the idea of the meeting is to train alumni members to also empower their friends back home. A short paper is to be developed in order to clarify the meaning and role of the peer. Alumni members in Hamburg also said, they will soon open a Hamburg chapter of the association.

1. More time should be given to the working groups. But the conceptual input was also appreciated.
2. The speakers corner was a very good idea but it should have had a more prominent place in the program and it should have been assured that everyone could listen to every presentation.
3. The meeting location was criticized for being badly accessible with public transportation and having a slow internet connection, which made it difficult for those absent to follow the meeting.