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Civic Education and Democracy in Israel - Challenges and Pathways

Kit developed by:

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Course title	Civic Education and Democracy in Israel - Challenges and Pathways
Authors/ Instructors	Yitzhak Yogeve, Manal Abu Ahmad Yazbak, Evanne Ratner, Tamar Meirovitz, Doron Neiderland, Rhonda Sofer, Roxana Reichman
Course status/ level	BA, MA
Course code	
Teaching Semester	Spring Semester
ECTS	4-6 ECTS and between 2-4 Israeli academic credits
Course Rationale	The course envisages improvement and sustainable implementation of civic education and democracy in the higher education institutions of Israel.
The Goal:	<ul style="list-style-type: none"> Students get acquainted of global challenges of Civic Education and Democracy, and know about the measures taken to resolve them and to recognize the goals of sustainable development in the context of Israel. Students analyze activities which are conducted for the goals of Civic Education and Democracy development and evaluate effectiveness of the best practices compared to other democratic countries. Students recognize their professional and personal role in public awareness of the civic education and implementation of democratic values. Students are able to conduct planning of research within the context of Civic Education, as well as to enhance implementation, and evaluation of the results. Within the frame of their competences and action plans students are able to raise public awareness in the field of civic education and take care of the enhancement of the democratic values in the Israeli context.
Course Objectives	<ul style="list-style-type: none"> To know about civic education theory, educational values in Jewish/Muslim culture, educational values in Israel, pluralism, Jewish/Arab identity, and Israeli identity and critically discuss conflicts in Israeli society. To analyze activities which are conducted for the goals of Civic Education and Democracy development and to evaluate effectiveness of the best practices compared in other countries. To plan practical projects promoting civic activities both on and off campus (human rights, gender, and subordinate groups). To recognize their professional and personal role in public awareness of civic education and formation of democratic values. To conduct planning of research, implementation, and evaluation of the results within the framework of civic education. Within the frame of their competences and action plans raise public awareness in civic education and enhancement of the democratic values. Students are able to identify the problem of specific research areas. Students are to identify relevant research methods, to collect data, to make analyses and to develop recommendations for further actions.
Pre-Requisites	NONE
Learning Outcomes	<ul style="list-style-type: none"> Students are able to make the acquaintance of global challenges of Civic Education and Democracy, and the measures taken to resolve them and to recognize the goals of sustainable development in the context of Israel. Students are able to analyze activities which were conducted for the goals of Civic Education and Democracy development and to evaluate effectiveness of the best practices compared in other

	<p>countries.</p> <ul style="list-style-type: none"> • Students are able to recognize their professional and personal role in public awareness of civic education and formation of democratic values. • Students are able to conduct and plan research, to promote implementation, and evaluation of the results within the scope of the civic education and the problems of democracy and to frame action plan and raise public awareness in the civic education and enhancement of the democratic values. • Students are able to identify the problems of specific research areas. • Students are able to identify relevant research methods, to collect data, to make analyses and to develop recommendations to solve problems in the Israeli democracy.
Teaching Methods	<p>The lectures and seminars are built on the principles of interactive teaching. The main methodological approach of the course is problem-based learning. The following basic methods are used:</p> <ol style="list-style-type: none"> 1. Class discussion conducted by Lecture 2. Debate on current issues by students 3. Group Presentations by students 4. Student reports by individuals 5. Group works 6. Role play 7. Case study 8. Feedback methods 9. VaKE 10. 10. Service Learning <p>Every college can choose 2-4 topics and promote a course according to the college's agenda. We suggest that the course take place for the duration of one academic year, and that the developed projects continue for two academic years.</p>
Assessment and Course Requirements	<p>On the seminar student's groups present the interim report, as well as make and receive feedback from peers and from the lecture on a base of which will offer corrections in research and will make adjustment of amendments of the final report. Below are suggestions for assessment.</p> <ul style="list-style-type: none"> • Activity – 30 • First Midterm assessment – 20 • Second Midterm assessment – 20 • Presentation - 30 <p>GRADING SCALE</p> <p>The scores will be calculated according to the following:</p> <ul style="list-style-type: none"> • 91-100 Superior • 81-90 Good • 71-80 Above Average • 61-70 Average • 51-60 Below Average • (FX) 41-50 Failing • 0-40 Withdrawal from course

Course Sequence - Topics by Units

Week No and Lesson Activity	It is recommended to select 6 Units at most Each Unit has to include at least two topics Each Unit should include the following: Topic of Lesson Topic Rationale and Objectives Learning Outcomes	Compulsory Literature Supporting Literature
Week 1	<p align="center">Unit 1: Theory of democracy and civil society</p> <p>TOPIC 1: State and society; Natural rights, the public contract; People's sovereignty; Principles of separation of powers. Rationale and Objectives:</p> <p>This topic is a theoretical introduction to the origin and principles of the state, and principles of organizing democratic governments.</p> <p>Learning Outcomes</p> <p>Students:</p> <ul style="list-style-type: none"> are able to describe different kinds of states and their organizational structure. - are able to describe the characteristics of the various formats of the state and its social and political functions. - are able to discuss the international and national documents in the field of principles of separation of powers. - are able to list the rights, obligations and responsibilities of people's sovereignty in democratic societies. 	<p><i>Compulsory Literature</i></p> <ol style="list-style-type: none"> 1. Donald Peretz & Gideon Doron (2018), "How the government works"? The government and Politics In Israel Routledge, N.Y. E-Book pp. 2. Yoav Peled (2005) Development of civil society in Israel Palestine Israel Journal <p><i>Supporting Literature</i></p> <ol style="list-style-type: none"> 1. Fred A. Lazin Nationalism and Ethnic Politics, Volume 3, 1997 - Issue 4 Published Online: 24 Dec 2007
Week 2	<p>TOPIC 2: Political regimes and citizenship.</p> <p>Rationale and Objectives:</p> <p>This topic presents the characteristics of different political regimes (democratic, authoritarian and totalitarian) and the human civil action in terms of characteristics and their functioning (governance, economy, litigation, culture) and scopes of authority and power (the balance of individual freedom and social order).</p> <p>Students reflect upon different perspectives of human rights in the world and in Israel.</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> - Students are able to explain the basic characteristics of political regimes and describe the scope of the civil capacity of the human / community (assumptions and restrictions) - Students are able to list the rights, obligations and responsibilities of an Israeli Citizen. 	<p>Compulsory Literature</p> <ol style="list-style-type: none"> 1. Gavison, Ruth (1985). "The Controversy over Israel's Bill of Rights". Israel Yearbook of Human Rights. 15: 113–154. 2. different political regimes: Governments in the Middle East: http://teacher.scholastic.com/scholasticnews/indepth/war-iraq/lesson_helper/pdfs/mideastgovernments.pdf

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		<p>3. Holger Albrecht, Oliver Schlumberger (2004) "Waiting for Godot": Regime Change Without Democratization in the Middle East http://journals.sagepub.com/doi/abs/10.1177/0192512104045085</p>
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Week 3	<p>Unit 2. Human rights, their protection and the establishment of civil society</p> <p>TOPIC 3 : The Genesis of Human Rights</p> <p>Rationale and Objectives: Students realize that human rights are part of humanitarian and socio-cultural development, which passed through the millennia and remains as a center of political, legal, ethical, religious and philosophical thinking.</p> <p>Learning Outcomes: - Students are be able to analyze the human rights issues in different epochs and characteristic of the modern period features. - Students are be able to analyze human rights issues in Israeli society.</p>	<p>Compulsory Literature 1. A. W. Brian Simpson (2004) Human rights and the end of empires Oxford University Press 2. Supporting Literature 1. Tahmina Karimova (2016) Human Rights and Development in International Law</p>
	<p>Week 4</p> <p>TOPIC 4: International Standards of Human Rights Protection</p> <p>Rationale and Objectives: This topic presents the functioning of human rights institutions and instruments within the United Nations and the Council of Europe. Students understand the role and importance of international institutions in terms of human rights protection.</p> <p>Learning Outcomes - Students are able to describe the rights and responsibilities of institutions such as the UN and the Council of Europe in the process of human rights protection.</p>	<p>Compulsory Literature 1. International Standards of Human Rights Protection, 2014 Israeli Reforms Association - GRASS. 2. Lashkhia, m. - Human Rights: Genesis, Value and Present, 2011 Supporting Literature 1. Convention on the Protection of Human Rights and Fundamental Freedoms, https://matsne.gov.ge/ka/document/view/1208370</p>
Week 5	<p>TOPIC 5: Israeli National Strategy of Human Rights</p> <p>Rationale and Objectives: This topic introduces The Israeli National Strategy for the protection of Human Rights and constitutional and international standards, principles and norms which are being applied in Israel.</p>	<p>Compulsory Literature 1. National Strategy of Human Rights of Israel, for 2014 -2020 years, Decision of the Parliament of Israel Supporting Literature</p>

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	Learning Outcomes - Students are able to analyze and compare Israel's approach to human rights with international standards and describe the mechanisms and criteria that are applied to assess the effectiveness of implementing the policy.	1. The Government of Israel Action Plan (2016-2017), Israelian Government; Resolution No. 338, 21 July 2016 2. Report of the Government of Israel in 2014-2020 By 2017, with the introduction of the National human defense Program, the following is prepared by Magi Nicholson.
Week 6	TOPIC 6: Civil society formation in Israel - trends and concepts Rationale and Objectives: This unit presents the history and processes of the formation of civil society in Israel and the status of Israeli Civil society today. Learning Outcomes - Students are able to describe and analyze the factors, challenges and future perspectives that constitute civil society formation in Israel; students are able to describe the mechanisms of the functioning of civil society. Students are able to debate the idea of separation of "church and state" and the challenges of the Israeli society being a Democratic State and a Jewish State.	Compulsory Literature 1. Gia Nodia, Civil Society Development in Israel: Achievements and Challenges 2. EU Strategy for Cooperation with Civil Society, Date of Approval: 21 July 2014 Supporting Literature 1. EU Strategy for Cooperation with Israelian Civil Society 2014 - 2017 Approved by the Embassies of the EU Delegation and EU Member States Date of Approval: 21 July 2014

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Week 7	Unit 3: Democracy and active citizenship	Compulsory Literature Cohen, A. (2015). Two together, a Guide to Jewish-Democratic Education. <i>Israel Institute for Democracy</i> , pages 33-45. (Hebrew). Lamberg, D. (2006). Freedom of the Individual versus the General Good, in <i>Citizenship for Matriculation: A Jewish-Democratic State in Reality</i> , Geshar Educational Enterprises, Rechesh. Pages 105-140 (Hebrew). RONALD C. (2012); <i>ISRAEL KOSMOS JOURNAL FOR GLOBAL TRANSFORMATION</i> , SPRING \ SUMMER YISHA, Y (2002); Civil Society and Democracy: The Israeli Experience, : <i>International Journal of Voluntary and Nonprofit Organizations</i> Vol. 13, No. 3
	TOPIC 7: The nature of democracy, principles and development trends Rationale and Objectives: This unit presents the basic principles and norms of democracy. In addition it discusses the State of Israel as a Democratic State taking into consideration the diversity of religions in the country and the place of Judaism within the State. Learning Outcomes: - Students are able to debate challenges of establishing a Democracy in Israel as a Jewish State and to describe the political, social, economic and cultural environment of the Israeli Democratic Society.	Supporting Literature

		<p>Bard, M. (2002). Human rights an Introduction. In <i>Democracy and Active Citizenship</i>. U.S. Foreign Ministry, Washington, D.C.</p> <p>Bard, M. (2002). <i>Myth and Facts: A Guide to the Arab-Israeli Conflict</i>. American Cooperative Enterprise, New York, U.S.</p> <p>Cohen, A., and Susser, B. (2000). <i>Israel and the Politics of Jewish Identity</i>, The Johns Hopkins University Press, Baltimore.</p>
Week 8	<p>TOPIC 8: Civil society and democratic citizenship</p> <p>Rationale and Objectives: This topic introduces the concepts of civil society and democratic citizenship for students; it discusses issues of civil society and democratic citizenship in Israel in the context of international practice.</p> <p>Students realize the importance of civil society for a democratic development in Israel; they have knowledge about factors and tools for promoting democratic citizenship.</p> <p>Learning Outcomes</p> <p>- Students are able to describe the development of civil society and democratic citizenship in Israel;</p>	<p>Compulsory Literature</p> <p>Ichilov, O. (2013). Nation building, collective identities, democracy and citizenship education in Israel. In Orit Ichilov (Ed.), <i>Citizenship and Citizenship Education in a Changing World</i> (pp.69-82). NY: Routledge.</p> <p>Smootha, S. (2002). The model of ethnic democracy: Israel as a Jewish and democratic state. <i>Nations and Nationalism</i> 8(4), 475-502.</p> <p>Supporting Literature</p> <p>Smootha, S. (2002). Types of democracy and modes of conflict management in ethnically divided societies. <i>Nations and Nationalism</i> 8 (4), 423-431.</p>

Week 9	Unit 4: Education and citizenship	<p>Compulsory Literature:</p> <ol style="list-style-type: none"> 1. Ilov, ich O., Salomon, G.Ori , Inbar, D. (2015) Citizenship Education in Israel – A Jewish-Democratic State Research gate https://www.researchgate.net/publication/248953792_Citizenship_Education_in_Israel_-_A_Jewish-Democratic_State 2. "New Model of Competences for Democratic Culture". The Council of Europe. 2017 3. Education for Democratic Citizenship and Human Rights (EDC/HRE) <p>Supporting Literature:</p> <p>Lemish, P. (2010) Civic and Citizenship Education in Israel. Cambridge journal of Education, Vol. 33' 2003 issue 1 https://www.tandfonline.com/doi/abs/10.1080/0305764032000064640?journalCode=ccje20</p>
	<p>TOPIC 9: Education and Democratic Citizenship</p> <p>Rationale and Objectives:</p> <p>This topic presents in detail the Council of Europe's - "New Model of Competences for Democratic Culture" and the role of educational institutions in nurturing and developing civic and civil competences among children and students.</p> <p>Learning Outcomes:</p> <p>- Students are able to summarize the main focus of the "New Model of Competence of Democratic Culture" and to discuss how this model can be applied to the Israeli Educational systems.</p>	

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Week 10	<p>TOPIC 10 : International and national policy documents for democratic citizenship.</p> <p>Rationale and Objectives: This unit presents international and Israeli national policy documents ("Council of Europe Charter on Democratic Citizenship Education and Human Rights", "National Education for General Education", "National Curriculum", "Law of Israel on General Education" etc.) which are creating a theoretical and practical framework for democratic citizenship.</p> <p>Learning Outcome : - Students are able to analyze and evaluate "the democratic citizenship competences" in Israeli national educational policy documents.</p>	<p>Compulsory Literature</p> <ol style="list-style-type: none"> 1. The Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education 2. William F. Pinar (2013) International handbook Curriculum research in Israel Routledge 3. Ismael Abu-Saad (2006) State educational policy and curriculum: The case of Palestinian Arabs in Israel. International Education Journal <p>Supporting Literature:</p> <p>Dietram And Israel Waisman Manor (2006) Democracy based on differences. <i>Journal of Communication</i>, Volume 56, Issue 4, 1 December 2006, Pages 728–753 https://academic.oup.com/ioc/article/56/4/728/4102568</p>
Week 11	<p>TOPIC 11 : Global challenges of democratic citizenship and sustainable development goals in the educational sphere of Israel.</p> <p>Rationale and Objectives: This topic presents pedagogical practices (classroom, school or non-formal learning context) and didactic strategies that promote democratic competencies for students of all ages.</p> <p>Learning Outcomes : - Students are able to evaluate the standards of pedagogical practices (classroom, school, informal education) on the basis of competencies of democratic citizenship and will settle its improvement strategies.</p>	<p>Compulsory Literature</p> <ol style="list-style-type: none"> 1. "New Model of Competences for Democratic Culture". The Council of Europe. 2017 <p>Supporting Literature</p> <ol style="list-style-type: none"> 1. Pharar, M. Muna, a. Rothmund, A. Ed. A. Rothmund, A. 2004. Domino (a publication how to use peer education in combating racism, xenophobia, anti-Semitism and intolerance). The Council of Europe.
Week 12	<p>Unit 6. The role of civic education in the 21st century environmental sustainable development challenges</p> <p>TOPIC 12 : The concept of environmental sustainable development</p> <p>Rationale and Objectives: This topic presents the concepts of environmental sustainable development, international and national environmental legislation and the challenges for Israel in this regard.</p> <p>Learning Outcomes: - Students determine the importance of natural resources for human existence; They discuss the tendencies of natural resources reduction and its causes; They become familiar with issues of diversity of environmental degradation process and about global and national food safety thematic.</p>	<p>Compulsory Literature</p> <ol style="list-style-type: none"> 1. New Sustainable Development Agenda, Leaving No One Behind; 2015 2. http://www.unisrael.ge/eng/sustainable_development_goals#.WOqSbPkrLIU 3. Sustainable agricultural development for food security. FAO REPORT) 2016; http://www.fao.org/3/a-i5795e.pdf 4. Food and Agriculture Organization, The State of Food Insecurity in the World, 2014. http://www.fao.org/3/ai4030e.pdf 5. International Food Policy Research Institute, Global Hunger Index, 2014.

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		<p>http://www.ifpri.org/sites/default/files/publications/ghi14.pdf</p> <p>Supporting Literature</p> <ol style="list-style-type: none"> 1. European Commission, Science for Environment Policy: Climate Change to Shift Global Spread & Quality of Agriculture Land, 2015. http://ec.europa.eu/environment/integration/research/newsalert/pdf/climate_change_to_shift_global_spread_quality_agricultural_land_403na1_en.pdf 2. The Woodrow Wilson Center for International Scholars, Food Security & Sociopolitical Stability, 2013. http://www.wilsoncenter.org/event/food-security-and-sociopolitical-stability 3. Emmy Simmons, Harvesting Peace: Food Security, Conflict & Cooperation, 2013. http://wilsoncenter.org/sites/default/files/HarvestingPeace.pdf
Week 13	<p>TOPIC 13 : The role of civic education in maintaining sustainable environment</p> <p>Rationale and Objectives: This topic discusses the importance of civic education on sustainable development of the environment (economic, social, ecological). It reflects on challenges to get acquainted with the importance of civil activity in the role of civic activities in the sustainable development of the environment. The main goal is that students develop competencies on democratic citizenship according to the objectives of the International Environmental and National Policy Documents for Sustainable Development and also capacities of their realization.</p> <p>Learning Outcomes : - Students are able to express their assumptions about the perspectives of sustainable development of the environment; to discuss the role of civil involvement in sustainable development of natural resources and poverty reduction.</p>	<p>Compulsory Literature</p> <ol style="list-style-type: none"> 1. A New Rural Development Paradigm for the 21st Century; Development Centre Studies; A TOOLKIT FOR DEVELOPING COUNTRIES © OECD 2016 2. The Substantive Democracy: Role of Civil Society Karnataka1 Shareena Banu C, P. Research Scholar at the Centre for the Study of Social Systems, Jawaharlal Nehru University, New Delhi. 3. Administration Planning: An Exploration of Social Justice, Equity, and Citizen Inclusion; Administrative Theory & Praxis Vol. 29, No. 3, 2007: <p>Supporting Literature</p> <ol style="list-style-type: none"> 1. https://emergency.cdc.gov/training/ 2. http://www-ns.iaea.org/downloads/iec/er-training-booklet.pdf 3. http://www.unesco.org/education/tlsf/mods/theme_a/popup/mod01t05s01.html 4. http://www.esdtoolkit.org/discussion/default.htm

<p>Week 14</p>	<p>Unit 7: The role of civil organizations in raising civic awareness in Israel</p> <p>TOPIC 14 : Structure, goals and activities of public organizations</p> <p>Rationale and Objectives: This topic presents the important status of organizations (research centers, service oriented organizations, advocacy, youth organizations, volunteering, etc.) in raising civic awareness and ways in which NGOs and CSOs function in Democratic Societies.</p> <p>Learning Outcomes : - Students are able to understand the interaction between CSO activities and organization's mission, to evaluate the accountability and transparency tools used by the organization.</p>	<p>Compulsory Literature</p> <p>Wahrman, H. (2013). <i>Citizenship between the Lines - A Critical Look at Civics Studies in Israel</i>. Tel Aviv: Resling. (Hebrew)</p> <p>Yiftachel, O. (2006). <i>Ethnocracy: Land and identity politics in Israel/Palestine</i>. Philadelphia: University of Pennsylvania Press.</p> <p>Supporting Literature:</p> <p>1. EU Road Maps for Collaboration with Civil Society 2014 - 2017 Manual, Retrieved from http://eeas.europa.eu/delegations/Israel/documents/civil_society_library/eu_roadmap_Israel.pdf</p> <p>3. AUGUR (2012) Challenges for Europe in the world in 2030, Retrieved from http://www.augurproject.eu/IMG/pdf/cso_note_provisional_draft5_june_2012.pdf</p>
<p>Week 15</p>	<p>TOPIC 15 : Role Strengthening Instrument for Social Organizations: Teaching Through Public Activities</p> <p>Rationale and Objectives: This topic presents the four-step model of teaching for students by civic activities. Students plan their activities in the educational institutions, and consider the scale and significance of the alleged social change.</p> <p>Learning Outcomes: - Students are able to plan youth groups activities which will be organized by themselves or by educational institutions.</p>	<p>Compulsory Literature:</p> <p>Chorev, E. N. (2008). <i>Arab NGOs Civic and Social Change in Israel: Mapping the Field</i>. Jerusalem: Van Leer Institute.</p> <p>Jamal, A. (2007). Strategies of minority struggle for equality in ethnic states: Arab politics in Israel. <i>Citizenship Studies</i>, 11(3), 263–282.</p> <p>Quaynor, L. J. (2012). Citizenship education in post-conflict contexts: a review of the literature. <i>Education. Citizenship and Social Justice</i>, 7(1), 33-57.</p> <p>Supporting Literature: Agbaria, A. K., Mustafa, M. and Jabareen, Y. T. (2014). 'In your face' democracy: education for belonging and its challenges in Israel. <i>British Educational Research Journal</i>, 41(1), 143-175</p>