9TH REPORT ON THE APPLICATION OF THE 1960 CONVENTION AND RECOMMENDATION AGAINST DISCRIMINATION IN EDUCATION (1960)

FEDERAL REPUBLIC OF GERMANY

2016

9TH REPORT ON THE APPLICATION OF THE 1960 CONVENTION AND RECOMMENDATION AGAINST DISCRIMINATION IN EDUCATION

I. Information on the legislative, judicial, administrative and other measures taken by the State at the national level

I.1. Ratification of the Convention

I.1.1. If the Convention has not been ratified yet: Does your country plan to ratify this instrument?

Not applicable.

I.1.2. If the Protocol instituting a Conciliation and Good Offices Commission to be responsible for seeking the settlement of any disputes which may arise between States Parties to the Convention against Discrimination in Education is not ratified yet: Does your country plan to ratify this instrument?

Not applicable.

I.2. Legal framework governing the protection of rights guaranteed in the Convention and the Recommendation in the national legal system

I.2.1. In case your country is a State Party to the Convention: Is the Convention directly applicable in your country's domestic law following its ratification? If not, has it been incorporated into the national Constitution or domestic law so as to be directly applicable? Please indicate whether the provisions of the Convention can be invoked before and given effect to by courts, tribunals and administrative authorities.

Confer I.2.3.

I.2.2.

Not applicable.

I.2.3. For either the provisions of the Convention or the Recommendation, please list the principal national laws and regulations adopted in order to implement them.

As set out in the German Basic Law (*Grundgesetz, GG*), "No one may be disadvantaged or favoured as a result of their gender, parentage, race, language, home country and origins, faith, religious or political views. No one may be disadvantaged because of their disability" (Art. 3 (3) GG). The Basic Law and the constitutions of the Länder include a number of fundamental provisions relating to schools (inspection, parents' rights, compulsory schooling, religious instruction, privately-maintained schools).

II. Information on the implementation of the Convention or Recommendation (with reference to their provisions)

II.1. Non-discrimination in education

II.1.1 Is discrimination in education based notably on grounds specified in the Convention/ Recommendation fully outlawed in your country?

As is set out in the German Basic Law (*Grundgesetz*), "No one may be disadvantaged or favoured as a result of their gender, parentage, race, language, home country and origins, faith, religious or political views. No one may be disadvantaged because of their disability" (Art. 3 (3) GG).

The Basic Law and the constitutions of the Länder include a number of fundamental provisions relating to schools (inspection, parents' rights, compulsory schooling, religious instruction, privately-maintained schools). One of the responsibilities of the Länder in their education policy is to maintain a sufficiently-varied range of schools. As the highest school supervisory authority, the Ministry of Education and Cultural Affairs of each Land is therefore concerned with laying the groundwork for an efficient school system. Accordingly, present and future school needs and school locations are identified in a school development plan drawn up at Land level. The establishment of plans for school development is regulated by the respective Education Acts in some Länder.

The local authorities (*Kommunen)*, i.e. the municipalities, districts and municipalities that are not part of a district, must, based on their responsibility to maintain public-sector schools, ensure that a well-balanced choice of education institutions is available in their area. This means that school development planning is also a task of the local authority maintaining bodies (*Schulträger*), which identify what school capacity is needed and determine the location of schools. The plans of each local authority must be established on the basis of mutual consultation and approved by the schools' supervisory authorities, in most cases by the Ministry of Education and Cultural Affairs. The exception to this is Bavaria, where schools are generally established by the Land in consultation with the local authorities.

II.1.2. Please explain which measures are adopted to:

- **Eliminate discrimination within the meaning of the Convention?**
- **Prevent discrimination within the meaning of the Convention?**

According to the provisions of the Basic Law, the state guarantees its citizens equal access to education and works to prevent discrimination. Foreign nationals residing in Germany have the same access to education as is given to German citizens.

The General Equality of Treatment Act (*Allgemeines Gleichbehandlungsgesetz*) which entered into force on 18 August 2006 relates among other things to the access to all forms and all levels of career guidance, vocational education, including vocational training, vocational further training as well as retraining and practical occupational experience. The law aims to prevent or remove disadvantages due to race or ethnic background, gender, religion or philosophy, disability, age or sexual orientation.

II.2. Equal opportunities in education

II.2.1 Please explain what are the concrete actions taken by your government to guarantee equal access to all levels of education in your country?

Attendance of public-sector schools is free of charge. There are no structural variations in the education system for men and women, or for people from different social backgrounds.

In order to ensure pupils' access to teaching aids used in lessons regardless of their economic and social circumstances, most Länder have established regulations on the provision of financial assistance to pupils for purchasing teaching aids (*Lernmittelhilfe*), or on

their provision free of charge (*Lernmittelfreiheit*), depending in part on parents' income and number of children. Under these regulations, pupils are either exempt from the costs of teaching aids or only have to pay part of the costs. The funds are provided either by the local authority responsible for establishing and maintaining the schools, or by the Land in question (*Schulträger*). In the majority of Länder, pupils at public-sector schools are lent textbooks and other expensive teaching aids (e.g. pocket calculators) for the duration of their use. If teaching aids become the property of pupils, parents may be required to pay a portion of the costs in some cases.

Each Land has arrangements as regards the transport of pupils to and from school. While certain differences exist as to who is entitled to use school transport and the scope of services provided, there are comprehensive provisions for the period of compulsory full-time schooling to which the following statements refer. In general, fares are reimbursed, usually for public transport, while under certain conditions a school transport service is established in its own right. The purpose is to guarantee fair opportunities for pupils from all walks of life, for urban and rural areas, non-handicapped and handicapped schoolchildren.

On 3 December 2010, the German parliamentary assembly (*Bundestag*) adopted the so-called Education and Participation Package (*Bildungs- und Teilhabepaket*) which offers additional benefits in order to improve the educational opportunities of needy children and young people. The Package supports 2.5 million children and juveniles. It comprises the following benefits: learning/study support, school supplies, the cost of school trips, lunch subsidies, and support for participating in club, cultural and holiday activities.

II.2.2 Please indicate how strategies and programmes are being implemented with a view to ensuring, in your country, equality of educational opportunities (in terms of access, participation and completion).

In October 2007, the Standing Conference of the Länder Ministers of Education and Cultural Affairs (*Kultusministerkonferenz*/KMK) adopted an action framework to reduce the number of pupils leaving school without a first general education qualification, to secure transition from the lower secondary school to the next educational level or to vocational education and training in the dual system, and to lower the number of trainee drop-outs (*Handlungsrahmen zur Reduzierung der Zahl der Schülerinnen und Schüler ohne Schulabschluss, Sicherung der Anschlüsse, Verringerung der Zahl der Ausbildungsabbrecher*).
Among other measures, the action framework provides for:

- individual promotion of disadvantaged children and young people, as well as children and young people from migrant backgrounds;
- continuing expansion of all-day schooling, particularly for those children who need encouragement and promotion;
- intensification of encounters with the workplace in lower secondary education;
- promoting partnership networks, both in and outside school;
- improving teacher training with regard to learning theory and learning psychology;
- special assistance for underperforming pupils;
- deepening of vocational orientation.

With the Qualification Initiative for Germany "Getting ahead through education" (*Aufstieg durch Bildung*), the Federation and the Länder in October 2008 agreed a common catalogue of objectives and measures which addresses all areas of education from early-childhood education through to continuing vocational training, e.g.:

- education is to have top priority in Germany;
- every child should have the best possible starting conditions;
- everyone should be able to gain school-leaving and vocational qualifications;

- everyone should have the opportunity to get ahead through education.

With the Qualification Initiative, the Federal Government and the Länder aim to halve the number of adolescents leaving without qualifications from a national average of 8% to 4% and of young adults without vocational qualifications who are capable of undergoing training from 17% to 8.5% by the year 2015. The Federation and the Länder furthermore aim to increase the percentage of new students to a national average of 40% for each year group.

Within the framework of implementation of the measures agreed in the Qualification Initiative, the Federation and the Länder have furthermore stepped up their financial commitments. They have agreed the target of increasing total government expenditure on education and research to 10% of GDP by 2015.

Each year, the Federation and the Länder publish a joint report on the status of implementation of the Qualification Initiative. The last report published in 2015 states that, according to KMK Secretariat records, the percentage of pupils leaving school without qualifications fell between 2006 and 2013 from 8% to 5.7%. The number of those entering higher education in 2014 was more than half a million and thus around 104,000 above what it was six years previously. The percentage of those entering higher education in Germany is around 10 percentage points higher than the 40% target set in 2008 in the Qualification Initiative. It was possible to raise the share of education and research in GDP from 8.5% in 2008 to 9.2% in 2013 (according to the 2014 revision of the national accounts). All in all, expenditure on education in 2013 amounted to 187.5 billion euros. In 2008 it was 157 billion euros. Although further efforts are necessary, considerable progress has been made towards reaching the 10% target.

In March 2010, the Standing Conference adopted a targeted support strategy for poorer-performing pupils (*Förderstrategie für leistungsschwächere Schülerinnen und Schüler*) which includes prevention, intervention and compensation measures. The aim of the support strategy is to significantly reduce the number of pupils not achieving a minimum competence development level by the end of their course of education. In this context particular attention is given to children and to young people with a migrant background.

At the 5th Integration Summit in January 2012, the Federal Chancellor presented the National Action Plan on Integration, developed by the Federation and the Länder together with immigrant organisations, social partners and other civil society stakeholders, which included specific, binding and measurable targets in practically all areas of action related to integration. In this context, the Länder are prioritising in particular language support for children and young people, implementation of the Standing Conference's support strategy for poorer-performing pupils, cooperation with parents and migrant organisations, and the opening of intercultural day-care centres for children and schools. The Federation is prioritising the transition from school to in-company vocational training, improving training success rates for young people from a migrant background, increasing the share of students from a migrant background, language promotion, and educational research and reporting.

II.2.3 Please describe the actions planned and taken in your country to ensure inclusion of all learners in the learning process.

In recent years the Länder have made intensive efforts to establish diagnostic procedures as a basis for individual promotion. These include assessing language levels prior to enrolment at school, examining learning backgrounds of pupils who are starting school, establishing learning levels, comparative and orientation work, and competence analyses in different primary and lower-secondary-level grades.

Children and young people with special educational needs are required to attend school, just as their non-disabled peers are. They may attend mainstream schools, provided they are given the required special educational assistance and practical support, as well as an adequate physical environment. When a child reaches school age, his/her parents or legal guardians enrol the child either at a regular primary school (*Grundschule*) or, if he or she is found to have special educational needs, at a special school (*Förderschule*). Special education teachers are employed at *Förderschulen* and at mainstream schools in order to meet special educational needs, e.g. by providing mobile assistance and advice and cooperative instruction with another teacher in inclusive or cooperative classes. Implementation of the United Nations Convention on the Rights of Persons with Disabilities is under way, and there are currently varying regulations in the Länder, also concerning the rules on transferring pupils who attend a general school but are identified to have special needs in the course of their schooling.

In December 2012 the Standing Conference adapted the framework agreements on training and examination for the different types of teaching careers with a view to requirements for inclusive education. The aim is to better prepare future teachers to deal with heterogeneity and inclusion, and to provide support diagnostics. Courses for teaching careers in special education at universities and equivalent higher education institutions are to be designed to meet the requirements of inclusive education at all school types.

II.3. Progress made with respect to implementing the right to education

II.3.1. Universal Primary Education

- **Please provide information on the progress made with respect to ensuring universal access to primary education.**
- **Please provide details on the availability of compulsory and free of charge primary education in your country.**
- **Is primary education compulsory in your country?**

School attendance in Germany is available to everyone free of charge. No distinction is made between boys and girls or persons from different social backgrounds.

For about a century, children in Germany have been legally required to attend a full-time school for initially eight, now nine or ten years. As a rule, general compulsory schooling for all children begins at the age of six and involves nine years of full-time schooling (ten years in Berlin, Brandenburg, Bremen and North Rhine-Westphalia). Youths who do not attend a full-time general education school or vocational school at upper secondary level once they have completed their period of compulsory general schooling are obliged to attend a part-time vocational school (*Berufsschulpflicht*) which usually lasts three years, according to the course duration in a recognised occupation requiring formal training. For pupils who do not attend a general education school at upper secondary level or who enter training, some Länder have regulations under which pupils are required to remain in full-time education and to attend some sort of vocational school.

Disabled children and juveniles are also required to attend school and complete their compulsory education. On the basis of their special educational needs, they are taught either in mainstream schools together with non-handicapped pupils, or in special schools.

Compulsory schooling involves regular attendance of lessons and other compulsory school events. Both pupils and parents are responsible for seeing that this obligation is met, and training companies are also responsible for ensuring that their trainees fulfil their obligation to attend vocational school. The school head checks on attendance records and can, if

necessary, enforce attendance by taking various actions with respect to the pupil, the parents or the training company.

The legal basis for primary school (*Grundschule*) as the first compulsory school for all children is to be found in the Education Acts, the Compulsory Schooling Acts and the school regulations (*Schulordnungen*) for primary school, which are enacted by the Ministries of Education and Cultural Affairs in the Länder. Compulsory education starts on 1 August for children who have reached the age of six on 30 June of the current calendar year.

Apart from the introduction of educational standards for primary education core subjects in 2004, other focal points of current policy reforms include the introduction of fixed school opening times, the further development of flexible school entrance phases, and the development and expansion of schools offering all-day activities and care in the primary sector. Already at the level of primary school, attention is paid to lifelong learning.

II.3.2. Secondary Education

- **Please provide information on the general availability and accessibility to all of secondary education, including technical and vocational secondary education and training in your country.**
- **Please provide details on the difficulties experienced by your government to guarantee gender parity in terms of accessibility to technical and vocational secondary education and training.**

Attendance of public-sector secondary schools is free of charge. Here, no difference is made between boys and girls or persons from different social backgrounds, so that everyone is guaranteed the same quality of education. The range of secondary education courses in Germany includes both general and vocational education, as well as courses that combine general education and vocational training.

Participation in education and the general level of educational attainment have risen steadily in recent years in the context of growing demand for higher-level educational qualifications and are particularly high by international comparison. As of 2014, 87% of 25-64 year-olds had attained at least an upper secondary education qualification (the OECD average is 76%). 57% of 25-64 year-olds had earned a vocational qualification at either upper secondary or post-secondary level as their highest qualification (compared to the OECD average of 26%).

Within the general education system, the Länder have taken a host of measures to facilitate moving between course levels. By focusing on each individual pupil, general schools make great efforts to ensure that all pupils gain the highest possible qualifications and to reduce the number of pupils leaving school with no qualifications. In addition to the *Gymnasium*, pupils at all other secondary schools in the general education system – should they attain adequate marks in the *Mittlerer Schulabschluss* (general education school leaving certificate obtained on completion of grade 10) – can be admitted to the *gymnasiale Oberstufe* (course of general education leading to a higher education entrance qualification). In 2013, 42.4% of pupils who changed to a *Sekundarstufe II* (upper secondary education) course with the aim of gaining the higher education entrance qualification (*Hochschulreife*) , attended a secondary school other than a general *Gymnasium*, usually a *Berufliches Gymnasium* or a *Fachgymnasium* (*Gymnasium* with career-oriented subjects), *Fachoberschule*, *Berufsoberschule* or *Technische Oberschule* (different types of vocational schools). Vocational schools thus play an important role in ensuring that everyone has equal opportunities and access to education. In addition, there has been a tendency in many Länder during in recent years to reduce the number of different types of schools by amalgamating schools at lower secondary level (*Hauptschule* and *Realschule*). In some

Länder, there is one school form only, with several levels of courses, alongside the *Gymnasium*. Between 2008 and 2014, the percentage of pupils who earned a *Hauptschulabschluss* fell from 26.9% to 21.2% of the same age group, while the share of those attaining the *Mittlerer Schulabschluss* rose; the proportion of those leaving a *Hauptschule* with the *Mittlerer Schulabschluss* increased during this period by 7 percentage points to a total of 33.7%. The trend towards higher qualifications also continued in school forms with several levels of secondary education courses. All in all, the percentage of the same age group which has obtained the qualifications to enter higher education rose throughout Germany from 31% in 1992 to 52.8% in 2014. In 2012, a total of around 154,000 pupils obtained their higher education entrance qualification at a vocational school, which corresponds to 18.1% of the same age group. In dual qualification courses, a higher education entrance qualification and a vocational qualification can be gained at the same time.

Concerning vocational education and training, there are no formal prerequisites for admission to the dual system (*duales System*). Each year some 522,000 young people, about 55% of the population of this age, enter vocational training under Germany's dual education system in one of around 330 training occupations. In 2014, around 28.1% of trainees achieved the *Hauptschulabschluss* as their first general education qualification after completing lower secondary level, while 42.8% gained a *Mittlerer Schulabschluss*. 26.2% of those undergoing training within the dual system had already completed upper secondary level and attained higher education entrance qualifications (*Hochschulreife* or *Fachhochschulreife*). In order to maintain the appeal and quality of vocational education and training, provided both on the job and in the vocational schools known as *Berufsschulen*, the curricula as prescribed by the state are regularly adapted to the demands of the employment system by reviewing the recognised occupations which require formal training, known as *anerkannte Ausbildungsberufe*. During the three-year training course within the dual system, the apprentices earn a salary (*Ausbildungsvergütung*) of 826 euros per month (federal average over all professions in 2015), amounting to an increase of 3.9% compared to 2014.

Women accounted for 39.9% of the 522,100 new training contracts concluded in 2015 within the dual system. They participate largely in full-time school-based vocational training, particularly in vocations in the health, education and social sectors, where women predominate.

Several initiatives aim to increase the share of girls in science, technology, engineering and mathematics (STEM):

- The "National Pact for More Women in STEM Professions" (2008) brings together more than 190 partners in business, research, politics, associations, social partners and media. It aims to foster girls' interest in STEM at school, and to increase the share of female STEM students at university and in leading positions.
- A yearly "Girls' day" promotes girls' interest in STEM subjects. In 2015 over 103,000 girls visited about 9,500 companies and research institutions. Since its inception in 2001 almost 1.6 million girls have participated in "Girls' day" activities. In 2013 18% of participating companies indicated having hired young women they got to know through "Girls' day".

Together with the Federal Employment Agency (*Bundesagentur für Arbeit*), Länder organisations and social partners, the Federal Government set up an Alliance for Vocational Training and Further Learning (*Allianz für Aus- und Weiterbildung*) in December 2014. Among other goals, the Alliance has pledged to strengthen dual training and continuing vocational training, and to thus support economic development and employment opportunities of the people concerned. Alliance members set out their support for a high-quality dual training system which also integrates young people with poor starting

opportunities, with a migration background, or with a disability into company-based training. These efforts include a number of additional vocational opportunities, better coordination of federal, regional and local initiatives (e.g. *Bildungsketten* – a systematic succession of assistance tools offered by different agencies), and finally the introduction of new support schemes (e.g. *Assistierte Ausbildung* – the possibility of a mentored transition from school to vocational training for young people as well as support for small and medium-sized enterprises). The Alliance will revise its goals and measures by mid-2016 and is planning to formulate activities for the years 2016-2018.

II.3.3 Higher education

The sense of identity, mission statements and management principles of German higher education institutions are based on the values of the German Basic Law, such as the freedom, equality and dignity of all human beings, mutual respect, freedom of opinion and tolerance. Equal access to higher education institutions is thus guaranteed by the Basic Law.

Within existing capacities, access to higher education is open to everyone who has the necessary qualifications. All Germans are entitled to undertake the higher education studies they choose, if they can show that they possess the necessary qualification for that particular course of study. Such evidence is provided by the successful conclusion of preparatory school education. Nationals from other member states of the European Union enjoy equal status with Germans if they can show that they have the language skills necessary for the course of study. The basic condition for admission of foreign applicants is a prior education equivalent to the German certificate that entitles the bearer to enter a higher education institution, or a successfully passed examination for entering a higher education institution.

Selection criteria for courses for which there are national or local access restrictions as a result of excess demand are mainly the applicant's grade point average and the waiting period.

To enhance equal opportunity, the Federal Government grants training assistance. Eligibility for student loans is usually dependent upon parental income. It is awarded half as a grant and half as an interest-free loan. Following the recent reform of the Federal Training Assistance Act (*BAföG*) the maximum amount of monthly support for a student will rise to 735 euros as from August 2016. The latest available figure on the number of students who receive federal training assistance was 425,000 (monthly average in 2014) – that is before the reform (figure for 2013: 439,000 students). Average funding amounted to 448 euros (2002: 446 euros). Students in special social need are supported in some Länder by student services (*Studentenwerke*) or by the higher education institutions themselves with loans of various amounts. In addition, a number of smaller, mostly regional private foundations support students in need. Gifted students are eligible for grants from organisations for the promotion of young talent (*Begabtenförderungswerke*), which as a rule are associated with the churches, the political parties, the trade unions or businesses. The Federal Government supports the work of these organisations with considerable funding; the Länder participate in the funding of the German National Merit Foundation (*Studienstiftung des deutschen Volkes*), the largest of the organisations for the promotion of young talent.

For foreign students and young academics, the German Academic Exchange Service (*Deutscher Akademischer Austauschdienst*) offers grants for a limited study or advanced training visit at a German higher education institution. Furthermore, some Länder have special funds to support foreign students at the respective higher education institutions.

On conclusion of a course leading to a first degree, grants can be awarded for postgraduate studies on the basis of the postgraduate support laws and ordinances

(*Graduiertenförderungsgesetze und -verordnungen*) of the Länder. The organisations for the promotion of young talent also provide corresponding grants.

A key role in indirect student financing is played by the 58 student services, which provide reduced-price catering in refectories and cafeterias at all higher education institutions, as well as low-cost accommodation. In addition, child care, psychological and social counselling, as well as social and first semester counselling are provided by the higher education institutions, local authorities, student services and student unions. Furthermore, there are inexpensive tickets for local public transport.

General tuition fees which were introduced in the mid-2000s in seven Länder and amounted to up to 500 euros per semester were abandoned by the respective Länder by 2014.

With regard to the higher education sector, special reference should be made to the endeavours to reduce the gender imbalance e.g. in the natural, engineering and technical sciences. Since the decision to pursue a particular course of study is taken at school, information and image campaigns which are carried out in cooperation with the schools play an important part. Their objective is to enable pupils to give fair consideration to pursuing studies in STEM fields and to dispel any aversions that may exist. Some of these measures, intended to increase the take-up in these fields of study, are specifically addressed to girls (vocational orientation days, practical experience for girls, campaigns).

Comprehensive measures for the advancement of women are also included in the higher education and academic programme (*Hochschul- und Wissenschaftsprogramm*). A majority of Länder have also set up special programmes for the general advancement of women. The development of networks is thus supported, as is the establishment of coordination offices and centres of excellence. In addition, courses specifically for women are offered. In setting up and designing the courses of study, there are a number of measures which can be taken to make it easier for women to decide to enter higher education. These include extended examination deadlines for parents, the establishment of part-time study courses and child care support.

Endeavours to reduce the gender imbalance are also a criterion that governs the performance-related allocation of funds to and within higher education institutions. The issue of women's adequate representation at all qualification levels plays a key role in the conclusion of target agreements between the Länder and higher education institutions, with a view to creating incentive for additional measures.

Furthermore, higher education institutions seek to create or maintain the equality of different groups by various measures, for example:

- diversity management: special offers for various groups from abroad or from migrant families, e.g. offers from centres for international students, international offices, students' union executive committees and preparatory colleges (*Studienkolleg*);
- counselling and support for disabled or chronically ill students by means of suitable contact points; accessible facilities;
- family-friendly higher education institutions: a broad and flexible range of childcare facilities, flexible and family-friendly working time models;
- quality management measures for students and teachers, in which everyone can participate;
- continuing education offers for employed people, e.g. as part of the guest student programme (centre for lifelong learning).

II.3.4 Adult education

What efforts has your government made to establish a system of continuing education on the basis of individual capacity?

- **Please specify efforts made as regards education for persons who have not received or completed the whole period of their primary education.**
- **What are the concrete measures implemented to ensure equitable access to continuing education?**

Continuing education in Germany is regulated by the state to a lesser degree than other areas of education, as the diverse and rapidly-changing demands on continuing education can best be met by a diverse structure and with competition among the various institutions, as well as among the range of courses and services on offer. The activities of the state, both the Federation and the Länder, are limited to laying down principles and issuing regulations related to organisation and financing. These aim to establish general conditions for the optimum development of the contribution of continuing education to lifelong learning. A central principle of continuing education courses is that attendance should be voluntary.

The joint responsibilities of the Federation and the Länder include research and pilot schemes within the scope of educational planning in all sectors of continuing education. In addition, the Federation and the Länder are responsible for compiling statistics on continuing education and for drawing up reports on continuing education in their respective areas of responsibility. The responsibilities of the Länder include in particular the powers to regulate and promote continuing general education (also leading to school-leaving qualifications), continuing academic education at higher education institutions, continuing cultural education, as well as some elements of continuing political education and continuing vocational training.

The Federal Chancellor and the Heads of Government of the Länder agreed the Qualification Initiative (QI) for Germany at the Dresden Education Summit in 2008. This is the first comprehensive and specific package of measures for all education sectors. The Federation and the Länder set themselves the task of working with all sides to encourage more people to undertake continuing education, and within this framework to increase the share of people undergoing continuing education from 43% in 2006 to 50% in 2015. The 50% target was already achieved and even surpassed in 2014, with a figure of 51%.

In March 2009, the Standing Conference of the Länder Ministers of Education and Cultural Affairs (*Kultusministerkonferenz*/KMK) adopted standard preconditions under which vocationally-qualified applicants without a higher education entrance qualification obtained at school are granted the right to enter a higher education institution.

The Federation's scholarship programme *Aufstiegsstipendium*, which was introduced in 2008, awards non-repayable scholarships to candidates with high vocational qualifications as an incentive to start a course of higher education. Around 8,000 scholarships have been awarded so far.

Under the competition "Getting ahead through education: Open higher education institutions" (*Aufstieg durch Bildung: Offene Hochschulen*) which was launched in 2011, the Federation and the Länder are running a programme to promote the development of practical, vocational and training-related study courses to integrate employees and professionally-qualified individuals more closely into higher education. The Länder also support the expansion of study courses and continuing training measures which accompany employment through target agreements with higher education institutions.

In June 2011, the Länder and the Federation adopted a National Pact for Literacy and Basic Education in Germany (*Nationaler Pakt für Alphabetisierung und Grundbildung in Deutschland*). Its aim is to identify the extent to which functional illiteracy is a social and

economic problem. More than 4% of the working-age population are affected by illiteracy in a narrower sense. Local authorities, businesses and trade unions, churches and other social institutions are to be included in the pact for basic education and literacy. Amongst other things, literacy and basic education are to be developed at the workplace, and companies are to be made more aware of basic educational deficits. In addition, measures to combat illiteracy are to become an integral part of developing the employment market: support for reading and writing skills should help to integrate the unemployed in the employment market. More extensive research is also to be carried out in this area, with an initial investment of 20 million euros.

In keeping with the National Strategy for Literacy and Basic Education of Adults (see 8th German periodic report), the Federation and the Länder proclaimed the National Decade for Literacy in September 2015. The basic aim is to tackle adult reading and writing skills which are not sufficient for full participation in society. As a broad social alliance, the strategy includes, among others, the local authorities (*Kommunen*), trade unions, churches, the Federal Employment Agency (*Bundesagentur für Arbeit/BA*) and *Volkshochschule* associations. Industry associations and chambers of industry and commerce are also invited to participate.

The amended Upgrading Training Assistance Act (*Aufstiegsfortbildungsförderungsgesetz*/ AFBG) enters into force on 1 August 2016. The amendments expand the group of eligible persons and introduce significantly-improved benefits.

II.3.5 Quality education

- **Please provide information on the measures taken by your country to ensure equivalence in all educational institutions in:**
  - **the standards of education**
  - **the conditions relating to the quality of the education provided (e.g. infrastructure, teacher/learner ratios, teaching and learning materials)**
  - **the provisions to ensure that children learn in a safe environment free from violence or harassment, including school-related gender-based violence (at, around, and on the way to school).**

Educational standards for several subjects at both primary and secondary level were adopted by the Länder in 2003 and 2004. Since then, quality criteria of the general education schools of all *Länder* can be checked against jointly-agreed criteria in the form of qualification-related educational standards. In October 2007, the Standing Conference of the Länder Ministers of Education and Cultural Affairs (*Kultusministerkonferenz*/KMK) resolved to enhance the Uniform Examination Standards for the *Abitur* examination *(Einheitliche Prüfungsanforderungen in der Abiturprüfung*) initially in the subjects German, mathematics and first foreign language (English/French), which will form the bases for the subject-specific requirements of the *Allgemeine Hochschulreife* (general higher education entrance qualification) at the beginning of the introductory stage for the *gymnasiale Oberstufe* in the 2014/2015 school year and apply for *Abitur* examinations from the 2016/2017 school year. For these subjects, the Standing Conference had already decided, in March 2012, to develop a shared pool of standards-based *Abitur* examination tasks which has been growing continuously since 2013 and is to be made available to the Länder from the 2016/2017 school year. Furthermore, development of educational standards in the natural science subjects biology, chemistry and physics for the *Allgemeine Hochschulreife* is envisaged.

The standards are based on areas of competence within the individual subject. They:

- take up the basic principles of the respective subject;

- define subject-specific competences, including basic levels of knowledge that pupils should have achieved by a certain stage of their school career;
- are aimed at systematic and network-based learning, and thus follow the principle of cumulative acquisition of competence;
- describe expected levels of performance as part of requirement profiles;
- are related to the core area of the respective subject and provide leeway for pedagogical measures taken by the schools;
- relate to a medium level of requirements;
- are illustrated by sample test questions.

Since 2009 the *Länder* are examining the attainment of the educational standards by pupils at primary school and lower secondary level in a comparison between the Länder, based on assignments by the Institute for Educational Progress (*Institut zur Qualitätsentwicklung im Bildungswesen*/IQB). Building on PISA, the IQB comparison between the Länder for the first time reviewed centrally the extent to which the educational standards of the KMK had been achieved in the subjects German and first foreign language (English/French) for the *Mittlerer Schulabschluss*. Alongside reading competence, which is also examined as part of PISA, listening comprehension was tested in both subjects, while spelling was also examined in German.

In the 2011 IQB comparison between the Länder, for the first time the performance of grade 4 pupils in all Länder was examined on the basis of the educational standards of the Standing Conference in the subjects German and mathematics for the primary sector. In the subject German, in addition to reading competence, tests covered the competence areas listening and spelling, while in the subject mathematics all competence areas of the educational standards were examined. The results were published in October 2012 and show a high level of performance by primary-level pupils.

The 2012 IQB comparisons between the Länder examined centrally for the first time at which level the educational standards of the Standing Conference in mathematics, biology, chemistry and physics and the natural sciences for the *Mittlerer Schulabschluss* were being achieved.

In all 16 Länder, a large proportion of pupils already meet grade 10 German performance expectations laid down in the KMK educational standards towards the end of grade 9.

The Länder agree that educational standards are useful not only in determining the quality of, but also in further developing, teaching. In December 2009, the Standing Conference presented a concept for use of educational standards for teaching development *(Konzeption zur Nutzung der Bildungsstandards für die Unterrichtsentwicklung*) which is intended to help make competence levels useful in the further development of teaching. The concept points to the close connection between the two functions of educational standards, i.e. examining competence development and further developing teaching, and it identifies promising ways to structure a teaching and learning culture that is geared towards teaching competences. Teaching development based on standards is accompanied by training and further training measures for teachers and school boards, technical support services of the Land institutes and alignment of curricula with the educational standards.

In June 2015, the Standing Conference revised its comprehensive strategy for educational monitoring of 2006. It consists of four interconnected areas:

- international comparative studies of pupil achievement;
- a central review of attainment of educational standards in a comparison between the Länder;
- comparative studies that assess the efficiency of individual schools within the Länder; and

- joint education reporting of the Federation and the Länder.

Concerning provisions to ensure that children learn in a safe environment free from violence or harassment, the Standing Conference's declaration of 3 March 2006 on the implementation of the UN Convention on the Rights of the Child says: "With reference to the recommendation on fostering human rights education in schools (decision of the Standing Conference of 4 December 1980, in the revised version of 14 December 2000), the Standing Conference states that teaching children about inalienable rights and essential values such as human dignity, tolerance, freedom, self-determination and protection from violence in line with Länder regulations on education is both a general task for schools as well as a specific task within the relevant subjects."

These principles were confirmed once more in 2013 in the Standing Conference's special recommendations for action on the prevention and handling of sexual abuse cases and acts of violence in schools and similar institutions (recommendations of the Standing Conference of 20 April 2010, in the revised version of 7 February 2013).

II.3.6 Teaching profession

- **Please describe the conditions of teaching staff at all levels in your country.**
- **Please explain briefly the measures your country takes to improve the living and teaching conditions of teaching staff.**
- **Please explain briefly the measures your country takes regarding the training for the teaching profession.**
- **Have there been instances of discrimination as regards training for the teaching profession in your country?**

Teachers are employed by the Länder either as public civil servants or as salaried employees. In Germany there are six types of teaching careers:

1. teachers at primary schools;
2. teachers who cover both primary schools and all or individual types of schools at lower secondary level;
3. teachers for all or individual types of schools at lower secondary level;
4. teachers at upper secondary level (general education subjects) or at *Gymnasium;*
5. teachers at upper secondary level (vocational subjects) or vocational schools;
6. teachers at special schools.

Remuneration for all of these teaching careers is in line with the corresponding grades in the upper and highest grades of the civil service. There is no discrimination during teacher training or during teachers' professional careers.

Following PISA 2000, teacher training was designated as one of the seven fields of action in which priority measures must be taken. The objective is to improve professionalism in teaching – particularly with regard to diagnostic and methodological skills. In this connection the Standing Conference adopted "Standards for teacher training: education studies" in 2004 which have been implemented in the Länder. The Standing Conference has also formulated requirements with regard to the content of the subject-related studies and teaching methodologies common to the Länder. In addition, the Länder are increasing their efforts to train teachers with a migrant background and to send them to schools.

Against the background of the Bologna Declaration, the Länder have modularised the teacher training courses. Moreover, a greater focus has been placed on vocational aspects within teacher training (placements, semester-long internships). To an increasing extent

consecutive study courses are being set up in teacher training which provide for components covering education studies and practical elements as early as the Bachelor phase.

Furthermore, the Standing Conference has revised the above-mentioned standards and common requirements for teacher training programmes with regard to the challenges of an inclusive school system.

II.3.7 Respect for human rights and fundamental freedoms

- **Please briefly report on national efforts made for directing education to:**
  - **the full development of the human personality**
  - **the strengthening of respect for human rights and fundamental freedoms.**

Human rights education, as well as education instilling tolerance and democratic citizenship, are anchored in the school legislation of the individual Länder. In this context, all the Länder view education to respect human dignity and transmit the basic values set out in Germany's Basic Law as a substantial task of schools. Thus, alongside communicating knowledge, an understanding of the liberal and democratic basic order of the Federal Republic, esteem, tolerance and respect for other cultures, as well as a basic responsibility towards society is to be developed. In this way, schools enable the free development of the personality of each individual, and do everything they can to create equal opportunities and compensate for disadvantages. In this connection, each person, irrespective of their origin or social standing, has the right to an appropriate education. Furthermore, the Länder accept the primary right of participation of parents in the education of their children and include them in their actions as a second pillar of educational work.

The timetables of the Länder set out in which subjects there can and should be a special focus on the above-mentioned subject, and how many hours of weekly instruction are to be devoted to this in each grade. Here, subjects such as religion, ethics, philosophy, history, civics and social studies are particularly important, as well as economics/politics, geography and German. While values and standards as well as the dignity of the human being can be discussed in subjects such as religion, ethics and philosophy, it is often totalitarian systems which are the subject of debate in history. The concepts of slavery, suppression and race ideology are contrasted with the values of enlightenment, freedom and equality. In social studies, the ideals underlying our understanding of democracy such as free and fair elections can be taught and the subject of social inequality or terrorism can be raised. Subjects in which economics dominates provide the opportunity to take up the social market economy or the concept of ubiquitous globalisation and problems in this connection, while in the subject of German, literary texts that extend into the above contexts can be studied and reflected upon. The subject of geography, too, has its place here with its issues relating to developing countries, the nature of other cultures as well as the (unequal) distribution of the earth's resources and raw materials.

Despite the diversity of content cited here as examples of human rights education in the individual subjects, it is in most cases left to the schools or subject conferences themselves to choose a platform for teaching human rights. The principle applies that the subject of human rights can be taken up in all grades, if content and methods appropriate for the age and maturity of the pupils are used that are also suitable for the grade in terms of their level and degree of difficulty.

There are hand-outs and various publications to support schools in carrying out human rights education. There are also many different suitable school books from which schools or subject conferences must make a selection.

In order to ensure efficient teaching also in the context of human rights education, most Länder have taken special measures that are tailored to this issue, and that include in-service training for teachers and subject-specific symposia and teaching conferences. Other measures are taken during teacher training, where the subject of human rights as a cross-sectional subject receives special attention. At an institutional level, targeted measures have been included in reformed framework curricula and guidelines, as well as school-specific legislation. In addition, the Länder as a rule endeavour to support schools and teachers through regular newsletters and suitable Internet materials. The schools, in turn, have the opportunity – by carrying out projects, project days or weeks, but also through the development of school partnerships and a commitment to developing countries – to highlight their understanding of social interdependencies. Here, further options are presented by providing corresponding placements, taking up sponsorships, as well as supporting institutions that work in development assistance, for example, the UNESCO ASP schools. In this way, schools are given the opportunity, beyond collaboration with the institutions of the Länder, to build up contacts with non-school partners. Some examples are: UNICEF and UNESCO, the Central Federal Office for Political Education and the individual Land offices, as well as partners from private business, church organisations, universities and social institutions in general.

The school system has an important role to play and bears great responsibility with regard to human rights education. With its recommendation on fostering human rights education in schools (*Empfehlung zur Förderung der Menschenrechtserziehung in der Schule*, adopted in 2000), as well as with its declaration on the implementation of the UN Convention on the Rights of the Child (2006), the Standing Conference stresses the importance of this topic for school education. All these documents provide the basis for the corresponding ordinances and decrees of the Länder.

II.3.8 Private education, and religious and moral education

- **Please provide brief information on the regulatory framework relating to the establishment or maintenance of private educational institutions.**
- **Please briefly describe the education policy framework for minimum educational standards as regards the rights of the parents/legal guardian for providing religious and moral education for their children.**

Privately-maintained institutions exist, to a greater or lesser extent, in all areas of education. This guarantees not only choice in terms of the educational programmes that are available but also choice between various maintaining bodies, which promotes competition and innovation in education. By maintaining educational establishments, churches and other groups within the community help shape both society and the state.

The right to establish privately-maintained schools is expressly guaranteed by the Basic Law and, to some extent, by provisions in the constitutions of the individual Länder. The proportion of privately-maintained schools varies considerably from Land to Land and for different types of schools. The main legal provisions for the establishment of privately-maintained schools are the relevant provisions in the Education Acts and the special laws on privately-maintained schools, as well as financial aid regulations in the form of laws and regulations of the Länder. Standard framework conditions in the Länder are guaranteed by an Agreement on Private Schools (*Vereinbarung über das Privatschulwesen*) of August 1951, which was drawn up by the Standing Conference.

Under the Basic Law, privately-maintained schools are also under supervision of the state. When establishing a privately-maintained school, general legal requirements must be observed. The personal suitability of maintaining bodies, managers and teachers also has to be guaranteed. In the primary sector, privately-maintained schools may only be established

on very strict conditions. At secondary level, there are two types of privately-maintained schools: alternative schools (*Ersatzschulen*) are, in terms of their overall purpose, to serve as a substitute for a public-sector school which already exists or is essentially provided for in a Land. They must obtain state approval, which requires among other things equivalence of educational aims, facilities and teacher training. Furthermore, *Ersatzschulen* must not encourage segregation of pupils according to their parents' financial means. Complementary schools (*Ergänzungsschulen*) are to complement the range of courses on offer from public bodies by offering types of education which do not generally exist in public-sector schools, above all in the vocational sphere.

Please refer to the 8th German periodic report for additional information on private schooling in Germany.

The Basic Law guarantees freedom of belief and conscience, as well as the freedom of faith, religious and political views; the undisturbed practice of religion is guaranteed. Religion lessons are the responsibility of the state and the church, in accordance with the applicable regulations. Parents are to observe their primary educational responsibilities, including the choice of school for their children as well as the decision of whether or not they should attend religion lessons. (The stipulations contained in the Basic Law on religious instruction as a standard subject are not, however, applied in Brandenburg, Bremen and Berlin, since these Länder had enacted regulations under Land law prior to the promulgation of the Basic Law). According to the Law on the Religious Education of Children (*Gesetz über die religiöse Kindererziehung*), once a child has reached the age of 12, a decision made by parents must have the child's consent. From the age of 14, each child is free to decide whether or not to attend religious instruction, unless Land legislation makes other provisions.

II.3.9 Rights of national minorities

- **How are the rights given to national minorities to carry out their own educational activities protected?**
- **As regards the educational standards in educational institutions run by minorities, please describe the legal and policy framework existing in your country.**

Compulsory schooling applies to all children, irrespective of their origin, social background, etc. This also creates equal opportunity for the transition from (school) education to the labour market.

Language instruction is becoming increasingly important due to globalisation. Hence, multilingualism is specially supported. In addition, there are numerous provisions for attending mother-tongue lessons, which are also counted as compulsory hours with regard to language lessons.

German is stipulated by law as the official language of the administration and the judiciary. The two main provisions can be found in the Administrative Procedure Act (*Verwaltungsverfahrensgesetz*). Education differs from administration and justice in that there are no legal provisions on the language of instruction. German is the normal language of instruction and training at general education and vocational schools, as well as at institutions of higher education. Exceptions in the school sector include, alongside certain privately-maintained schools, all bilingual schools and classes, as well as instruction and additional classes in the mother tongue for pupils whose native tongue is not German.

In 1998, Germany joined the European Charter of Regional and Minority Languages of the Council of Europe and applies this agreement to those speaking Danish, Frisian, Sorbian, Romany and Low German. Children belonging to the Danish minority in Schleswig-Holstein

may attend privately-maintained alternative schools (*Ersatzschulen*) instead of the general education schools of the public sector, as long as the educational objectives of these schools essentially correspond to those of the school types provided for in the Schleswig-Holstein education act. Lessons in these schools are taught in Danish. As a rule, German is a compulsory subject as of grade 2.

III. Methods used to draw the attention of the various authorities in the country to the instruments and to remove the obstacles encountered

III.1. Challenges and obstacles

III.1.1 The difficulties and obstacles encountered in the process of implementing the key provisions of the Convention/Recommendation.

See III.1.2.

III.1.2 The main issues that need to be addressed for promoting further the implementation of equality of educational opportunities in your country.

According to PISA findings, one of the greatest challenges of the German education system is overcoming the dependence of educational success on social background and to give all learners the best educational opportunities in school, work or higher education. This affects, above all, young people from migrant families. Demographic change, too, represents a major challenge for the German education system, given the rapidly-evolving international environment.

Educationally-disadvantaged children are underrepresented at German universities. Additionally, women are underrepresented in high-ranking or executive positions, although the number of women in general is increasing in all fields of higher education and in science institutions. All in all, further efforts are necessary to reduce social and gender-specific selection.

Against the background of demographic developments, Germany must make a sustained effort to fully harness all of the skills of its population. Improving permeability within and between the educational areas and the recognition of skills which have already been acquired (recognition of prior learning) are central concerns, also with a view to promoting equal opportunity.

III.1.3 Brief assessment of the effectiveness of the methods introduced to remove obstacles encountered.

After PISA 2000, fundamental changes in the education field were introduced. Special emphasis was placed on many different endeavours regarding quality assurance and quality development at all levels of the education system, from child day-care facilities to schools to the higher education sector. Greater importance has been given to early-years and individual as well as on targeted language support, in order to provide consistent help for children at an educational disadvantage. The expansion of all-day schools also makes it easier to provide individual and better support during the afternoon. This particularly increases the opportunities of children with a migrant background or from educationally-disadvantaged families.

In 2009, the Länder agreed on standard conditions under which vocationally-qualified applicants who do not hold a higher education entrance qualification are granted the right to enrol at a higher education institution. Against the background of improved permeability, the

number of students with a vocational qualification as of 2015 (45,600) is four times higher than in 2009.

In December 2012, the Standing Conference adapted the framework agreements on training and examination for the different types of teaching careers, bringing these in line with the requirements of inclusive education. The aim is to better prepare future teachers to deal with heterogeneity and inclusion and to meet the requirements of support diagnostics. Courses for the teaching career in special education at universities and equivalent higher education institutions are to be geared toward the requirements of inclusive education at all school types. Within the context of ratification by Germany of the UN Convention on the Rights of Persons with Disabilities and the equality legislation in the Länder, pupils with special educational needs may be integrated into mainstream schools.

III.2. Awareness-raising

III.2.1. Briefly describe activities carried out to:

- **draw the attention of the various authorities of the country to the Convention/Recommendation**
- **raise public awareness of the principles of non-discrimination and equality of educational opportunities enshrined in the Convention and the Recommendation, and their national or local dissemination, in particular to non-governmental organizations.**

The bodies of the Standing Conference of the Länder Ministers of Education and Cultural Affairs (*Kultusministerkonferenz*/KMK), e.g. the higher education committee, regularly address issues related to non-discrimination, such as the General Equality of Treatment Act (*Allgemeines Gleichbehandlungsgesetz*) or human rights education. Its decisions have no legal force, but are commonly transferred into the law of the Länder. In this way, the Standing Conference, along with the Federal Government and the governments of the Länder, helps to focus the attention of higher education institutions on questions related to non-discrimination, such as the Convention against Discrimination in Education.

III.2.2. Please specify activities undertaken or supported by the National Commission with a view of

- **promoting the Convention/Recommendation**
- **fostering debate on critical issues, in relation to the rights enshrined in the instruments**

The German Commission for UNESCO (DUK) undertakes a number of activities to promote non-discrimination and equal education opportunities in Germany.

I. Right to education
DUK has taken a human rights-based approach to education in all of its activities related to education. DUK thereby continues to foster the debate on a rights-based approach to education at the national level, together with all relevant institutions both from government and civil society, including the German Institute for Human Rights, the expert to UNESCO's CR committee, as well as some 50 non-governmental institutions that form a network of human rights NGOs "Forum Menschenrechte".
In order to spread information on the worldwide right to education, DUK publishes an annual German summary of UNESCO's Education for All Global Monitoring Report. DUK promotes and fosters Open Educational Resources (OER) as an instrument to enhance access to education for all, as well as to promote quality in education.

DUK has published an extensive guide on how to apply UN human rights procedures, with a particular focus on the UNESCO CR procedure. This guide was issued in more than 20 languages.

II. Human rights education
DUK promotes an integrated approach to human rights education, which is supplemented by the great amount of political attention that is given to Education for Sustainable Development (ESD). From the German perspective, ESD, along with Global Citizenship Education, fosters key competences of individuals to shape their future. ESD emphasises creative and critical thinking, as well as participation in shaping a democratic and culturally diverse society. This includes becoming aware of oneself as a person with unalienable human rights. Germany was a leading country for the UN decade on ESD and has significantly stepped up its efforts to implement ESD in the first year of the Global Action Programme in 2015.

III. Gender equality in higher education
To promote gender equality in the science sector, DUK, together with L'Oréal Germany and the Christiane Nüsslein-Volhard Foundation, each year provides three support awards in the amount of 20,000 euros to outstanding female Ph.D. scientists with children. This helps to support qualified and dedicated women during a phase of their lives when, as often happens in Germany, promising careers are interrupted or even ended for the sake of the family. Additionally, this programme helps to improve Early Childhood Care and Education facilities at research institutions.

IV. Inclusive Education
Germany ratified the UN Convention on the Rights of Persons with Disabilities in 2009. DUK has consistently worked to promote the ongoing implementation of inclusive education in Germany. Together with the Bertelsmann Foundation and the Federal Commissioner for the interests of disabled people, DUK has established the Jakob Muth prize for inclusive schools. Since 2009 the prize has annually been awarded to schools that offer equal educational opportunities to all students and promote diversity in an exemplary way. Exposing best practice examples encourages other schools to start the process of implementing inclusive education.
DUK founded the Expert Committee "Inclusive Education" in 2010. The committee is a network of 30 important stakeholders (foundations, ministries, schools, social associations, universities, etc.) that are dedicated to promoting the implementation of inclusive education in Germany. Since 2010 they have continuously been acting as multipliers to advance inclusive education in Germany.
In 2012, DUK published the guide "Regions of Education on the move - Inclusive Education in Aachen, Hamburg, Wiesbaden and Oberspreewald-Lausitz" following the project "Counselling of Educational Regions" which promoted inclusive education at the community level.
In 2014 DUK, together with a number of partners and supporters, hosted the national summit on "Inclusion - The Future of Education" in Bonn. The aim of the event was to compile an inventory of inclusive education in Germany, and to further strengthen implementation in Germany. During the summit, the "Bonn Declaration on Inclusive Education" (2014) was adopted.

V. Education 2030
DUK was actively involved in discussing and shaping the Education 2030 agenda. In September 2015, the General Assembly of DUK adopted a resolution regarding the implementation of the Education 2030 agenda in Germany. In this resolution, the General Assembly welcomes the United Nations' adoption of a global Education 2030, along with its focus: to ensure inclusive and equitable quality education and to promote lifelong learning opportunities for all. The resolution identifies the following focus areas for implementation: tackling inequalities, implementing inclusive education in formal and non-formal settings,

embedding ESD consistently in formal and non-formal education, and ensuring access to quality education for all.

VI. Activities of the German ASP network
National coordination requires the German ASP network with nearly 250 member schools in 2016 to implement human rights, sustainable development, and awareness of the need for fair distribution between rich and poor in school curricula. The UNESCO Roadmap for Implementing the Global Action Programme on ESD is a key element of the schools' pedagogic concepts.

1. Activities designed for students with migration backgrounds:
- Since the summer of 2015, many schools have started activities to integrate the numerous young migrants who have come to Germany as refugees. These include German lessons for beginners, homework tutoring, political education workshops and cooking groups.
- Specifically-designed preparatory classes are meant to promote integration of students with migration backgrounds.
- Arabic, Turkish, Russian, and Polish as first languages have been integrated into many schools.
- Special courses to promote German as a foreign language are offered to students with migration backgrounds.
- Older students support younger students with their expertise in the German language.
- German language courses for students' parents have been established.
- Any discrimination of students, or racism in general, is absolutely forbidden.

2. To increase their effectiveness, such initiatives are accompanied by:
- Training sessions and workshops on intercultural dialogue and political education, e.g. "Are cultural traditions an obstacle to intercultural dialogue?", "Totalitarianism versus democracy";
- Art projects;
- International parents' meetings;
- Joint activities of local NGOs and ASPnet schools to promote intercultural exchange;
- International school partnerships;
- Guests from foreign countries are invited to attend special events or to teach a class;
- 11th International Project Day of German ASPnet 2016: „Take a look – and get involved";
- Human rights education;
- Establishment of a new training programme on nonviolent communication;
- Numerous ASPnet schools participate in the Germany-wide programme „Schools against Racism".

3. Activities for students with special needs:
- Integrating students with special needs into regular classes at primary and secondary level;
- International workshops created by „Engagement Global", a partner of ASPnet;
- Workshops during Germany's annual ASPnet conference to improve skills and create new pedagogical materials for various levels (primary, secondary);
- Participation of school coordinators in several national and regional conferences or workshops on the topic of inclusion.

4. Activities regarding lifelong education:

- Projects and workshops during which young and elderly people work together on various topics, e.g. modern media, debating, art, communal field trips;
- Projects to tackle the problem of ageism;
- Social learning activities to establish a culture of mutual respect, acceptance and responsibility between young and elderly people.

5. Activities to promote embracing modern society:
   - Workshops and lessons to create respect and tolerance for changes in modern society, e.g. different family models (patchwork, single parent, homosexual couples as parents, etc.);
   - Discussions and presentations on the value of cultural, religious and social diversity;
   - Programmes to create a reflective attitude towards modern media and the digital age.