Reporting on Education for Human Rights, Peace, Democracy, International Understanding and Tolerance
Austria, 2009 – 2012

II. 1.

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2.A.1.

In Austria, the following legal and administrative bases in the field of 'education for human rights, peace, democracy, international understanding and tolerance' exist:

- Federal Constitution

The Federal Constitutional Act, Article 14 (5a) specifies the following recommendations: "Democracy, Humanity, solidarity, peace and justice as well as openness and tolerance towards people are the elementary values of the school, based on which it secures for the whole population, independent from origin, social situation and financial background a maximum of educational level […]. […] Any juvenile shall in accordance with his development and educational course be led to independent judgement and social understanding, be open to political, religious and ideological thinking of others and become capable to participate in the cultural and economic life of Austria, Europe and the world and participate in the common tasks of mankind, in love for freedom and peace."

- School Organisation Act (SchoG)

"Concerning education in schools, the School Organisation Act, Fed. Law Gaz. I 1962/242, can be considered as the basic legislative text. Art. 2 of that law provides, inter alia, that pupils shall be encouraged to be tolerant of different political opinions, that they shall be enabled to participate in worldwide economic and cultural life and to follow the ideals of freedom and peace. The School Organisation Act is the general legal basis for school curricula too.

In order to carry out the School Organisation Act, ordinances on school curricula have to be introduced by the Federal Minister of Education. In such ordinances civic education, beginning in the late 1970s, has been established as an integral general principle of education, sometimes as a subject too. In 2008, as a result of the lowering of the voting age to 16, the curricula for some school types such as secondary modern schools etc. were altered by the ordinance of August 12, Fed. Law Gaz. II 2008/290: Now from grade 6 - 8 in

those school types civic education forms a new subject in combination with history (cf. App. C 1 question.7 of that ordinance).

Furthermore, detailed instructions on civic education are given to the teaching staff by internal regulations of the Minister of Education; a general regulation on civic education was issued in 1994.

Due to the federal structure of the Austrian state, the wide scope of the 1974 Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms comprises matters within the responsibility of either the federal government or the Länder (provinces). So, for instance, the matter of nursery schools is up to the provinces. Yet, education in school is the task of the government, with the Federal Minister for Education, the Arts and Culture as the highest administrative authority.

The 1974 Recommendation as such has no binding character in a legal sense and cannot be regarded as having been "incorporated", in a formal sense, into Austrian law. Yet it can be argued that all the ideas and suggestions of the 1974 Recommendation can be found in the legal system of Austria." (Report of Austria, Period 2005-2008 Addendum - Legal aspects)

- Teaching principles

Education for peace and human rights is also reflected in the so-called teaching principles (for more details please see section 2.C.4). These are content-related specifications and objectives for the design of teaching.

Art. 17 of the 1867 Austrian Basic Law on the General Rights of Citizens (Staatsgrundgesetz) lays down the freedom of **knowledge** and its teaching. The introductory principles (§ 2) of the University Organisation Act (Universitätsorganisationsgesetz, UG 2002) include a reference to this.

It is not possible to lay down specific topics but the themes of international understanding, cooperation and peace as well as human rights and basic freedoms are foreseen as an integral part of teaching content in study programmes such as historical studies, law, political science and the social sciences.

2.B.2

In the beginning it must be noted that this Recommendation is a historical document. All the federal ministries and NGOs have developed appropriate measures related to the Recommendation depending on the respective subject-specific relevance for them.

The Austrian Commission for UNESCO regularly informs the Austrian schools of the ASPnet on relevant key themes and issues of UNESCO through e-mail, a website (www.unesco-schulen.at) and an annual conference. This information also includes the basic principles of the Recommendation.

2.B.3:

The majority of projects and initiatives do not include the obligation that the themes must be covered at all levels of the school system. The same applies to the university level.

In initial and further training programmes for the teaching staff, the fields of human rights education and peace education are incorporated.

Interdisciplinary project work, which is also well suited for human rights education and peace education, is partly integrated in regular classroom work of compulsory schools and secondary academic schools.

A baseline study on the situation of human rights education in **higher education** has been carried out by the European Training and Research Centre for Human Rights and Democracy (ETC). The authors recommend integrating human rights to a greater extent in university curricula, more funding of research on human rights and of respective resource centres, enhanced cooperation between initiatives as well as NGOs etc. Human rights should be part of the general principles of educational institutions as well as of performance agreements between universities and public authorities. The authors claim there is a political background to the priorities of promoting human rights.

2.C.4.:

Education policy:

Peace and human rights education is structurally incorporated in the Austrian **school system** both through curricula and as part of teaching principles:

Special mention must be made here of the **teaching principles** political education, education for equality of opportunities for women and men, intercultural learning, and educational work for development policies. (www.bmukk.gv.at/schulen/unterricht/index.xml)

According to the teaching principle **political education**, human rights education constitutes a fundamental part of teaching in all subjects, at all school levels and in all school types.

In addition, the following two strategies must be mentioned: The **Austrian Strategy for Education for Sustainable Development** targets education for peace and human rights as well as global education and citizenship education.

The strategy "**Global Learning in the Austrian Education System**" aims to make global learning widely recognised within the Austrian education landscape and to strengthen it. Global learning shows many links to other pedagogical fields such as peace and human rights education through aims, objectives, content and methodologies.

Youth policy:

Each year, support priorities are laid down in the field of **youth support** of the Federal Ministry of Economy, Family and Youth (BMWFJ): In 2009 the focus of project support was, among other goals, on political education and the acquisition of social skills. The priorities of youth support in 2010 included the prevention of violence and addiction, the prevention of extremism, integration. In particular as part of the priorities of political education and the prevention of extremism, the support beneficiaries implemented projects related to human rights.

Currently BMWFJ is working on developing a youth strategy.

Executive branch:

The project POLIZEI.MACHT.MENSCHEN.RECHTE (Police.make.human.rights) aims at the implementation of human rights education by making the entire **police force** an organisation

which implements human rights. One objective of this project is to involve civil society as well as international experts.

2.C.5.

In 1998 the Austrian federal government appointed one human rights coordinator in every federal ministry and provincial government office. In 1999 these coordinators developed a catalogue of tasks related to their activity profile, which was acknowledged with the decision by the Council of Ministers on 20 July 1999.

2.C.6+7

(a)

Preschool:

The cross-provincial education framework plan for elementary education establishments in Austria specifies active co-designing by children. The principles for education processes at elementary education establishments include the following:

- Elementary education establishments contribute to early political education by offering children a varied range of child-appropriate opportunities of participation, design and codetermination.
- The right of every child to individualised teaching (learning according to his/her individual learning type and rhythm) in recognition of the uniqueness of his/her personality, social and cultural origin, needs and learning potential, as well as speed of development.
- Diversity due to individual differences, such as gender, colour of skin, physical abilities, ethnic and social origin. The ability to participate as a major prerequisite for active participation in social processes.
- Gender sensitivity

Primary education:

Education for peace, democracy and tolerance is foreseen in the national plans for primary education in the framework of “social studies” and laid down in the primary school curricula: Young students should be encouraged to get to know themselves better and reflect on values and norms. They should be encouraged to change perspectives, to develop respect and tolerance as well as to form their own opinions. Children should learn to cooperate, to compromise and to deal with conflicts in a constructive way, which are necessary skills to contribute to a democratic society and to a peaceful coexistence between all humans (primary school curricula, in force since Sept. 2011).

Secondary education (age 10 – 14):

The topic addressed above is explicitly and implicitly included in the curriculum of New secondary school in the compulsory subject ‘history and social studies/political education’. In addition, all teachers (of all subjects) are authorised and called upon to work on the topic of peace and human rights education as part of political education. At new secondary school it is not only possible for schools to set their own autonomous focuses but also specific priorities – such as in the economic and life skills area.

Prevocational year (age 15: Twenty per cent of Austrian teenagers choose to complete compulsory education by attending the pre-vocational year to prepare for their future career):

Peace and human rights education plays a key role within the entire education context of prevocational school and is strongly integrated in the acquisition of personal and social competences. The educational task addressed above is also promoted in particular by democracy education, education for conflict resolution in society, and consideration of contemporary history in the political, social and societal field in the subject of political education.
In the compulsory subject 'political education and economic studies' the topic 'human rights' in particular is part of the education content.

Secondary academic schools (age 10 – 18):

A general educational objective of the curriculum (educational area 'humans and society') pursues the goal that teaching contributes to a democracy which is committed to human rights and promoting the pupils' power of judgement, critical faculties, decision-making competences and capacity building. The values which guide actions should be humanity, solidarity, tolerance, peace, justice, equality of opportunity and environmental awareness.

The general didactical principles according to curricula of 'intercultural learning', 'integration', 'support by differentiation and individualisation' as well as 'strengths of independent activity and responsibility' promote – at least indirectly – peace and human rights education.

In addition, human rights are explicitly mentioned in the curricula of religious instruction of various denominations, in history and social studies/political education, German (or language of instruction).

Peace education, for example, is explicitly mentioned in history and social studies/political education, biology and environmental studies, physics, German (or language of instruction) and modern languages.

Vocational school for apprentices (dual vocational training system – age 15 to 17-19):

At vocational schools for apprentices, peace education, human rights education and education for international understanding forms an integral part of political education.

Secondary technical and vocational schools and colleges (age 15 – 19):

The topic must be dealt with explicitly and obligatorily in the subjects of political education and history, law, and international economic and cultural areas. Implicitly, this topic is also covered in German and modern languages.

Initial and further training of the executive branch:

The curriculum for basic police training, which lasts for 24 months, provides for a 56-hour module in the field of human rights and other modules on the topics of communication, conflict management, professional ethics, etc. In addition, the topic of human rights is dealt with separately as part of every teaching matter.

In part-time further training, law enforcement officers take part in a half-day programme on the topic of human rights with the goal of making them aware of their tasks as the guardians of human rights.

7.(a)

See description under 2.C.6

(b)

Initial and further training of teachers

Peace and human rights education in the **initial and further training of teachers** relates to the specifications included in the curricula of the respective school types and school grades. Therefore all universities of education also provide courses on these topics for teachers for their individual further and continuing training. Similarly there exists the possibility for schools and school classes to negotiate and develop school-internal further training programmes which are tailored to the needs of the individual school together with a university of education and also initiate a longer-term school development process.

(c)

The following list comprises **examples of materials** which schools can use online in the classroom.

- **Bullying:** polis aktuell 2009/6: Bullying at school
- **Children's rights:** polis aktuell 2009/7: Children's rights are human rights
- **Women's rights**: polis aktuell 2009/8: Women's rights are human rights
- **Women, peace and security:** polis aktuell 2010/8: War and armed conflict – no peace without women?!
- **Children's rights and human rights education**, Europe and media **at primary school**
  polis aktuell 2011/1: Human rights, politics and media at primary school
- Compasito – Manual on human rights education for children – see here http://www.eycb.coe.int/compasito/default.htm
  Council of Europe (ed.); German translation: German Institute for Human Rights, 2009
  Human trafficking – the slavery of the 21st century (posters)
  Austrian Task Force against Human Trafficking, 2010, 11 posters + handout
  Humans.Rights.Education
  A qualitative evaluation of human rights education at secondary academic schools. ETC Graz, 2011.
  Salzburg Centre for Peace
  The Salzburg Centre fro Peace is a hub for a large number of educational programmes for civil conflict management.

(d)

Current empirical studies on the **learning environment** related to psychosocial aspects and learning spaces to promote values such as peace, human rights, democracy, etc. are currently not available.

On the other hand, there exist a huge number of possibilities for schools to get competent specialist support to improve the learning environment and psychosocial climate in the classroom and school:

- The White Feather initiative of the Federal Ministry for Education, the Arts and Culture (see section D.12.d) provides the framework for a general strategy for the prevention of violence at schools. At the centre there are the integration of different stakeholder groups, international exchange with experts, and the application of theoretically based and academically evaluated prevention programmes. http://www.gemeinsam-gegen-gewalt.at/materialien-links/ .
- As part of quality management at schools (the "School quality for general education" initiative or SQA and the "VET quality" initiative or QIBB), schools can take advantage of instruments to assess the school climate. http://www.sqa.at/mod/page/view.php?id=306 and https://www.qibb.at/de/qibb_evaluation.html

Teachers can use an instrument to measure the social capital in their classes (www.soka.at). 2.C0.8.

Each respective ministry is responsible for the implementation of the mentioned aspects (coordination, curriculum, etc).

2.C.9.,C.10

The budgets for special measures to implement the Recommendation are subject to budgetary provisions and specifications and are laid down by the responsible ministry.

2.D.11.

As already mentioned under 2.C.4, there is the option to cover a wide range of topics and issues related to human rights education and peace education as part of **teaching principles**.

The following teaching principles are of particular relevance in this regard:

- Political education
- Education for equality of opportunities for women and men

2.D.12.

(a)

The following projects and initiatives are supported by the Federal Ministry for Education, the Arts and Culture:

- The **Interculturality and multilingualism initiative** is conducted annually and its lasting effect has been confirmed by much positive feedback. It supports pupils and teachers in productive work with linguistic and cultural diversity and thus contributes to implementing the teaching principle 'intercultural learning' and promoting multilingualism. http://www.bmukk.gv.at/schulen/pwi/pa/projekte_interkulturell.xml

- The **series of further training events 'Interculturality and multilingualism'**, which was developed in cooperation with several universities of education, serves as a platform for teachers of all school types for holding dialogue with experts about teaching approaches to intercultural education and multilingualism.
- The **conference 'Diversity as a management task'** has been organised since 2012 on a biannual basis and deals with questions of managers in the school system and how they handle diversity.
- Establishment of a **national centre on the focuses of interculturality, migration and multilingualism** at the Styrian University College of Teacher Education to support universities of education in their development plans related to the topics of interculturality, migration and multilingualism.

(b)

A website of the Federal Ministry for Education, the Arts and Culture offers all useful information about **mother tongue instruction**, provides materials in Bosnian/Croatian/Serbian, Turkish and Albanian as well as a platform for all mother tongue teachers. http://www.schule-mehrsprachig.at/index.php?id=9
The goal is to strengthen children and young people with first languages other than German by language promotion in **German as a second language** and in their first languages ('mother tongue instruction'), by expanding mentoring projects, and supporting school locations in their management of linguistic and cultural diversity by offering specialist advice and providing information and teaching materials.

Targeted information offers, projects and initiatives:

- **DVDs for parents** "School as a meeting point. A guide for parents in several languages" and "The right education for my child" in 8 languages.
- **Multilingual parent cafés** at Austrian primary schools with a high share of multilingual pupils
- **Mentoring projects** for pupils with first languages other than German
- **Diversity and multilingualism in teaching professions**: regular meeting of experts from universities of education (since 2010) with the aim of implementing the demand for "more teachers with a migration background", which is enshrined in the current government programme.
- The **language fact files** http://www.schule-mehrsprachig.at/index.php?id=3 aim to arouse interest in the languages spoken in Austria.
- **Trio** is a trilingual magazine to support the teaching of reading in multilingual classes from grades 2 to 6.

(c)

The Federal Ministry for Education, Arts and Culture takes a large number of measures in the area of **equality of opportunity and gender equality**:

- General information and awareness-raising measures for teachers and disseminators in the education sector www.gender.schule.at
- Promotion of the creation of networks and development work in the field of teacher and disseminator education including the planning and implementation of various further and continuing training formats
- Measures to reduce gender segregation in the areas of education and career choice
- Measures to promote equality in school development processes in connection with the quality management systems of secondary academic and vocational education and training schools
- Measures to promote discourse on the topic of intercultural competence and gender equality.

(d)

The **White Feather** initiative (www.weissefeder.at) of the Ministry for Education, the Arts and Culture has taken measures in the field of in-service and further training for teachers, the expansion of support systems, the promotion of the establishment of a culture of agreements in schools, in peer mediation and cultural projects, etc. Based on the instrument of behaviour agreements and to enhance fairness and reduce violence, this initiative aims to stimulate the development and cultivation of a culture of agreements at schools. A culture of agreements covers all parties involved in the school system and its goals include peaceful conflict management. Workshops are offered in the whole of Austria to support the process. Projects with a lasting commitment to a spirit of partnership, fairness and respect at Austrian schools are distinguished with the **Fairness Award**.

The ZARA association is committed to **promoting civil courage and a non-racist society** as well as steps against all forms of racism by counselling, prevention and public awareness-raising. ZARA offers regular workshops and training for young people and adults in the fields of awareness-raising, discrimination and civil courage: http://www.zara.or.at/

The interactive touring exhibition **ALLTAG-RASSISMUS – Jugend ≠ Fremdenfeindlich** (Everyday Racism – Youth ≠ Xenophobic) was developed with major participation of young people and is updated continually with the help of young people: www.alltag-rassismus.at

One focus of **youth support** in 2010 was on the field of **violence and addiction prevention**. It aimed to support projects of non-school youth work which deal with the causes of addiction and violence among young people and prevent them: http://social.un.org/youthyear/

(e)

- The **Austrian Youth Red Cross** aims to lead young people as early as possible towards humanitarian principles, humane behaviour and a healthy lifestyle. http://www.jugendinfo.cc/
- The Austrian **National Youth Council**, the statutory representation of interests of all children and young people in Austria, campaigns for matters concerning young people by pooling the political, social, economic and cultural interests of young

people and making them heard among policy-makers, the media and the public. http://www.jugendvertretung.at/

- Teaching material "**Participation of children and young people**" http://www.politik-lernen.at/site/gratisshop/shop.item/106126.html
- The information fair "**Participation and civil courage!**" in May 2011 offered young people the possibility to get information about various forms of voluntary work in Austria and get to know participation projects: http://www.politik-lernen.at/site/home/kalender/calendar/106643.html

D.13. (a)

Every year ASP schools in Austria carry out projects in line with UNESCO's aims and themes. They are financially supported by the Austrian Commission for UNESCO. Several Austrian schools had partnerships with schools outside Europe (mainly in Africa) to strengthen intercultural education, learn from everyday (school) life and to foster openness, tolerance and human rights. Others focused on an exchange of students with different cultural backgrounds living in Austria http://www.unesco-schulen.at/forum

D.13. (b)

- The Federal Ministry for Education, the Arts and Culture concludes performance agreements with all major **umbrella organisations in the adult education sector** and promotes their easily accessible and non-profit education programmes with focuses on political education, for example. http://erwachsenenbildung.at/
- Jointly with the provincial governments, the Federal Ministry for Education, the Arts and Culture provides funds for the **Austrian Society for Political Education**, which offers advice and support in the development and implementation of projects on political education on behalf of funding providers. http://www.politischebildung.at/
- In January 2012 a new **funding programme** (cooperation between the federal and provincial governments) **for free acquisition of educational qualifications by adults** entered into force. Thanks to this programme, some 12,000 people can take programmes on basic education/basic competences or preparatory programmes for the acquisition of compulsory school qualifications free of charge. http://oe-cert.at/
- The **"Strategy for Lifelong Learning in Austria - LLL:2020",** which was adopted by the federal government in July 2011, pursues the goal of taking all groups of learners into consideration and including the different expectations, interests and needs in the LLL perspective. http://www.bmukk.gv.at/medienpool/20916/lllarbeitspapier_ebook_gross.pdf

D.13. (c)

- Certificate university programme for further education "Global citizenship education" at the University of Klagenfurt: http://www.uni-klu.ac.at/frieden/inhalt/453.htm
- In 2005 the University of Klagenfurt set up the **Centre for Peace Research and Peace Education**, which provides study programmes and education programmes for all subjects as additional training. http://www.uni-klu.ac.at/frieden/inhalt/1.htm

- In 2008 another **UNESCO chair for peace research** was set up at the University of Innsbruck. The objectives of the new chair as specified and implemented are research projects and courses on peace and understanding but also the creation of international networks: http://www.uibk.ac.at/peacestudies/
- Some time ago the **UNESCO chair for peace, human rights and democracy** was set up at the Austrian Study Centre for Peace and Conflict Resolution in Schlaining/Burgenland.
- **University programme on human rights**, M.A. at Danube University Krems http://www.donau-uni.ac.at/de/studium/menschenrechte/index.php?gclid=CPKGh82smrQCFUxY3god6ngAXg and also the **Doctoral College "Empowerment through Human Rights"** at the University of Vienna http://human-rights.univie.ac.at/en/doctoral-college-empowerment-through-human-rights/
- The **European Training and Research Centre for Human Rights and Democracy** (ETC) of the University of Graz regularly makes the broader public but also specialised professionals familiar with the theory and practice of understanding, peace and human rights in public lectures, workshops, seminars and through information material. www.etc-graz.at

D.13. (d)

- The **Austrian Study Centre for Peace and Conflict Resolution (ASPR) in Schlaining Peace Castle** cooperates in the field of peace education with the Austrian Ministry for Education, the Arts and Culture, the Province of Burgenland, teacher training institutions, school supervision and school psychology as well as NGOs and working groups which are active in this field. http://www.aspr.peacecastle.eu/peace-education/kooperationen/

- **Children's universities** offer programmes on topics such as human rights and intercultural understanding (initiative of the Federal Ministry for Science and Research) http://bildungsland.vorarlberg.at/de/bildung-aktuell/veranstaltungskalender/kinderuni-_wofuer-gibt-es-eigentlich-menschenrechte__
- The Austrian Ministry for Education, the Arts and Culture supports NGO peer learning activities in European civic education and promotes awards and competitions such as the European Award for Children's Rights.

D.13. (e): International cooperation

- At the initiative of the Austrian government, a **human rights education manual** "Understanding Human Rights" was developed. By now, it has been translated into 15 languages and is being used widely all over the world for human rights training and workshops in cooperation with other states and institutions (e.g. workshop for human rights education in Vietnam in 2011, seminar at the human rights centre of the University of Addis Ababa in Ethiopia in 2012 to train human rights experts from Kenya, Uganda, Tanzania and Ethiopia).

- The Federal Ministry for Education, the Arts and Culture and central service offices such as the 'polis' centre (learning politics at school) are integrated into a wide range of networks to promote human rights education and peace education. The 'polis' centre http://www.politik-lernen.at/site/home was involved in the process of the German language **translation of the United Nations Declaration on Human Rights Education and Training**. As part of the World Programme for Human Rights Education, a large number of activities were launched in particular during the first phase of primary and secondary education in the period 2005 – 2009.
- In the international sphere, involvement in processes of the Council of Europe (such as in the **CoE Network of coordinators for citizenship and human rights education**) and UN-related activities are of particular importance.
- The practice-oriented network **TRIALOG** was founded five years ago for greater implementation of human rights education and closer cooperation between stakeholders of relevant organisations and institutions in German-speaking countries. Meanwhile more than 30 cooperation partners from Germany, Switzerland and Austria have been integrated in the network.
- Several Austrian institutions are integrated in the **DARE network** – Democracy and Human Rights Education in Europe; www.dare-network.eu/members.htm and the **NECE initiative** – Networking European Citizenship Education; www.nece.eu.
- Cooperation projects focusing on specific themes are funded as part of the Comenius programme, which is part of the **EU's Lifelong Learning Programme**: **School partnerships** provide opportunities for joint cooperation activities between schools in Europe. Many school partnerships focus on mutual understanding and a peaceful and respectful intercultural exchange.

Some projects dealing with education for peace and human rights have been realised through **Comenius Regio Partnerships** – these partnerships between local/regional authorities and schools help the participating regions to develop and exchange best practice in school education, to develop tools for sustainable cooperation across borders, and to strengthen the European dimension in school education.

- On behalf of the Austrian Ministry for Education, the Arts and Culture, the Intercultural Centre provides advice and information to Austrian schools about **international school projects and networks**, finds partner schools around the world and grants financial support for international school networks with countries outside the European Union.
- **Aces** is an international school partnership programme which currently involves 15 countries from Central and South Eastern Europe. The initiative was founded by the Austrian ERSTE Foundation in 2006. The coordinating unit is the Intercultural Centre (Austria) in cooperation with the Slovakian NGO VČELÍ DOM, which joined the partnership in 2009. The programme is also supported by the Ministries of Education from all participating countries. The idea of aces is to develop a network of shared knowledge, mutual learning and innovation which offers concrete opportunities for international exchange and cooperation of young people, schools and institutions of Central European countries.

- **ARTiculating Values: Youngsters act in EuroMed** (2009-2011) is a project involving both schools as well as (youth) organisations from Austria, Denmark, Hungary, Israel, Jordan, Lebanon, the Netherlands and Turkey. It was supported by the Anna Lindh Foundation, the Austrian Ministry for Education, the Austrian Commission for UNESCO and others.

The project - targeting youngsters, teachers and youth workers - sought to promote mutual respect and intercultural dialogue not only amongst people from EU Member States and MEDA countries but also amongst those with different social backgrounds in the respective countries, e.g. the majority society and minorities or migrants.

D.14. and D.15

- Under the supervision of ETC Graz (European training and research centre for human rights and democracy), a baseline study on the current situation at Austrian higher education establishments was commissioned as part of the United Nations' World Programme for Human Rights Education, which between 2010 and 2014 is focusing on implementing human rights education in the tertiary education sector. The study was prepared with participation of pupils – see D.13 (d) – in the summer 2012: http://static.uni-graz.at/fileadmin/rewi-institute/Voelkerrecht/P/Baseline_study_MRB.pdf
- "Peace Weeks" is a project on the **prevention of violence** for all pupils from the age of eight to nineteen. It is being carried out continually at the Austrian Study Centre for Peace and Conflict Resolution (ASPR) aiming at the prevention of violence in schools by means of non-violent conflict resolution, effective communication and understanding as well as respect, teambuilding and cooperation activities. The project is supported by the Austrian Ministry for Education, the Arts and Culture as well as the government of Burgenland. Currently, a **research project on applied peace and democratic citizenship education** is being carried out in partnership between the ASPR, the University of Klagenfurt's Centre for Peace Research and Peace Education and the Democracy Centre Vienna.

III.16.

The Recommendation is not the most current reference document for the topics it includes. The more current ones (e.g. Programme on Human Rights Education) thus constitute the current frame of reference.
By the time the Recommendation was established it played a decisive role in raising awareness and promoting the necessity of human rights and peace education. During this period of time it was also used as a reference document. Nowadays, however, the Recommendation rather enjoys historical importance. In current debates or activities it does not play a major role anymore.
For historical research and at relevant institutions (universities, peace institutes, etc.) the Recommendation is still in use.

In general the following factors are particularly important for increasing the implementation of peace and human rights education and they also represent a challenge:

- **Continuous incentives for activities** in this field are necessary both bottom-up (non-profit organisations, associations, grass-roots movements, committed individuals) and top-down.

- **Systematic monitoring and evaluation** of initiatives and activities would be a major prerequisite for lasting implementation.

The already existing wide range of varied activities carried out by schools and classes should be given greater visibility, and **awareness-raising** of human rights and principles such as equality and non-discrimination, fairness, democracy and justice must be enhanced. Along these lines, for eleven years the action days on political education have pointed the way for human rights, democracy and political education in the form of workshops, exhibitions, films, radio programmes, theatre plays, lectures, and much more.

- **High-quality teaching and learning materials** as well as **training programmes and further training courses** at acceptable prices are intended to help schools with implementation.