

## II. Questionnaire

### 1. Information about the respondent

- Date: 27 February 2013
- Institution responsible for completing this questionnaire:  
German Commission for UNESCO in consultation with:
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### 2. Components of education for peace and human rights

#### A. Specific information on the legislative, judicial and administrative measures taken by the State at the national level

1. Please describe the specific legal framework governing the protection of the rights guaranteed by the Recommendation in the specific country.

**Answer:** The constitutional basis of the German parliamentary democracy is the *Grundgesetz* (German Basic Law). The German *Grundgesetz* creates the legal framework for the social stability and cohesion of German society; it contains an extensive catalogue of Human Rights. Set into force only six months after the proclamation of the Universal Declaration of Human Rights, the *Grundgesetz* makes unambiguous reference to this fundamental text. Rights on education are incorporated in Article 6 and 7 of the *Grundgesetz*; yet it does not explicitly spell out a right to education. This is due to the fact that Germany is a federal state and that the *Länder* (federal states) are competent for legislation on education and schools. The federal system enables ministries of education and school authorities of the 16 federal states to elaborate school curricula etc. on their own. As a consequence, the exact status of Human Rights Education in Germany depends on the incorporation in the laws and curricula of the respective state. The extent to which and the school subjects in which Human Rights Education is integrated vary from state to state.

This is the formal reason that the 1974 *Recommendation concerning education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms* has not been directly incorporated into national legislation so far. Nevertheless, elements of the 1974 Recommendation are mirrored in contemporary education acts of the *Länder*.

The state (Lander) Ministries of Education and Cultural Affairs collaborate in the Standing Conference of the Ministers of Education and Cultural Affairs in order to ensure the highest possible degree of mobility throughout Germany for students and teaching personnel and to safeguard quality standards in educational institutions and to ensure equivalence and comparability of certificates. . The Standing Conference passed a resolution on the Promotion of Human Rights in Schools in 1980 which was slightly reworded and updated in 2000. The resolution outlines the importance of adequate text books and the initial and continued training of teachers in Human Rights Education.

In terms of institutions, a Federal Agency for Civic Education exists since 1952 and several states have agencies with similar mandates. Their responsibility is to promote political education and they enable people of all ages to get detailed information about current world affairs and national politics. Human Rights and Human Rights Education are topics which have been promoted for many years with growing intensity. These agencies understand Human Rights Education as a broader concept which has to change in course of time. Fostering democracy and political participation is at the core of their mandates.

**B. Methods introduced to draw the attention of various authorities in the country to the Recommendation and to counter possible obstacles**

2. Please describe the measures taken to raise awareness of the basic principles of the Recommendation.

**Answer:** The German Commission for UNESCO together with the Standing Conference of the Ministers of Education and Cultural Affairs published a German translation of the Recommendation and distributed more than 5.000 copies. On an initiative of Amnesty International which was also supported by the German National Commission for UNESCO, members of the German parliament were approached with concrete demands regarding Human Rights Education in Germany.

The *Länder* disseminated the basic principles of the Recommendation through circular letters to schools. Announcements and publications were made by the German Institute for Human Rights as well as by the Federal Office for Political Education.

In late 2012, the German Commission for UNESCO and the German Institute for Human Rights published a German translation of the 2011 UN declaration on Human Rights Education.

3. Please describe briefly the main issues that need to be resolved in order to implement the key provision of the Recommendation in the country.

**Answer:** For several decades already, Human Rights Education has been integrated to a very high degree in the school system. There is a consensus in the Federal Republic of Germany on the importance of Human Rights Education. Consequently, there are no formal obstacles to Human Rights Education at schools. Obviously, there are different views on whether even more importance should be attributed to Human Rights in German schools; but there is universal agreement that legislation and other basic rules are already fully supportive of the Recommendation; if interventions should be necessary, this is not at the level of legislation.

**C. Process of the development and implementation of national policies**

*Reference: The Recommendation 1974 encourages Member States to develop and apply national policies (§7), this is also the main objective of the WPHRE.*

4. Is education for peace and human rights incorporated in national plans and strategies including those listed below where they exist?

**Answer:** Education for peace and human rights is incorporated in the following national plans:

- National policy frameworks as part of the Decade on Education for Sustainable Development (2005-2014)
- National Action Plan to Combat Poverty and Social Exclusion (2003-2005)
- Others:
  - o National plans of action against racism, racial discrimination, xenophobia, anti-Semitism and related intolerance
  - o National Action Plan on Integration (since 2012)
  - o National Action Plan to Implement the UN Convention on the Rights of Persons with Disabilities (2011-2021)

5. Has a specific committee or a special entity been established to develop and implement national policies related to education for peace and human rights?

**Answer:** As should be clear from the above, because of different mandates there cannot be a national committee to implement education policies, because Human Rights Education is anchored in the policies and curricula defined by the Ministries of Education and Cultural Affairs of the individual *Länder*. The 'Recommendation of the Standing Conference of the Ministers of Education and Cultural Affairs on the Promotion Human Rights in Schools' constitutes the common framework of Human

Rights Education in all *Länder*. According to this recommendation, school subjects, textbooks and school life have to be in alignment with human rights.

6. Which groups are targeted in the national policies?

The most well established target groups of Human Rights Education are:

- Preschool, early childhood, primary school
- Secondary school
- Higher education
- Education for law enforcement personnel and security professionals
- Public employees in general

7. To what extent have the plans and strategies for education for peace and human rights been integrated into the following formal education components?

(a) Curriculum

**Answer:** Education for Peace and Human Rights is an obligatory educational content. It is anchored in the curricula for the relevant subjects and the overall objectives of school education. Corresponding elements of the 1974 Recommendation are mirrored in contemporary education acts of the *Länder*. In the 'Standards for Teacher Training: Educational Sciences' (Resolution of the Standing Conference of 12/16/2004) and the requirements for the relevant subjects 'Common Content-related Requirements of the *Länder* for Sciences and Subject-related Didactics in Initial Teacher Training' (resolution of the Standing conference of 10/16/2008 in the version of 12/08/2008) elements of Human Rights Education are established as standards. It is particularly integrated into the following school subjects: religions, ethics, philosophy, history, social sciences, economics, politics and geography. Education for peace is implemented in the curricula from early childhood education onwards.

(b) Training of teachers and other educational personnel

**Answer:** Training of teachers and their work is bound to the Basic Law and its essential constituent, the fundamental rights. Therefore Human Rights Education is included in pre-service, in-service and head teacher training. The participation in these trainings is mandatory for the initial training and optional for further education. Especially, peace and conflict-resolution techniques are part of teacher training. However, most German Human Rights NGOs would agree that more extensive and more practice-relevant Human Rights-oriented pre-service and in-service training could be the most important leverage to orient the German school system even more towards a culture of Human Rights.

(c) Teaching and learning process and tools

**Answer:** There is a great wealth of teaching materials available which are easily accessible via bookshops, relevant institutions or the internet. Some of it is available for free download. German school books are produced by professional publishing houses. Several have published books on Human Rights Education of high quality. State authorities approve the conformity of the textbooks with human rights principles. State agencies for Civic Education and several NGOs have published excellent (accompanying) material on Human Rights Education.

The focal point for Human Rights Education at the German Institute for Human Rights, which has been established in the framework of the International Decade, offers a wide range of materials. The most prominent being the German translation of the textbook '*Kompass*' of the Council of Europe, in cooperation with the Federal Agency for Civic Education. The institute also offers training programmes and seminars for teachers and multipliers.

Teaching methodologies in German schools are in general learner-centred and active participation of every student is strongly encouraged. Tasks are often discussed in groups, in pairs or with the whole class.

(d) The learning environment

**Answer:** Human rights are comprehensively integrated to the learning environment. Students have opportunities to express themselves freely, to take on responsibility and to participate in decision making, e.g. through engagement in the student council. However, so far, few German schools in their mission statements refer to international human rights standards.

8. Which institution is responsible for the implementation, and with which partners does it cooperate?

- Coordination: State Ministries of Education and Cultural Affairs
- Curriculum: State Ministries of Education and Cultural Affairs
- Teacher training: initial training: at universities, preparatory serve at teacher training institutions of the states, Further training: at higher education institutions or in-service training institutions. Admission, certificates and final examinations are regulated by the State Ministries of Education.
- Teaching materials: Schools books have to be authorized by State Ministries
- Learning environment: State Ministries and partially autonomous schools.

At the national level, there is no institution responsible for the implementation of the recommendation.

9. Is a specific budget allocated to the implementation of the policies? If yes, please specify the percentage of State budget.

**Answer:** The public-sector school system is financed on the basis of a division of responsibilities between the *Länder* and the local authorities. While the latter bear the costs of the non-teaching staff and the material costs, the *Länder* ministries of education are responsible for the teaching staff payroll. Attendance of public-sector schools is free of charge. As outlined in answer to question 7, Human Rights Education is compulsory content of school education. There are no statistics available as to which amount or which percentage state budget is allocated to particular subjects or subject areas taught at school, including Human Rights Education.

10. Does a systemic mechanism of monitoring the implementation of the policies exist? If yes, please specify the members/institutions being part of this mechanism.

**Answer:** A comprehensive, regular common monitoring system of the *Länder* does not exist. However evaluation and monitoring instruments on education are in place at several levels of each of the *Länder*. The existing monitoring, participation and supervision systems imply compliance with human rights. The Standing Conference of the Ministers of Education, for example, has already monitored twice in the last five years the implementation of the World Action Programme on Human Rights Education.

**D. Contents of the national implementation of education for peace and human rights**

11. Please describe briefly the themes, questions and topics related to the 1974 Recommendation that are integrated into the education of your country

**Answer:** The main focus of political education is the prevention of any repetition of the Holocaust, racism and xenophobia.. Therefore prevention of fascism, racism and discrimination are integrated with very high priority into the educational system. Furthermore, the following topics are part of the curricula:

- *religions, ethics and philosophy*: moral and ethical values, human dignity, peace, responsibility and conscience, non-discrimination
- *history*: totalitarian and democratic systems, racism, Age of Enlightenment, freedom and equality, birth and development of human rights
- *English classes*: globalisation
- *social sciences*: framework and mechanisms on democracy, free and equitable elections, social equality, terrorism
- *economics*: social market economy, globalisation
- *geography*: developing countries, globalisation, international trade

12. Please give a few examples of actions/practices undertaken in the following strands. Please focus on major initiatives that are considered successful and innovative.

(a) Celebration of diversity

**Answer:** Intercultural education plays an important role in Germany since around 20% of the population has a migrant background and economy is highly export-oriented.

The Standing Conference of the Ministers of Education and Cultural Affairs adopted the recommendation 'Intercultural Education and Social Education in Schools' in order to define possibilities and requirements of intercultural education in October 1996. which is currently being revised. According to the recommendation, the aim of school education should be to pass on knowledge of different cultures, to evoke curiosity, openness and understanding on cultural differences, and to raise awareness of prejudices and fears. It includes concrete topic proposals on intercultural education for each school subject.

(b) Bilingual and multilingual education

**Answer:** At every type of school pupils study at least one foreign language for five years or more which is English in most cases. In '*Gymnasium*' most pupils learn a second and sometimes a third language. They can choose from a wide range of languages, e.g. French, Latin, Spain, Italian, Ancient Greek and Russian.

There are increasing numbers of bilingual kindergartens and schools where subjects such as geography and history are taught in a foreign language. In 60 German-French bilingual schools students can earn the AbiBac, a double high school diploma consisting of the German *Abitur* and the French *Baccalaureate Diploma*. Recognized national minorities such as the Sorbs or the Friesians have the right to schools using their languages. Moreover the number of university programs offered in English is rising.

In regions close to the border programmes exist that encourage students to study the neighbouring country's language. One example is the project 'step by step to the neighbouring country' at the German-Czech border. An 'ambassador' from the Czech Republic visits kindergartens and primary schools to conduct diverse projects to create a positive image of the neighbouring country and its language. Similar projects exist in cooperation with Poland, France and the Netherlands.

(c) Promotion of the gender-sensitive education systems

**Answer:** In 2001, the Federal Ministry of Education and Research and the Confederation of German Trade Unions initiated the campaign Girl's Day. Every year in April 10 to 16 years old girls get the opportunity to attend a one-day training, internship or information event in a vocational field with a distinct surplus of male workers. Girls' Day events are organized by technical enterprises, universities and research centres. Based on this successful model, Boys' Day was established in 2005. On this day students can take a look at jobs where male workers are underrepresented with less than 40%. By encouraging male and female students to explore a wide range of occupational opportunities, Girls' Day and Boys' Day aim at breaking down the stereotyping of occupations.

Corresponding to the Federal Equality Act from 2001, every office with more than 100 employees has to elect an equal opportunity commissioner. Consequently, each university has an equal opportunity commissioner who is in charge of gender affairs in the educational system.

Subsidized non-formal education is provided for women who want to return to work after a break of more than a year, e.g. after having a baby. The courses have a good reputation and considerably increase the chance of finding a new job.

#### (d) Prevention of racism, discrimination and violence

**Answer:** 'School without Racism' which was launched in 1995 is the biggest school network in Germany with 1.000 schools and 750.000 students participating. The network was initiated and is coordinated by a rather small NGO. In order to earn the title of a 'School without Racism' at least 70% of the teaching staff and students of one school have to sign a document against all forms of discrimination, mobbing and violence. Everyone who signs the document commits him- or herself to be active against discrimination and to interfere when conflicts arise. Every participating school regularly organises project days on topics such as the prevention of discrimination and racism.

In many schools students can take part in training for conflict mediators. When conflicts between students arise they intervene as neutral mediators and try to solve the problem together.

#### (e) Civic engagement of youth

**Answer:** There are large numbers of initiatives to encourage the participation of youth. One example is the children's summit held every two years by the German Young Naturefriends in support of the Federal Ministry of Families, Senior Citizens, Women and Youths. On children's summits children from all over Germany between the ages of 12 and 15 gather to have discussions and workshops on topics like '*DisKRIMInation*' (combination of the words discrimination and crime) and 'One world. One future. Our chance.'. The participants exchange opinions not only with each other but also with politicians, economy experts and celebrities.

A high number of schools has a partnership with a school in a developing country. Fundraising activities, including charity runs and the selling of self-made cake and cookies, are organized to support the partner school financially. Such events raise the students' awareness of social responsibility and strengthen their active engagement.

The Federal Agency for Political Education regularly organizes competitions, i.e. the Competition for Democratic Education for students from fifth to eleventh grade (age 10 to 17). Students can choose one topic among 6 proposed and accordingly develop a course plan on that topic. Another initiative is the Youth Democracy Award. Projects for democracy and the participation of young citizens can be submitted from all over Europe. A jury of young people at the age of 18 to 27 years selects the winner.

13. Please describe some examples of activities and/or partnership associated with the following particular institutions and levels

(a) UNESCO Associated Schools

**Answer:** There are 200 UNESCO Associated Schools in Germany. Through a tightly organised system of national and regional coordinators, they hold regular encounters, exchange experiences and organise joint projects with schools in other countries. Around 15.000 students from 60 countries take part in joint projects with German schools every year. The German UNESCO Associated Schools network is supported by the *Länder* and the Ministry of Foreign Affairs. Human Rights Education has been a topic high on the agenda of the UNESCO Associated Schools since the 1970s. Every two years, the German Associated Schools organise an international project day; most of the topics of the project days since they started in 1996 have a direct relation to the 1974 Recommendation.

In 2009 coordinators of the Associated Schools Project Network from Germany, Israel and Canada decided to conduct a tri-national project on Education for Democratic Citizenship and Human Rights Education. Since 2011, teachers and coordinators from the three countries meet once or twice a year and work on concrete teaching and learning concepts to develop Human Rights Education, Peace Education and Education for Democratic Citizenship. A website was set up for the workshop participants to exchange information, teaching concepts and examples of good practice.

(b) Non-formal education

**Answer:** Non-formal learning is widely used and participation in continuing vocational training is common (e.g. advanced further training, retraining). Aim of non-formal education is to foster access to lifelong learning and to open up career prospects for the unemployed, disadvantaged and those who have dropped out of school.

There are various programmes to facilitate the recognition process of non-formal education. 'Learning Culture for Competence Development Programme' promotes learning in the work place, fosters the competence development for unemployed people and constructs efficient and continuous learning structures. 'ProfilPASS' is a system to document formal and non-formal education as well as competences and abilities in a structured way.

(c) Higher education institutions

**Answer:** Human Rights Education is part of several fields of study at university. In law studies, for example, human rights are included into the modules public international law, constitutional law and European community law.

Each university has a general students' committee. It is an acting executive board representing the student body. In addition, there are student representative bodies for each faculty. Thereby students can participate in decision making and express their interests. Students can also become active by joining student groups with focus on politics, social commitment or religions.

Every university has an International Office taking care of foreign students and German students who want to spend a semester abroad. It assists foreign students with the application procedure and study related matters. They often coordinate buddy programmes to connect foreign and local students with each other.

(d) Interactions between schools, local governments, universities, civil society and the wider community

**Answer: --- question seems to be too general --**

(e) International cooperation

**Answer:** During academic studies ca. 25% of all students go abroad to study at a foreign university, do an internship, attend a language school or visit a summer school. Cooperation on research projects and exchange programmes for education professionals and students exist among universities and their partner universities. Most German universities are part of the European ERASMUS-programme which enables thousands of students to study in a European country for one or two semesters every year. The ERASMUS-Programme sponsors guest lectureships between European partner universities as well. The exchange programmes are coordinated by each university's International Office. To encourage more students to gain international experience, the Federal Ministry of Education and Research and the German Academic Exchange Service started the campaign 'go out!' and 'PROMOS' (programme for the mobility of students).

ERASMUS is part of the Lifelong Learning Programme by the European Commission. It also offers educational exchange programmes for schools, vocational training and adult education.

Federal and state agencies for civic education put focus on accounting for the past. In this regard, they have entered into a cooperation with the German National Commission for UNESCO and the Georg-Eckert-Institute for International Textbook Research. As a result, the Franco-German and the German-Polish Textbook Commissions were founded to eliminate the concept of an enemy in textbooks and teaching materials.

14. What kind of research has been carried out on education for peace and human rights? What impact do the research findings have on the policy formulation and education practices? Which partners are involved?

**Answer:** The German Institute for Human Rights was established by a decree of the German Federal Parliament in 2001. One of its departments is a national service point for Human Rights Education which was established following the guidelines of the UN Decade for Human Rights Education. The institute offers a wide range of materials and publications. They help connecting interested teachers with human rights educators and organise public seminars and lectures.

The first UNESCO-Chair in Human Rights Education was created in 2001 at the Otto-von-Guericke-University Magdeburg. The Chair organises workshops and seminars, publishes books and offers the first online course for Human Rights Education in Germany. There is also a very active Chair on Human Rights at the University of Nuremberg-Erlangen.

15. By which means is the impact of education for peace and human rights on learners evaluated?

**Answer:** All *Länder* have an individual evaluation and monitoring system on education. All of them contain indicators on the atmosphere in classrooms, learners' satisfaction with the education they receive and their learning results. There is no means to evaluate the specific impact of education for peace and human rights on learners though.

### III. Challenges and general comments

16. According to the experiences of your country in the area of education for peace and human rights, please describe major lessons learned, difficulties and obstacles met, as well as any suggestions for further development and improvement in this area, at the national, regional and international levels.

**Answer:** Even though education was not directly affected by the 1974 Recommendation, Human Rights Education plays an important role in Germany. Education for peace and human rights is included in almost all school subjects. Moreover plenty of projects and programmes exist to implement Human Rights Education.

As mentioned above there are no obstacles to Human Rights Education.