

Statement of the German Government:

OHCHR midterm progress report on the implementation of the third phase of the World Programme for Human Rights Education, as requested by HRC Resolution 27/12

German development cooperation – Action undertaken in 2015/2016 to promote human rights trainings for media professionals and journalists

German development cooperation pursues a human rights-based approach, as enshrined in the human rights strategy paper of the German Federal Ministry for Economic Cooperation and Development (*Human Rights in German Development Policy*, 2011) and the *Guidelines on Incorporating Human Rights Standards and Principles, Including Gender, in Programme Proposals for Bilateral German Technical and Financial Cooperation* (2013). The human rights-based approach comprises both, the mainstreaming of human rights throughout all priority areas and sectors of development cooperation, as well as the setting up and implementation of specific human rights projects.

In the field of freedom of opinion and media development, German development cooperation focuses on creating an environment that is conducive to diversity in the media landscape, ensures the right of all citizens to access to information and freedom of opinion and enables media professionals to do their work, free of fear and political pressure. The four action areas entail advice on political and legal frameworks, participation of vulnerable groups, support of independent media and qualification of journalists (*Freedom of opinion and the media in German development policy*, 2015).

Human rights trainings for media professionals and journalists have been a fundamental part of the following projects in 2015/2016:

1. Support to the African Governance Architecture (AGA)

The project supported a range of journalism and media trainings at national and regional level in order to generate a better understanding of the mandates of the regional human rights institutions and their important work for the protection of human rights. Two regional trainings were held for journalists of the East African Community, one national training was held in Chad, one continental training was conducted at the African Court on Human and Peoples Rights in Tanzania with journalists and media representatives from the five regions all over Africa, one continental seminar was held in Tanzania in cooperation with UNESCO, focusing on the protection of journalists. The trainings contributed to a significant increase of media coverage on human rights related topics in the targeted countries and created greater awareness among civil society organizations about the human rights system in Africa.

2. Implementing Right to Information Acts – Promoting Data-Driven Journalism, Pakistan

The project supported human rights trainings for journalists that focused on the right to information. The workshops were part of a pilot project with public authorities and journalists aiming at improving access to information and implementation of right to information laws.

3. Promotion of human rights and human rights dialogue, Mauritania

The project conducted journalism trainings to improve the standards of human rights

reporting. The program included basic and advanced training courses with subsequent individual coaching. It was implemented in cooperation with the Journalism Department of the National Administrative College, the Ministry of Communication and the Human Rights Commissariat.

4. Justice requires information, Ecuador/Colombia

In the border area between Ecuador and Colombia, Germany assisted in the training of the “Journalists’ Network for Peace” (Red de Periodistas por la Paz). The network consists of professional journalists, communication scholars and citizen journalists. The trainings covered human rights reporting on migrants and refugees as well as gender issues, journalism ethics and the protection of vulnerable groups.

5. Promoting human rights standards in reporting, Latin America

The project conducted regional dialogue fora and workshops on human rights reporting and journalism ethics for journalists and staff of the Ibero-American umbrella organization of ombuds offices (FIO).

Strengthening Human Rights Education Overview

Worldwide, Germany's Federal Ministry for Economic Cooperation and Development (GERMANY) strengthens freedom of expression and access to information. Germany is engaged in a strategic collaboration with DW Akademie, the media development branch of Germany's international public broadcaster, Deutsche Welle. Germany also funds selected projects by German NGOs. The German government follows a comprehensive approach based on human rights. Germany's strategic model identifies four key areas of action considered to foster freedom of opinion and access to information in a media environment that is free, pluralistic and independent: 1. Political and legal frameworks, i.e., consulting state and government institutions on the implementation and practice of laws related to human rights standards. 2. Qualification, i.e., developing sustainable education, training structures and training programs as well as curricula development. 3. Professionalism and economic viability of the media sector, i.e., supporting professional media organizations in areas such as improving journalistic quality or strengthening editorial independence. 4. Participation in society, i.e., advancing media literacy, fostering media monitoring conducted by citizens and strengthening civic dialogue.

Questions from the UNHRC questionnaire:

A 1. Strengthening human rights education in the primary and secondary school systems and higher education.

Germany has a strong focus on promoting media and information literacy (MIL) for young people, and strengthening formal and informal education programs regarding the human right to freedom of expression.

- 129 teachers have brought media literacy programs into the classroom, enabling 3,800 school students to use media more responsibly and know their rights. Students have become aware of how they use media and learned how to analyze media content. They can now make more informed decisions and better distinguish rumors or propaganda from objective news reporting. (Burundi, Cambodia, Moldova, Namibia, Palestinian territories)
- Projects fostering Media and Information Literacy include:

- In the Palestinian territories, Germany is supporting media and information literacy programs in schools. Corresponding curricula have been developed and can now be implemented in state and UNRWA schools.
- With German support, media and information literacy is now part of university syllabuses in Moldova; school projects have also been developed with practical modules that focus on a critical approach to media and propaganda.
- In Cambodia, Germany is strengthening the media competency of young people and women - especially in rural areas. A school textbook on information and communication technology (ICT), for 12th graders now includes a chapter on media and information literacy. Nearly 100,000 copies have been delivered to rural schools.
- Germany has initiated a project in Rwandan high schools aimed at training students to work with traditional and digital media.

A. 2. Human rights training for civil servants, law enforcement officials and the military.

Germany also focuses on promoting freedom of information, positive political and legal frameworks as well as a dialogue between state and society.

- With new media legislation, more than 38 million people in Ghana and Myanmar now have better access to information held by public bodies. Germany has supported the advisory process on the development of these media laws in both countries (Ghana, Myanmar).
- Germany, together with the EU, is supporting a project in Cambodia that enables female politicians to work effectively with the media, especially social media and dialogue-based formats.
- In Guatemala, Germany is supporting local councils and organizations in developing transparent local dialogues. The local council in Jacaltenango, for example, is the first council in Guatemala to develop a budget in dialogue with the community.

B. Promoting human rights training for media professionals and journalists.

Germany supports professional media and journalists as well as community media, bloggers, youths and civil society organizations. All projects have a human rights-based approach. This way, those taking part in training programs or consultations are introduced – directly or indirectly – to a dialogue on human rights and the media's role in promoting transparency, freedom of expression and access to information.

- In order to give citizens greater access to objective reporting and balanced information, Germany supported 235 media outlets in four countries with the adoption of ethical guidelines or media codes (Georgia, Kenya, Myanmar, and Palestinian Territories).
- With support from Germany, five countries have established media councils that are officially recognized by some 8,000 journalists. An estimated 75 million people are now able to lodge formal complaints about media reports produced in their countries. (Georgia, Kenya, Mongolia, Myanmar, Rwanda)
- 270 community media outlets in 20 countries are strengthening freedom of expression and access to information for disadvantaged groups, with support from Germany. 11 million people in rural areas can now receive information that is relevant and important to them. Some 1,400 men and women have been trained as citizen journalists, enabling them to give others a voice. (Bangladesh, Bolivia, Burkina Faso, Burundi, Colombia,

Ecuador, Ghana, Guatemala, Kenya, Kyrgyzstan, Lebanon, Myanmar, Namibia, Pakistan, Palestinian Territories, Rwanda, Syria, Tunisia, Uganda, Ukraine)

- Germany supports media for youths: 2.6 million young people in eight countries (Burundi, Ghana, Guatemala, Moldova, Namibia, Palestinian Territories, Serbia, and Uganda) are profiting from a wider selection of information. 41 media outlets or formats offer information relevant to youths, as well as opportunities for young people to express their opinions. After all, if youths are to help shape the future of their countries, they need to know what is happening and be able to speak out against injustices.
- Germany-supported projects have worked with 181 media organizations to report in a more conflict-sensitive and differentiated manner. In crisis regions, media play an important role and can actively contribute to peace efforts. 61 million people in 10 countries (Bolivia, Burkina Faso, Burundi, Colombia, Kenya, Kyrgyzstan, Myanmar, Palestinian Territories, Rwanda, and South Sudan) now benefit from more nuanced, locally sensitive coverage of conflicts and crises in their countries.
- Specific projects in this area include:
 - In Lebanon, Germany is supporting a media project for refugees. 40,000 refugees in the Shatila refugee camp can now access and share relevant information using a digital community platform. Young refugees have been trained as citizen journalists and now produce high-quality content and important information. This way news and educational content has become accessible to all.
 - A German-supported training program at the local university campus in Huehuetenango, Guatemala is focusing on human rights for journalists working in rural areas.

1) School education

General remarks

Human rights education, education for tolerance and democratic citizenship are anchored in the school legislation of the individual Länder. In this context, all the Länder regard teaching to respect human dignity and transmitting the basic values set out in the Basic Law of the Federal Republic of Germany as a substantial task of schools. Thus, an understanding of the liberal 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. Schools enable the free development of the personality of each individual, and aim to counter inequalities of opportunity and compensate for disadvantages. Furthermore, the Länder accept the primary right of parents to take part in the education of their children and include parents in their actions as pillar of educational work.

The timetable allocations of the Länder set out in which subjects there can and should be a special focus on human rights and for which overall number of weekly hours per year. Particularly important subjects include religion, ethics, philosophy, history, civics, social studies, as well as economics/politics, geography, German and foreign languages. 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 the now omnipresent globalisation, while in the subject of e.g. German literary texts extending 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 to the respective conference of the subject teachers (Fachkonferenz) which platform they chose 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 which are suitable for the grade in terms of their level and degree of difficulty.

There are handouts and various publications to support schools in carrying out human rights education. There are also many different suitable school books from which the schools or the responsible Fachkonferenz must make a selection.

In order to ensure efficient teaching also in the context of human rights education most Länder have taken special measures tailored to this issue which take the form of in-service training for teachers, symposia and teaching conferences in specific subjects, but which are also included in initial teacher training where the cross-sectional subject of human rights receives special attention. At an institutional level, targeted measures are included into reforms of the framework curricula and guidelines as well as into school legislation. In addition, the Länder aim to support schools and teachers through newsletters and online materials. The schools, in turn, may carry out projects, project days or weeks, but also develop school partnerships. Further options include providing corresponding placements, assuming sponsorships as well as supporting institutions working in development assistance, as is the case, for example, with the UNESCO ASP schools. Schools may also establish contacts with non-school partners, e.g. UNICEF and UNESCO, the Federal Agency for Civic Education (bpb) or the individual Land agencies, but also partners from private business, church organisations, universities and social institutions in general.

Beyond the lessons and specific initiatives it is very important that students experience democratic values including human rights in their daily school life. The legal frameworks of German schools give students the opportunity to actively participate in decision-making, thus creating a favourable school climate.

The school system has special importance and responsibility with regard to human rights education. The Standing Conference of the Ministers of Education and Cultural Affairs of the Länder (KMK) has repeatedly concerned itself with this subject, particularly in the form of agreements and declarations such as in March 2006 with the "Declaration on the implementation of the UN Convention on the Rights of the Child". They provide the basis for the corresponding ordinances and decrees of the Länder.

Developments and challenges 2015/16

a) Refugees

The large number of refugees coming to Germany within the last two years poses a big organisational challenge and requires huge efforts from the actors in all sectors of education. The schooling of young refugees is being implemented almost without problems in all German Länder. The schools themselves have fully assumed the task, including school principals, teachers, school social workers and other school employees, students and academics as well as volunteers.

Education is provided irrespective of residency status and length of stay from the very outset. This means that the children of school age of asylum-seekers are obliged to attend school in all Länder. In the majority of Länder, the regular schemes for school integration begin as soon as a family has left a reception center and been assigned to a municipality. Some Länder also offer schooling in the reception centers.

Education is considered a main instrument for integration. Special mention should be made in particular of the various measures to promote language skills, better take into account diversity in classrooms and reform teacher training. Many of these are being intensified and expanded. Parents are also being involved by the schools.

b) Teacher training

Teacher training plays a key role for the entire education and training system. The Federation and the Länder adopted the Quality Initiative for Teacher Training in the Joint Science Conference (Gemeinsame Wissenschaftskonferenz) in April 2013. As from 2014, the Federation supports higher education institutions for a period of ten years with up to EUR 500 million to develop innovative concepts for teacher training courses and to further improve their quality. By taking into account everyday school reality, teacher training will moreover become more practice-oriented. The Federation-Länder programme also takes better account of the challenges of diversity and inclusive education.

c) Cross-cultural education

Regarding current topics like migration, integration and diversity the Standing Conference (KMK) revised its recommendation "Cross-cultural education in schools" (Interkulturelle Bildung und Erziehung in der Schule) in 2013. In October 2015 the Standing Conference, the migrant organisations and the textbook publishers adopted a joint declaration on the

depiction of cultural diversity, integration and migration in educational media (Darstellung von kultureller Vielfalt, Integration und Migration in Bildungsmedien), affirming their intention to appropriately represent the increasingly diverse German classrooms in media such as textbooks.

2) Higher education (see also the German report on Phase 2 submitted in 2012)

General remarks

The sense of identity, mission statement and management principles of German higher education institutions are based on the values of the Basic Law (Grundgesetz) of the Federal Republic of Germany and on general human rights, such as the freedom, equality and dignity of all human beings, mutual respect, freedom of opinion and tolerance. The principles of equality and non-discrimination (on the grounds of sex, ethnicity, race, home country, origin, belief, religious or political views, disability) are enshrined in the Basic Law (Art. 3, Art. 6 and Art. 33) and are thus the measure for all legal provisions. They also guarantee equal access to higher education institutions. All Länder consider educating the individual to respect human dignity and fundamental rights a key task of higher education institutions. Their aim is to build an understanding of the free democratic basic order of the Federal Republic and to impart regard, tolerance and respect for other cultures, as well as a fundamental responsibility towards society.

In their mission statements (also in their basic constitutions, statutes, etc.), higher education institutions confirm their commitment to human rights. They ensure the freedom of teaching, learning and research and are committed, amongst other things, to a humane, free and just society.

In addition to establishing human rights in the mission statement, university board of directors and operational administrative units, human rights education is a regular and central topic in both teaching and research. The subject of human rights in terms of content is examined, in particular, in the subjects jurisprudence, social sciences and humanities (particularly political and historical science), as well as in philosophy and theology, health sciences and education.

Some departments at German universities focus specifically on human rights education, for example:

- the Chair for Human Rights and Human Rights Policies at the Friedrich-Alexander University in Erlangen-Nürnberg (established in the 2009/10 winter semester);
- the chair of Constitutional Law, Public International Law and Human Rights Law at the Eberhard Karls University Tübingen, which has a generalist approach in Public Law and its theoretical links with a focus on human rights and the United Nations.

Examples of study courses with a relevant focus are as follows:

- the Master's study courses at the European University Viadrina, Frankfurt (Oder) that lead to the qualifications "Master of International Human Rights and Humanitarian Law" or "Master of Arts in Human Rights and Genocide Studies";
- the "European Integration" Master's study course at the Europa-Institut of Saarland University with a special focus on human rights;
- the "Peace and Conflict Research" Master's study course at the Otto-von-Guericke University Magdeburg;
- the "Social Work as Human Rights Profession" cooperative study course at the Catholic University of Applied Social Sciences Berlin, the Protestant Divinity School Berlin and the Alice Salomon University of Applied Science Berlin.

All the above-mentioned chairs and corresponding institutes supervise theses and dissertations on international and European human rights protection on a regular basis. Several institutes furthermore have a rights-related research focus:

- the Centre of European Law and Politics founded in 1982 which offers a programme focussing on "Protecting the Environment and Human Rights" (Schutz der Umwelt und Menschenrechte);
- the Institute for Human Rights at Saarland University (since 1995);
- the International Centre for the Research and Documentation of War Crimes Trials (ICWC) at the Philipps University Marburg;
- the Centre for Conflict Studies (ZFK) at the Philipps University which researches both recurring and new human rights problems (including poverty, violent conflict and discrimination).

Some Länder have special programmes for human rights education. For example, the Thuringia State Programme for Democracy, Tolerance and Global Awareness (Thüringer Landesprogramm für Demokratie, Toleranz und Weltoffenheit) promotes, in particular, activities that regard communicating the skills necessary for a democracy as an interdisciplinary task and that make a key contribution to both the academic discussion of the issue as a whole and to the development of educational concepts that strengthen the international dimension of Thuringia as a location for higher education. Furthermore, it promotes activities that offer support systems for foreign students and for students from migrant families and that contribute to an active examination of antidemocratic and inhumane positions and influences within the higher education institution.

In response to right-wing and antidemocratic forces, the Strengthening Democracy and Tolerance Together (Demokratie und Toleranz gemeinsam stärken) state programme in Mecklenburg-Vorpommern aims to promote a democratic mindset across the board. In particular, there are five regional centres for democratic culture, each with different working

and advisory focuses. The universities of Greifswald and Rostock and their respective political sciences departments form part of the programme's network, acting in an advisory capacity.

Developments and challenges 2015/16

Various efforts are currently being made by all Länder to facilitate access to higher education for refugees. The Länder and/or individual higher education institutions are for example offering scholarships, counselling and orientation services, study preparation programmes, and German language tuition. In a first important step, the Standing Conference (KMK) agreed in 2015 a common procedure for applicants who, due to their flight, are unable to provide original or a certified copy of their higher education entrance qualification obtained in their home country. These applicants will be allowed to provide documentation in a specific procedure depending on their refugee and legal residence status:

- 1) determining their personal premises on the basis of refugee and legal residence status;
- 2) checking the credibility of their school and academic career; and
- 3) conducting an examination and/or assessment procedure.

The Standing Conference also adopted a decision in 2016 which outlines possibilities to reduce enrolment fees for refugees (these are not to be confused with tuition fees – the Länder do not charge general tuition fees).

Furthermore, many individual students as well as student initiatives and other initiatives at higher education institutions are making enormous efforts to successfully integrate refugees into the German higher education system. This voluntary commitment shows how much the spirit of equality and dignity of all human beings is actually practiced among students and/or at higher education institutions.

Research, surveys and/or research studies are being conducted with a focus on the integration of refugees in higher education institutions, e.g.:

- “Institutionelle Anpassungsfähigkeit von Hochschulen” of the Research-Intervention-Cluster „Shifting Solidarities“ at the Berlin Institute for Integration and Migration Research (BIM), Berlin Humboldt-University;
- Schammann, Hannes/Younso, Christin, „Studium nach der Flucht?“, Universitätsverlag Hildesheim, Hildesheim 2016.