



Permanent Mission
of the Federal Republic of Germany
to the Office of the United Nations and
to the other International Organizations
Geneva

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Note Verbale

The Permanent Mission of Germany to the Office of the United Nations and to the other International Organizations in Geneva presents its compliments to the United Nations High Commissioner for Human Rights and – referring to the latter's Note Verbale RRDD/DESIB/METS/WPHRE, dated 10 February 2012 – has the honour to transmit enclosed the Reply of the Federal Republic of Germany to the questionnaire concerning the implementation of the World Programme for Human Rights Education.

The Permanent Mission of Germany to the Office of the United Nations and to the other International Organizations in Geneva avails itself of this opportunity to renew to the Office of the High Commissioner for Human Rights the assurances of its highest consideration.

Geneva, 25 April 2012

To the
Office of the High Commissioner for Human Rights
Palais Wilson
Geneva

National Implementation of Human Rights Education in the Federal Republic of Germany

1) Overall National Strategie

Contributions to Human Rights Education of the police as well as of employees subject to collective agreements and officials of the Federal Republic of Germany

Human Rights education forms an essential part of the German police formation. Already at its beginning, pivotal basics of public employment, fiduciary relation and rule of law are being communicated. Various subjects as for instance constitutional law, political education, european law and psychology deal with issues as Human Rights, basic liberties, non-discrimination, ban on abuse and torture, the basic UN Human Rights treaties and the European system of Human Rights protection. Many of these are mandatory for the major part of civil servants, too.

Furthermore, possible consequences of breaches of applicable law are being taught, including disciplinary punishments and criminal proceedings. In general, the formation aims to include cases in point and situations taken from practice in order to sensibilise trainees.

In addition, extra-occupational retraining provides continuing education in human rights. The skills of police officers are being steadily and continuously extended. This applies not only in respect of nondiscrimination, but also as to knowledge of causes and background of religions and migration, in order to promote tolerance and mutual understanding.

Contributions to Human Rights Education in the context of skill enhancement in public service

For employees subject to collective agreements, officials and police officers, there are various opportunities to benefit from professional and advanced training. Basic rights included in the German constitution as well as the developments and genesis of Human Rights and many other aspects are being taught, for instance in the course of the subject constitutional law.

Specific human rights education initiatives undertaken with respect to law enforcement officials

International human rights law is an integral part of the training of German law enforcement personnel. The guarantees of international and regional instruments as well as the Code of Conduct for Law Enforcement Officials have been implemented in national law which is part of the training of all law enforcement staff. In the German federal system, responsibility for training of law enforcement personnel lies with the *Länder*. Regarding the law enforcement personnel in prisons and psychiatric institutions, the respective training programmes abide to the standards of the named UN and Council of Europe conventions, declarations and documents although some of them provide their training schemes on the basis of national law into which the named guarantees have been implemented. The *Länder* provide regular and continued in-service education which includes human rights and conflict management training, enhancement of intercultural competence and use of force, notably the use of firearms.

As an example, *Baden-Württemberg* has reported that its training schemes are based on UN curricula and include, *inter alia*, the guarantees of CAT, CCPR, the UDHR and the UN Code of Conduct for Law Enforcement Officials, as well as the topic of human rights and detention. *Baden-Württemberg* additionally provides handbooks of international human rights standards, including documentation standards to ensure effective investigations, to all staff members of psychiatric institutions. Measures are documented, evaluated and discussed with patients and personnel. Moreover, training courses on conflict prevention and anti-aggression, regular staff meetings and briefings are conducted to ensure continuous information. In addition, the reports of the CPT regarding psychiatric institutions are analysed and implemented. On a regular basis, *Bavaria* organises visits to shelters for asylum seekers or to Islamic cultural centres as a part of the in-service training schemes for law enforcement officers.

In *Hamburg's* corrections system, human and fundamental rights are taught in detail as part of the social studies component of vocational training for uniformed prison staff (general prison staff in the intermediate service). Trainees focus on the following issues: the history of human rights; the United Nations Universal Declaration of Human Rights of 10 December 1948; the Council of Europe Convention for the Protection of Human Rights and Fundamental Freedoms of 4 November 1950; the Charter of Fundamental Rights of the European Union; human rights and fundamental rights/civil rights in the Basic Law for the Federal Republic of Germany; human rights organisations; problems in the protection of human rights; human rights/fundamental rights and corrections.

In *North Rhine-Westphalia*, human rights feature among the basic topics taught in vocational training schemes for careers in the corrections system. This applies to the vocational courses offered at the prison service school for the intermediate service and to training at the university of applied sciences for the judiciary for the higher intermediate service, as well as to in-service training. For example, as part of their vocational schooling at the prison service school of North Rhine-Westphalia for work in adult prisons, youth detention centres and prison work services, trainees learn about the emergence, development and significance of human rights and fundamental rights as a framework of values. In particular, the influence of these values on the running of prisons and on their day-to-day professional lives is highlighted, examined and discussed using examples in the context of professional ethics. Trainees also learn about the significance of and problems associated with the diversity of cultural and religious backgrounds of the prisoners (see attachment). During their in-service training, junior staff members are supervised by training managers and professional mentors at the corrections facilities.

2) Specific Human Rights Education Initiatives

a. Policies and related implementation measures

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 constitution (Art. 3, Art. 6 and Art. 33 Basic Law) and are thus the measure for all legal provisions.

They also guarantee equal access to higher education institutions.

All *Länder* regard educating the individual to respect human dignity and to communicate the basic values, as stipulated in the Basic Law of the Federal Republic of Germany, as a key task of higher education institutions. The aim is, in addition to communicating knowledge and information, to form 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. On this basis, higher education institutions enable the free development of the personality of each individual and, within the means at their disposal, endeavour to counteract inequality and discrimination. In this context, each individual, regardless of his/her origin and social status, has the right to education and training in accordance with his/her individual skills and interests.

In accordance with the respective higher education acts, the activities of higher education institutions are guided by the spirit of freedom and they take responsibility for social justice, peace and preserving and improving living and environmental conditions. They serve to foster and develop the arts and sciences through research, teaching, studies and continuing education in a free, democratic and social state governed by the rule of law. Higher education institutions are places characterised by international collaboration and thus depend upon understanding and tolerance. Respect, tolerance and an international outlook are regarded as the basis for all activities of higher education institutions. Aware of their responsibility towards society, higher education institutions consider the possible consequences of the dissemination and use of their research results.

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 within the framework of an understanding of knowledge that is based on democratic principles and are committed, amongst other things, to a humane, free and just society, to realising the equality of the sexes, to considering the particular concerns and requirements of disabled and ill persons, to eliminating and preventing all discrimination and to promoting international understanding.

A number of higher education institutions and/or individual faculties are members of the UNITED NATIONS Global Compact worldwide initiative. As so-called Global Compact Partners, they commit to implement ten principles in the areas of human rights, work standards, environmental protection and the fight against corruption. Global Compact is the most important international multi-stakeholder platform for promoting the contribution of companies and public institutions towards sustainable development and responsible corporate governance.

b. Teaching and learning processes and tools

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:

- The UNESCO Chair in Human Rights Education at the Institute of Political Science at the Otto-von-Guericke University in Magdeburg was established in 2001. The chair aims to improve awareness for and education on human rights and tolerance in research and teaching, both in higher education institutions and schools. In addition to human rights education, research and teaching content include the Internet as medium for human rights policy, the rights of children, prejudice and xenophobia, right-wing extremism, Islam and human rights, as well as migration and integration.

Employees of the department regularly offer introductory lectures on human rights and human rights policy, which are aimed at all students at the university. Since 2006, online courses on human rights education have been offered on a regular basis; these are aimed at all educators and trainers, both in schools and non-school sectors.

Seminars are offered regularly on topics relating to the development of human rights, institutions and key players in the field of the protection of human rights, the violation of human rights, as well as the theory and practice of human rights education. These offers are tailored to students of different study courses. A connection is always established with human-rights-related issues, such as poverty, sustainable development, globalisation and extremism.

- The German section “Human Rights and Cultures” of the European UNESCO Chair in Philosophy/Paris was based at the University of Bremen from 2003 to 2011. To mark the 60th anniversary of the adoption of the “Universal Declaration of Human Rights”, the German section, in collaboration with the German UNESCO Commission, the Institutes of Intercultural and International Studies and of Philosophy of the University of Bremen, as well as the Centre of European Law and Politics, organised the UNESCO World Philosophy Day 2008 that was dedicated to “Thinking Human Rights in the Future”.
- The Chair for Human Rights and Human Rights Policies at the Friedrich-Alexander University in Erlangen-Nürnberg was established in the 2009/10 winter semester. The chair has a special thematic and, at the same time, interdisciplinary structure (comprising political science, philosophy, law, history and other disciplines) and enjoys close links with civil organisations both in Germany and abroad, e.g. the Human Rights Forum (*Forum Menschenrechte*) and its more than 50 member organisations. The chair is also to be established as a centre of competence for human rights issues outside of the university sector – with offers for policy advisors and journalists.

In addition, other faculties examine human rights issues or related topics.

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" postgraduate course at the Europa-Institut of Saarland University with a special focus on human rights
- The "Peace and Conflict Studies" Master's study course at the Philipps University, Marburg
- 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 and the Protestant Divinity School Berlin
- The "Intercultural Conflict Management" Master's study course at the Alice Salomon University of Applied Sciences Berlin

To some extent, in addition to classes, excursions are offered that have a practical approach to human rights. For example, the Faculty of Political Science at the University of Tübingen offers a "Peace Boat" excursion, which gives students the opportunity to travel on a boat owned by a Japanese non-governmental organisation that stops at different ports in areas of conflict. Students speak in situ to people whose human rights have been violated or to people involved with human rights violations. They also visit refugee camps and can thus gain first-hand experience of the institutions necessary at such camps in order to solve conflicts within a community.

Other study courses also examine human rights issues in situations where the various faculties regard this as a necessary element for acquiring knowledge as part of an academic education. Basic and human rights are frequently integrated as a key part of curricula and module descriptions. This involves the rights of the individual, as well as the principles for structuring the community and, in particular, the importance of international interaction from an economic, political and cultural perspective. In accordance with the framework conditions established for the Bologna Process, this creates a basis for a broad and individual acquisition of knowledge that enables students to defend human rights and to stand up for the rights of others.

When implementing, in particular, the structural guidelines for all *Länder* passed by the Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* in the Federal Republic of Germany, the following measures can be regarded as fundamental, interdisciplinary input:

- Provision of key qualifications
- Didactics in higher education for teaching staff (participative classes, innovative teaching and learning methods, as well as examination forms)
- Teaching with a practical orientation (career service, contact point for studies)

and practice)

- Possibility of recognising contributions to civil society and voluntary commitments (cf. framework regulations and general provisions)
- Possibility of part-time study for all study courses
- Special continuing education offers (e.g. with certificate of attendance)
- Provision of e-learning offers
- Remote study courses
- International study courses in cooperation with foreign partner higher education institutions
- Teaching in the English language, as well as the offer of language courses (language centre)
- Human rights as interdisciplinary subject in various study offers (e.g. in the field of sustainability science, intercultural communication, gender studies)

Some higher education institutions take part in international law competitions e.g. the Model United Nations (MUN), which simulates the work of the United Nations (UN). The aim is to use MUN conferences to enable students to explore complex political problems and to discuss these with other participants. They take part in role-play, assuming the viewpoint of representatives of a foreign country, and so develop an understanding of the problems and situations experienced by other peoples and cultures. Last but not least, fair interaction with people who have different convictions and an unprejudiced examination of their viewpoints play an important role.

c. Research

All the above-mentioned chairs and corresponding institutes supervise theses and dissertations on international and European human rights protection on a regular basis.

The institutions listed below have the following research focuses:

- The research activities at the UNESCO chair in Magdeburg focus, on the one hand, on fundamental, theoretical issues of human rights education and their enshrinement in the development of human rights and, on the other hand, on dissertations and post-doctoral qualification projects on a wide range of different subjects: these range from research into eliminating female genital mutilation and comparing the death penalty in the USA and China to the possibilities offered by the Internet for human rights education.
- With the foundation of the "Working Group for Human Rights" (*Arbeitsstelle Menschenrechte*) at the Otto-von-Guericke University Magdeburg, the UNESCO chair has created an interdisciplinary link between the social sciences and philosophical human rights research.

- The Research Centre for East European Studies (*Forschungsstelle Osteuropa*), an affiliated institute of the University of Bremen, regularly examines the human rights situation in East Europe by means of research and PR work.
- In addition, the DFG research training group "Human Rights and Human Dignity" (*Menschenrechte und Menschenwürde*), a joint project between the Max-Weber Center at the University of Erfurt and the Ethics Center of the Friedrich-Schiller University Jena, examines this issue in detail.
- The Centre of European Law and Politics founded in 1982 offers a programme focussing on "Protecting the Environment and Human Rights" (*Schutz der Umwelt und Menschenrechte*)
- 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 researches both recurring and new human rights problems (including poverty, violent conflict and discrimination)

d. The learning environment

Higher education institutions regard education as a human right for all people, irrespective of their social status or personal qualities. Social or ethnic origin, age, sex or disability, religion or sexual identity should not prevent access to study.

Committees and bodies for the self-administration of the universities (academic senate, faculty councils, staff council, women's officer, students' union executive committee) support these values by means of extensive co-determination and participation opportunities and counselling offers for all members of the higher education institution. Diversity is regarded as an enrichment of the educational, research and work processes at higher education institutions and of vocational practice. This means breaking down barriers and discrimination of any kind, as well as efforts to create an inclusive educational, research and working environment.

As part of their respective diversity concepts, higher education establishments endeavour to promote values, attitudes and behaviour that contribute to the protection of human rights, as well as to initiate activities that support this objective. In order to establish equality as an interdisciplinary task, the concept contains measures that offer better support for the members of the university in their different situations and that help to create an environment that embraces diversity.

In addition, as part of their diversity policies, higher education institutions specify integration measures for people from migrant families. Special bundles of measures and programmes aim to guarantee equality, as well as to recognise differences and similarities between individuals, and to offer specific support. This is thus a respectful diversity policy that includes people from migrant families and that helps to make higher education institutions places of intercultural

tolerance.

Various measures serve to create or ensure the equality of different groups, 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
- The equal status and equality of men and women, measures to increase the number of female students, academic staff and professors; qualification and accompanying programmes for young female scientists, tutorials for female students and special offers for female pupils (UniCamp, GirlsDay, etc.)
- Family-friendly higher education institutions: broad and flexible range of childcare facilities, flexible and family-friendly working time models
- Quality management for studies and teaching, in which all groups can participate
- Continuing education offers for employed people, e.g. as part of the guest student programme (centre for lifelong learning)

The work of constituted student bodies also takes into account the Universal Declaration of Human Rights. In addition, independent student groups at higher education institutions examine issues relating to human rights education. Higher education institutions also frequently have organised groups of foreign nationals that draw attention to human rights issues in their native countries. Higher education institutions often support such independent student groups by providing the necessary infrastructure, such as rooms, and so facilitate communication in general and the discussion of human rights in particular.

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.

e. Education and professional development of higher education teaching personnel

The German Institute for Human Rights and the European Master in Childhood Studies and Children's Rights at the Free University Berlin are collaborating in the field of human rights education. Together, they aim to offer qualification for and to professionalise children's/human rights work and human rights education in the areas of child and youth work, social work, social education, justice, media, etc. In order to guarantee a contribution to offering qualification for and professionalising human rights work, the cooperation partners regularly give seminars that provide an introduction to children's and human rights, as well as to human rights education.

Universities of applied sciences (*Fachhochschulen*), which is where social workers and youth or child-care workers are trained, make intercultural education, tolerance and education against discrimination and racism a fixed part of the curriculum. In Berlin, three universities of applied sciences have joined forces in order to offer the Master's programme "Social Work as Human Rights Profession" (*Soziale Arbeit als Menschenrechtsprofession*). The programme aims to train qualified staff who will be able to include the issue of human rights in teaching, in both German and international practical projects and in their own organisation.

In order to meet the requirements of the relevant UN convention, children with disabilities are to be gradually integrated into regular schools in Germany. As teacher-training establishments, universities are obliged to bring the relevant curricula in line with the principle of inclusion and to offer the necessary activities.