

Mapping Report on Human Rights Education

Country: GERMANY

Report filled in by: Hanjo Schild / Verena Droste

Please describe briefly the overall course of the National Mapping exercise

The National Mapping exercise was based on an intense desk research and direct consultation of experts at occasion of the 16th German Children and Youth Welfare conference, 28-30 March in Düsseldorf, investigating diverse materials of legal, conceptual, political and practical nature as well as resources and (good) practice reports provided by organisations and training providers active in the field of political out-of-school education, including Human Rights Education. The results of the desk research were shared with some key actors of HRE in a consultation procedure followed by a redrafting. Feedbacks were provided in particular by a small focus group.

Please outline the overall state of the educational and training concept/practices, and training and resource needs related to HRE mainstreaming in the field of youth on your national level

In this report HRE is understood as non-formal education for democratic citizenship and human rights education (EDC/HRE) for adults and young people as defined by the Council of Europe in the Charter on Education for Democratic Citizenship and Human Rights (EDC/HRE). The here used term "non-formal EDC/HRE with young people" reads in Germany as „politische Jugendbildung und Menschenrechtsbildung“.

EDC/HRE in Germany is applied in two major sectors, in formal education (schools, vocational education & training, universities, adult education) and in non-formal education (out-of-school, youth work, civil society & welfare organisations). This report focuses on non-formal education, even if a clear distinction can not always be made, in particular when looking at training resources and material. With regard to EDC/HRE in the youth field two kinds of activities are to be considered, EDC/HRE with young people up to 27 years old (not excluding beyond 27 years ones) and education and training of professionals (youth workers, trainers etc).

EDC/HRE for young people is defined in §11, volume VIII of the German Social Code (Sozialgesetzbuch VIII/ Kinder- und Jugendhilfe): according to this paragraph youth work consists - amongst others - of international youth work as well as out-of-school education, which might be of general, political, social, cultural, technical, health-focused, natural-scientific nature; youth work should support young people in their personal development and autonomy and motivate them to social commitment; and youth work and non-formal education should be delivered by associations, youth groups and youth initiatives, other NGO's, welfare organisations as well as local and regional public authorities. Non-formal EDC/HRE for young people is first of all a task of local authorities / municipalities and should be offered at local level. Half of the approximately 1, 4 Mill registered participants in out-of-school education are participants of non-formal EDC/HRE.

As a general assessment Human Rights Education and youth work in Germany do not lie very close together. Even if youth work is largely based on principles and concepts of human rights only a few individual initiatives and projects put human rights issues in their direct focus. In educational activities in the youth field human rights are often only indirectly subject of concepts and curriculums and focus seldomly expressis verbis on it. In so far this report and its annexes include most relevant actors, settings, methods, concepts and resources in EDC/HRE even if they do not mention explicitly human rights; in some cases it might actually be the case, that project providers are even not aware of the close link between human rights (education) and the youth work / non-formal learning they do.

The spectrum of actors / providers, offers, methods and contents with regard to non-formal EDC/HRE in Germany is huge and broad, often not specified if young people or adults are targeted. Amongst the providers we find welfare organisations, out-of-school educational institutions, academies, (inter)national sites for encounters, foundations (both political parties or civil society related), or youth work at local and municipality level.

Relevant actors providing non-formal EDC/HRE in the youth field are *Deutscher Bundesjugendring* (DBJR) (German National Youth Council) including *16 Landesjugendringe* (Regional Youth Councils) and its *29 member organisations* and in particular *Stadtjugendringe* (local youth councils), *youth organisations and youth initiatives at local level* as well as *public youth services*. Also *Jugendbildungsstätten* (educational institutions or centres for out-of-school education), organized in *Arbeitskreis deutscher Bildungsstätten*, AdB (see mapping) must be listed here as a very particular structure of youth work and non-formal EDC/HRE in Germany, which offer non-formal education and training activities for young people, youth workers & leaders and other multipliers. They are run by a variety of bodies, public authorities or religious associations, trade unions and civil society organisations of various kind and nature. EDC/HRE and many related areas are at the very core of these educational establishments.

With regard to *education and training of youth workers and other professionals* the system in Germany provides university studies for social workers and social pedagogues. Many professional and paid youth workers in Germany are social workers who studied “social affairs” (social work and / or social pedagogy) at universities or mainly universities for applied sciences (bachelor and master degree). There are 177 master courses and 181 bachelor courses in social affairs studies (social work, social pedagogy or social affairs) across Germany, in public or private higher education sites. Students get specialized during their education in a variety of sectors, e.g. in community work, families and children, integration & inclusion, youth work etc. EDC/HRE is in most cases no explicit subject of curriculums. However, there are two flagship projects which must be highlighted, *FIM - Freiburger Institut für Menschenrechtspädagogik* and *Alice Salomon Hochschule Berlin* which offers a Master of Social Work - Social Work as a Human Rights Profession.

Further education and training courses including EDC/HRE for youth workers and youth work professionals are provided by many of the before mentioned organisations to their staff and others in order to assure quality and professionalize daily work and services.

As mentioned, Human Rights as an explicit *topic* of EDC/HRE in the youth field as well as of education and training of youth workers and other professionals is rare. But, EDC/HRE in the youth field in Germany addresses the full spectrum of issues connected with human rights, such as development & empowerment education (“entwicklungspolitische Bildung”), peace education (“Friedenserziehung”), environmental education (“Umweltpädagogik”), citizenship education (“politische Bildung”), personal and social education (“Persönlichkeitsbildung und soziales Lernen”), values education (“Werteerziehung”), global education (“globales Lernen”), intercultural education including anti-racist education (“interkulturelle Bildung inkl. anti-rassistische Bildungsarbeit”), law-related education (“Rechtskunde”).

In terms of *settings and methods* non-formal EDC/HRE with young people is composed of "classical" formats, such as seminars, courses, trainings, workshops, conferences, study visits and excursions, as well as "innovative" and "creative" ones, by using role and planning games, open space and fish-bowl-methods or cultural productions such as theatre, music, films, exhibitions etc. New and creative forms and approaches such as bar camps, new media etc are continuously developed, explored, tested and evaluated. In particular informal learning plays, in addition to non-formal learning, a substantial role, meaning non purposive and non-intentional but self-guided and peer-focused learning in out-of-school and leisure time activities in the communities of young people.

Training offers in EDC/HRE focus generally on experiences of participants, reflection, generalization and application. Consequently participants acquire new skills, attitudes and knowledge and are empowered in terms of behavioral issues. The educational approaches are learner-centered and team work / group focused and use role plays, case studies, audiovisual and other creative materials, associating study material with daily life in the local context.

All dimensions of HRE are met in the existing concepts:

- education *about* human rights: knowledge & understanding of human rights norms and principles, values that underpin them and mechanisms for their protection;
- education *through* human rights: learning and teaching while respecting the rights of both educators and learners;
- education *for* human rights: empowering persons to enjoy and exercise their rights and to respect and uphold the rights of others.

Based on the national consultation group results, please state which of the educational resources mapped in the framework of NA HRE were most recommended?

Educational resources on EDC/HRE in both formal and non-formal learning are manifold and diverse depending on the respective focus, even if not all of these resources explicitly link to human rights. It is not possible to list all these resources here nor in the mapping which provides just some explicit educational resources on EDC/HRE suitable for youth field nationally and most recommended by experts (guide materials and web tools).

Some recommended material with regard to educational resources in Germany are besides *Compass* (Handbuch zur Menschenrechtsbildung für die schulische und außerschulische Bildungsarbeit) in German language, and *Compassito* (Handbuch zur Menschenrechtsbildung mit Kindern) the *online dossier on Human Rights* of Federal Agency for Civic Education, which provides a well presented collection of information on human rights, accompanied by graphics, photo galleries and a quiz, in easy language, including sign language. Its is designed in particular for schools, primary and secondary schools. Deutsches Institut für Menschenrechte has published numerous publications around HRE, most prominently „Menschenrechte - Materialien für die Bildungsarbeit mit Jugendlichen und Erwachsenen“ (Human Rights – educational documents for young people and adults). Other relevant material can be found in the mapping.

Based on the consultations performed in the framework of the National Mapping exercise, please state which topics in HRE are undercovered or missing on the national level?

- Human Rights as an *explicit* topic of youth work and of non-formal learning in the youth field as well as of education and training of youth workers and other professionals in youth work is hardly a subject. But as already underlined this is only true if the investigation is limited to the question in how far the term 'human rights' is used. Looking from the general perspective of EDC/HRE the picture is more positive.
- The issue of target groups respectively beneficiaries of EDC/HRE has to be addressed. It is calculated that in Germany between 1% and 5% of the whole population participate in EDC/HRE offers. The large majority of participants of EDC/HRE are young people who are already active in various HR, democracy, political or civil society movements. Despite the fact that there is some progress in reaching out to minority groups and empowering them to manage their own EDC/HRE offers, particularly groups from disadvantaged areas hardly participate in those activities. This issue needs to be explored further, but leads also to the question which role the formal education sector plays in tackling the issue of HR. The lack of knowledge on HR is largely known and needs to be addressed by all educational structures. The recently published report on the state of citizenship and human rights education in Europe "Learning to live together" by the Council of Europe proves that "the ethos of democracy and human rights needs [in particular] to be more present and explicit both in vocational education and in higher education".
- As a specific key question it is currently discussed how EDC/HRE can counter islamistic-extremist movements, both, as a prevention strategy and as a strategy to support young members in leaving such movements. However, a specific educational work in this area hardly exists why no specific information or any evaluated experiences are available. Since (socio-) educational and social work with young right-wing extremists provides some consolidated practice the question is raised in how far these experiences can be a source of inspiration for the work on islamistic extremism. As a thesis key principles and elements in the work with right-wing extremists could be adapted to the work with islamistic young people, or those in risk to get members of respective extremist movements. But, specific dimensions characterizing islamistic extremism need new answers, approaches and strategies which are to be explored.
- Another issue is the current focus on EDC/HRE for and with (young) refugees, migrants and asylum seekers. This prioritisation risks getting a discriminatory touch, since the activities are often motivated by the objective to 're-educate' these groups of 'beneficiaries' and to teach them democratic principles and values. Instead it seems to be more appropriate to create and offer joint non-formal EDC/HRE activities for all young people in which intercultural and democratic learning takes place following some quite positive examples of such projects.
- And finally, another dimension of "what is missing" are offers and quality material for competence development of professionals in terms of achieving an informed and sophisticated understanding of human rights. EDC/HRE should be subject of curriculums for professionals in & outside universities and in further education schemes for professionals.

Please outline what could be the main conclusions based on the results and findings of the National Mapping exercise

The problem that human rights issues are hardly mentioned in EDC/HRE activities could be met by adapting and promoting the term EDC/HRE as an umbrella title for 'political out-of-school education' or *ausserschulische politische Bildung* in Germany.

In view of the many problems with regard to HR and democratic thinking the challenges concerning impact and outreach of EDC/HRE are to be discussed. Strategies to overcome this challenge could be:

- Develop, create and support more EDC/HRE projects which
 - o could be joint projects between formal and non-formal learning in order to reach out to more (all) young people, in particular the 'underprivileged' ones
 - o address groups of young people who are at risk of anti-democratic attitudes and behaviour
 - o address young people with and without migrant background in order foster intercultural and democratic learning
- (Re-)Define the term „political“ and focus EDC/HRE stronger on young people's life in communities. Themes should focus on young peoples' own experiences, interpretations and strategies to cope with living conditions and be linked to cross-cutting issues such as individual biographies, economic and ecological, intercultural, health related and global education.
- (Re)Politicise EDC/HRE and provide more critical reflection. In view of the growing number of nationalistic, xenophobic and populist movements and attitudes the aims and objectives of EDC/HRE must take a clear democratic and human rights based position. EDC/HRE should support young people in understanding and interpreting the impact of pluralisation, diversity and confusing realities and at the same time creating a constructive, critical, democratic and political public as well as advocacy.
- Shift from learning about DC/HR to political action. The three dimensions of HRE 'learning about, for and through HR' should get general standards in EDC/HRE wherever applied. Especially in school education these three dimensions are hardly brought together, due to the neutrality rule of schools. However, non-formal EDC/HRE must aim at motivating and empowering participants to take action.
- Foster competence development of professionals through more and better training offers and quality material as well as improved curriculums in & outside universities and in further education schemes.

Please briefly mention HRE related policies and political strategies relevant for the Mapping exercise

Human-rights based youth work or EDC/HRE is as mentioned legally rooted in volume VIII of the German Social Code of 1990, § 11 (3). Programmatic tool for implementation of EDC /HRE activities at federal level is the 'children and youth plan' which provides means and rules for support. The Federal Ministry for Families, Senior Citizens, Women and Youth currently prioritises the following strategies:

- o The youth strategy "Handeln für eine jugendgerechte Gesellschaft" (acting for a youth-friendly society)(2015-18) focuses on youth participation, access to rights, youth transition, social inclusion, time & spaces between needs and requests as well as educational opportunities and places.
- o The program „Demokratie leben!“ (living democracy) (2015-19) supports numerous initiatives, associations, and committed citizens in Germany engaged for a diverse, peaceful and democratic living together. „Demokratie leben!“ plays a key role in the fight against extremism and promotion of democracy. The available budget for 2017 amounts to 105 Million Euro.

MAPPING HUMAN RIGHTS EDUCATION IN THE YOUTH FIELD

IN GERMANY

Annexes

1. Actors

1.1. Actors *promoting* Human Rights

- **Deutsches Institut für Menschenrechte** (German institute for human rights).
<http://www.institut-fuer-menschenrechte.de>
 - The institute provides general information on all aspects of HR. It organises annually an „Academy für human rights“ (Menschenrechtsakademie) discussing national and international aspects of human rights protection and publishes HRE material, e.g. the handbook “Menschenrechte – Materialien für die Bildungsarbeit mit Jugendlichen und Erwachsenen” (see resources)

- **Forum Menschenrechte** (Human Rights Forum)
<http://www.forum-menschenrechte.de>
 - Forum Menschenrechte (FMR) is a network of about 50 German non-governmental organizations (NGOs). The objectives are monitoring human rights policy in Germany and internationally, creating awareness and exchanging relevant information on human rights issues, supporting NGOs and promoting an international network of NGOs. HRE is one of the key issues of the Forum, while not running own educational activities, but supporting educational activities of third parties, e.g. by publishing, together with Friedrich-Ebert-Foundation, ‘Handbuch der Menschenrechtsarbeit’ (handbook activities on human rights), or „Menschenrechte und frühkindliche Bildung. Empfehlungen und Perspektiven“ (human rights and early child education – recommendations and perspectives) and „Standards der Menschenrechtbildung in Schulen“ (standards in human rights education in schools).

- **Internationale Gesellschaft für Menschenrechte (IGMR)**
<http://www.igfm.de/>
 - IGFM supports since 1972 initiatives and activists for human rights and those who need protection worldwide. No own activities in human rights education.

1.2 Actors *supporting* Human Rights Education

The following **institutions and support structures** provide general support to (youth) organisations, youth initiatives and youth work providers involved in Education for Democratic Citizenship and Human Rights Education.

- **Federal Ministry for Families, Senior Citizens, Women and Youth (BMFSFJ)**, respectively **ministries of the regions** (“Länder”) responsible for youth and **local authorities** in municipalities
<https://www.bmfsfj.de/>
 - BMFSFJ generally regularly supports innovative projects in youth work and in the fields of political and cultural out-of-school education, international youth work, youth social work and youth associations through the ‘Kinder- und Jugendplan des Bundes’ (KJP) (Federal Government's Child and Youth Plan), field of action 1.
The federal programme „Demokratie leben! Aktiv gegen Rechtsextremismus, Gewalt und Menschenfeindlichkeit“ (Living democracy! active against right-wing extremism, violence and group focused enmity/hostility) supports specifically associations, projects and initiatives for engagement in civil society, diversity and democratic performance, against right-wing extremism, racism, xenophobia, anti-semitism, islamistic extremism and other forms of anti-democratic behavior.

- **Bundeszentrale für politische Bildung (bpb)** (Federal institute for citizenship education) and respective **regional institutes**
<http://www.bpb.de/>
 - bpb works at the cross-road of school and out-of-school education for young people and adults with a public mandate and based on the principles of pluralism, controversy and rationalism. *Example of training activity: "Selbst bestimmt. selbst gemacht" (self-determined. self-made): youth camp on engagement and empowerment, 24.07.2017 bis 28.07.2017 in Europäische Jugendbildungs- und Jugendbegegnungsstätte Weimar (EJBW)*

- **International Youth Service of the Federal Republic of Germany (IJAB)**
<https://www.ijab.de/aktuell/>
 - IJAB promotes international youth work and international youth policy cooperation and supports the exchange of expertise, and to this end functions as a platform for stakeholders in Germany and beyond. Some few projects focus on EDC/HRE activities, e.g. „*Combatting Hate Speech through Human Rights Education within International Youth Work*“ (pilot-training seminar): 6.-9. June 2017, Weimar

- **Stiftung Erinnerung, Verantwortung, Zukunft (EVZ)** (Foundation Remembrance, Responsibility, Future)
<http://www.stiftung-evz.de/eng/home.html>
 - with its focus Working for Human Rights supports and conducts various youth projects on HRE and dealing with the past all over Europe

- **Netzwerk Kinderrechte** (network for the implementation of the UN Convention on the rights of the child)
<http://www.netzwerk-kinderrechte.de/>
 - national coalition of Germany, a platform of actors supporting the enactment and implementation of the UNCRC in Germany; a specific thematic working group focuses on CRC in educational institutions

- **Amnesty International**
<https://www.amnesty.de/>
 - Amnesty International organises workshops, seminars, projects on human rights including human rights education for school and out-of-school education as well as an annual spring

weekend seminar on HRE methodologies, with exercises, tips and exchange of experiences;
no youth or youth work specific focus.

- **Menschenrechtszentrum der Stadt Nürnberg** (Human Rights Centre City of Nuremberg)
<https://www.nuernberg.de/internet/menschenrechte/>
 - Nuremberg's city council, in response to the city's history, in particular during the times of National Socialism, has adopted guidelines both for municipal politics and for civil society and declared Nuremberg the city of peace and human rights. The city promotes human rights actively by granting a Human Rights Award, networking with other cities supporting human rights and offering a range of human rights education activities. In so far the centre fits as well to other categories of actors.

1.3 Actors providing non formal EDC / HRE with young people and adults

- The providers are organized in **GEMINI „Gemeinsame Initiative der Träger Politischer Jugendbildung im bap“** (joint initiative of bap associations active in EDC)
<http://www.bap-politischebildung.de/gemini/>
 - GEMINI as a non-formal network represents 1.750 facilities, educational institutions, academies & associations. Topics: democracy & participation; information & knowledge society; transition school - work; historical-political education; intercultural education; diversity; globalisation, social justice, sustainability.
 - Bap (Bundesausschuss Politische Bildung e.V.) is a network of federal associations in the field of Education for Democratic Citizenship / Human Rights Education for young people and adults.

Further most important providers:

- **Arbeitskreis Deutscher Bildungsstätten (AdB)**
<https://www.adb.de/>
 - AdB - the association of German educational organisations is made of 120 lifelong learning centres throughout Germany with various profiles in EDC/HRE - youth education centres, adult education centres, academies, educational centres of party-related foundations and international youth encounter centres. These independent educational organisations represent a wide spectrum of various training offers as well as organisational structures. AdB's aim is to promote non formal EDC/HRE as an basic element of democracy on the national and international levels. The member organisations see themselves as places of encounter between people of different cultures, demographic groups and worlds. As a core element of its work AdB is secretariat of the DARE network - a European Network for Human Rights and Democracy Education.
- **Deutscher Volkshochschulverband DVV** (association of adult education centres)
<http://www.politischejugendbildung.de/>
 - The central office for political education for young people within DVV supports each year about 100 to 150 educational schemes for up to 3000 participants aged 10 to 26 years. The schemes are financed by the budget of BMFSFJ, Kinder- und Jugendplans des Bundes (KJP) (child and youth scheme of federal state). Themes are e.g. promotion of participation in local communities, intercultural, historical and ecological education, gender issues, prevention of violence and right-wing extremism etc.

- **German Trade Union Federation (DGB) & membership unions**
<http://www.dgb.de/>
 - Political weekend and weekly seminars ('Bildungsurlaub' = paid educational leave) on various themes, in particular focusing on the world of work and employment are provided by German Youth Trade Union, e.g., 28 May–02 June 2017, Bildungsstätte Hattingen, "How behave in non-racist manner in professional and private life and how fight against racism?"

- **"Arbeit und Leben" (AL) (association for youth and adult education run by Volkshochschulen and DGB)**
<https://www.arbeitundleben.de/jugendbildung>
 - AL and its decentralized structures organise annually about 500 (in most cases multi-day) workshops, seminars, innovative projects & international youth encounters financed by KJP of BMFSFJ (see before). Key topic 2017: "Für gute Arbeit und Bildungsgerechtigkeit" (towards good jobs and educational justice). Other topics: "Soziale Gerechtigkeit gegen Ausgrenzung und Rassismus" (social justice against exclusion and racism), „Global denken, lokal engagieren, Verantwortung entwickeln“ (think globally, act locally, take responsibility), "Medien: Mitwirkungspotenziale und Handlungsoptionen in der digitalen Welt" (media: potential for participation and options to act in a digitalised world).

- **Evangelische Trägergruppe für gesellschaftspolitische Jugendbildung (ET) (protestant group for socio-political education)**
<http://www.politische-jugendbildung-et.de/>
 - Thematic priorities are tackled in events and projects, in publications, trainings and networks. Themes focus currently on „Demokratische Mitwirkung“ (democratic participation), „Digitalisierung der Gesellschaft“ (digital society), „Europäische und globale Bürgerschaft“ (European and global citizenship). Particular projects are „Empowered by Democracy“ (political education with young refugees and young Germans), „Once upon today... in Europe“ (diversity focused education on history and remembrance in Europe), "Shape the Future" (digital media in political education of young people) and "Antisemitism and Protestantism" (involvements, contributions, learning processes).

- **Arbeitsgemeinschaft katholisch-sozialer Bildungswerke (AKSB) (group of catholic-social training institutes)**
<http://www.aksb.de/>
 - AKSB represents around 60 catholic academies, educational sites and associations, organizing approximately 700 multi-day political educational events with roughly 20.000 participants of each age, many of those in cooperation with schools, universities, enterprises and associations including youth, e.g. the project „Jugend im Web 2.0: Kompetent gegen Rechts“ (youth in web 2.0: competent against right wing"; of special importance is the work of the Caritas – Pirckheimer Haus in Nürnberg which is dedicated to HRE.

- **Verband der Bildungszentren im ländlichen Raum (VBLR) (association of education centres in rural areas)**
<http://www.verband-bildungszentren.de/>
 - VBLR represents the interests and educational activities of 45 rural adult education centres (Heimvolkshochschulen) in Germany promoting the development and strengthening of rural areas through educational activities. Member organisations organize 22.500 seminars and events with approximately 500.000 participants a year. Seven thematic areas: society and state; empowerment of children and young people; integration of diverse social groups; participation in social and political life; promotion of tolerance and democratic values; fight

against extremism and xenophobia; fostering understanding of other cultures. No explicit human rights education for young people.

1.4 Actors providing non-formal EDC/HRE in the youth field

- **Deutscher Bundesjugendring (DBJR)** (German National Youth Council) <https://www.dbjr.de/> including **16 Landesjugendringe** (Regional Youth Councils) and **29 member organisations** (more information: <https://www.dbjr.de/der-dbjr/dbjr/mitgliedsorganisationen.html>)
DBJR as an umbrella organization does not explicitly focus on HRE. However, some member organisations include HRE related activities in their work
 - Arbeitsgemeinschaft der Evangelischen Jugend in Deutschland e.V. (aej) <https://www.evangelische-jugend.de/startseite-aej/>
 - Bund Deutscher PfadfinderInnen e.V. (BDP) <http://bundesverband.bdp.org/>
 - Bund der Alevitischen Jugendlichen in Deutschland e.V. (BDAJ) <http://www.bdaj.de/>
 - Bund der Deutschen Katholischen Jugend (BDKJ) <http://www.bdkj.de/>
 - Deutsche Gewerkschaftsbund-Jugend (DGB-Jugend) http://jugend.dgb.de/dgb_jugend
 - Jugend im Bund für Umwelt und Naturschutz (BUNDjugend) <https://www.bundjugend.de/ueber-uns>
 - Naturfreundejugend Deutschlands e.V. (NFJD) <http://www.naturfreundejugend.de/projekte/>

- **Stadtjugendringe (local youth councils)**, youth organisations and youth initiatives at local level as well as public youth services
At local level a variety of initiatives are engaged in political out-of-school and non-formal education within youth work. They hardly can be addressed all here. As an example: Stadtjugendring Stuttgart as an umbrella organisation of 50 local associations, youth initiatives and youth groups representing more than 100.000 young people provides services for its members amongst others in the fields of HRE und Intercultural Learning <http://www.sjr-stuttgart.de/>

- **Jugendbildungsstätten** (youth educational centres for non-formal education for democratic citizenship), most organized in Arbeitskreis deutscher Bildungsstätten (AdB) (see above); some selected examples:
 - **ABC Bildungs- und Tagungszentrum e.V.** Drochtersen-Hüll: <http://www.abc-huell.de/uber-uns/>
YouthPolitCamp invites young people 14-27 years three to four days to exchange on hot political topics, since 2012 annually
 - **aktuelles forum nrw e.V** <http://www.aktuelles-forum.de/>
Key role is political education for young people and adults, with special emphasis on participation of disadvantaged groups, aiming at reduction of hierarchies in society and for codetermination and participation in society. Principle: “dare more democracy”

- **Anne Frank Zentrum Berlin e.V.**
<https://www.annefrank.de/>
 Engaged for freedom, equal opportunities and democracy, against anti-Semitism, racism and discrimination; thematic priorities are tolerance and human rights, right-wing extremism and violence, intercultural issues. The exhibition "Anne Frank. here & now" about history and the present can be seen at the Anne Frank Zentrum in Berlin-Mitte

- **Bildungsstätte Alte Schule Anspach, basa e. V., Hessen**
<http://www.basa.de/>
 The work is based on the concept of emancipatory non-formal education supporting young people in search of cultural orientation and empowering them to self-organisation and fostering their competence to participate in society. Four key areas: conflict management and prevention of violence, migration and integration, learning democracy, German-German history and memorial tours, critical media education and prevention of right-wing extremism

- **Bildungsstätte Anne Frank e.V., Frankfurt/M. - Zentrum für politische Bildung und Beratung Hessen**
<http://www.bs-anne-frank.de/>
 The educational center puts emphasis on human rights and the dialogue between people from different backgrounds, social status and lifestyles. The programme is aimed at individuals and groups from schools and non-formal education as well as adults, educators, teachers, team leaders and youth workers.

- **Europahaus Marienberg - Europäische Bildungs- und Begegnungsstätte**
<http://www.europahaus-marienberg.eu/>
 The non-formal youth education project "think europe" runs national and international activities with a focus on Europe, e.g. *"Camp Democracy" discusses European challenges – migration, xenophobia, political participation, future of Europe...*

- **Europäische Jugendbildungs- und Jugendbegegnungsstätte Weimar (EJBW)**
<http://www.ejbweimar.de/en/>
 Priorities are historical-political and socio-political education, human rights education, international youth work

- **Institut für angewandte Kommunikationsforschung in der außerschulischen Bildung IKAB e.V. und IKAB-Bildungswerk e.V.**
http://www.ikab.de/index_de.html
 Participants in 45 international short-term educational youth projects and activities. Priorities in seminars and trainings lie on social learning and intercultural competences

- **Jugendbildungsstätte Kaubstraße, Berlin**
<https://www.kaubstrasse.de/index.php>
 Out-of-school political and cultural educational activities, e.g. *"right wing populism - racism in new clothes?", "Participation", "escape and migration", "social learning", "xenophobia against Sinti und Roma"*

- **Jugendbildungsstätte Kurt Löwenstein**
<http://www.kurt-loewenstein.de/>

Educational institution of "Sozialistische Jugend Deutschlands - Die Falken". 5-7 days seminars with young people, schools, trainees and others on antiracism, communication & conflict, democracy, media, labour,
e.g. summer school 2017: "Acting for Peace - Overcoming Violence" – 20-27 August 2017, Kurt Lowenstein Education Centre

- **Jugendbildungsstätte LidiceHaus**
<https://lidicehaus.de/home/>
Priorities in educational activities with young people and multipliers are: communities & identity building, right-wing extremism & misanthropic orientations, democracy and participation, health, well-being, outdoor activities, intercultural education
- **Pirckheimer Haus Nürnberg, Caritas**
<http://www.cph-nuernberg.de/>
Specific profile is put on Human Rights Education with young people with a broad thematic educational programme
- **Stiftung wannseeFORUM**
<http://wannseeforum.de/de/stiftung>
Since more than 60 years out-of-school educational institution for young people and adults; priority themes: economy and socialweb 2.0; tolerance and human rights; right wing extremism and violence; participation; ecological education & sustainability; European integration and policy in Germany; diversity & intercultural dialogue; gender mainstreaming; globalization.

2. Existing concepts and approaches of training of trainers/youth workers/leaders and youth work students on HRE.

2.1 University studies for social workers and social pedagogues

- **FIM - Freiburger Institut für Menschenrechtspädagogik:**
Protestant University for Applied Sciences, Catholic University for Applied Sciences and University for Education, all in Freiburg and educating social workers / pedagogues, established in 2007 an interdisciplinary network, FIM - Freiburger Institut für Menschenrechts-pädagogik in order to foster research and promote education on nazism, right-wing extremism, Holocaust, democracy and human rights. Aim is to anchor human rights education in the studies of the three involved universities and to organise joint further education as well as research activities. <https://www.eh-freiburg.de/hochschule/fim-freiburger-institut-fuer-menschenrechtspaedagogik>
- **Master of Social Work - Soziale Arbeit als Menschenrechtsprofession / Master of Social Work - Social Work as a Human Rights Profession**
Alice Salomon Hochschule Berlin <http://www.zpsa.de>
This master course for social workers explicitly focuses on human rights.

2.2 Further master courses related to Human Rights

- **International Human Rights and Humanitarian Law (LL.M.) at Europa-Universität Viadrina (Frankfurt/Oder)**
<https://www.rewi.europa-uni.de/de/studium/master/ihl/index.html>
The programme focuses on theoretical knowledge of problems, principles, structures, institutions and legal issues as well as on skills for practice.
- **Friedensforschung & Internationale Politik at Eberhard Karls Universität Tübingen**
<http://www.uni-tuebingen.de/fakultaeten/wirtschafts-und-sozialwissenschaftliche-fakultaet/faecher/ifp/lehrende/ipol/lehrangebot/master-friedensforschung-und-internationale-politik-mafip.html>
Insights in diverse areas of international policy from a peace-scientific perspective.
- **Europäischer Studiengang Menschenrechte und Demokratisierung at Ruhr-Universität Bochum**
<http://www.uv.ruhr-uni-bochum.de/pvz-planung/i3v/00000700/00716822.htm>
In cooperation with University of Padua and 28 other European universities for lawyers, political scientists & other groups working for human rights organisations
- **Human Rights at Friedrich-Alexander-Universität Erlangen-Nürnberg**
<http://www.humanrights-master.fau.de>
Focus on human rights in all spheres of society and sciences and political, philosophical and legal dimensions of human rights
- **Arbeitsstelle Menschenrechte at Otto-von-Guericke-Universität Magdeburg**
<http://www.arbeitsstelle-menschenrechte.de/>
The chapter Human rights coordinates human rights related activities in research and teaching as well as out-of-university projects and events. It is an interdisciplinary body overarching humanities, social and political sciences. Events are addressed to academia as well as other interested people
- **Friedens- und Konfliktforschung (M.A.) Otto-von Guericke-Universität Magdeburg**
<http://www.fkf.ovgu.de/Home-p-14.html>
Peace and Conflict Studies (PACS) - Key issues: political sciences, sociology, cultural sciences, philosophy, history.

2.3 Further education and training for youth workers and youth work professionals

- **Europäische Jugendbildungs- und Jugendbegegnungsstätte Weimar**
<http://www.ejbweimar.de/en/>
- **Institut für angewandte Kommunikationsforschung in der außerschulischen Bildung IKAB e.V. und IKAB-Bildungswerk e.V.**
http://www.ikab.de/index_de.html
- **Institut für Jugendarbeit Gauting**
<https://www.institutgauting.de/>
Rather methodological than thematic training priorities 2017, e.g. *15th children and youth report 2017, training in streetwork | mobile youth work, bachelor studies „social work with*

focus on youth work“, management in youth councils and youth associations, training in open youth work.

- **Arbeitskreis deutscher Bildungsstätten**

<https://www.adb.de/>

AdB runs various national and international HRE and EDC trainings and qualification programs for educators and other professionals in the youth field, such as international HRE workshops, embedded 1:1 hospitations, fact finding missions etc. AdB runs also a specific programme on EDC with young people (Politische Jugendbildung) which clusters 25 expert organisations in non-formal EDC with young people who work all over Germany on youth specific issues.

3. Educational resources on EDC/HRE suitable for the youth field nationally

- **Amnesty International (2008)**, Amnesty macht Schule - Bildung ist der Schlüssel zur Freiheit. Die Allgemeine Erklärung der Menschenrechte im Unterricht - eine Handreichung für den Fächer- und Klassenstufen übergreifenden Unterricht (HR material for schools)
<https://www.amnesty.de/sites/default/files/2017-05/Amnesty-macht-Schule.pdf>
- **Bundeszentrale für politische Bildung, Dossier: „Menschenrechte“**
The dossier provides a well presented collection of information on human rights, accompanied by graphics, photo galleries and a quiz, in easy language, including sign language. In particular for schools, primary and secondary schools. Published by Federal Agency for Civic Education
<http://www.bpb.de/internationales/weltweit/menschenrechte/>
- **Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)**, Kinder- und Jugendrechte in der Entwicklungszusammenarbeit - Eine methodische Anleitung für die Umsetzung (children and youth rights in development cooperation. Material Training for trainers and multipliers: Aim: sensibilisation of participants for human rights and in particular children and youth rights and to enable them in their working contexts to take human rights better into account. The training provides information on basic children and youth rights, implementation at national level, reflections and self-evaluation of own performance and examples for interactive exercises.
http://www.institut-fuer-menschenrechte.de/fileadmin/user_upload/Publikationen/Trainingsmaterial_und_Dokumentationen/Kinder_und_Jugendrechte_in_der_Entwicklungszusammenarbeit.pdf
- **Deutsches Institut für Menschenrechte, Bundeszentrale für Politische Bildung and Council of Europe (2005)**, KOMPASS – Handbuch zur Menschenrechtsbildung für die schulische und außerschulische Bildungsarbeit («Compass - A Manual for Human Rights Education for Young People»), German version of Compass.
<http://www.institut-fuer-menschenrechte.de/menschenrechtsbildung/bildungsmaterialien/kompass/>
- **Deutsches Institut für Menschenrechte, Bundeszentrale für Politische Bildung and Council of Europe (2009)**, Compasito - Handbuch zur Menschenrechtsbildung mit Kindern (HRE with children). COMPASITO provides suggestions for the work of multipliers, who are engaged in human rights education with 7-13 year old kids. Information on basic terms and theoretical background knowledge on 13 human rights topics.
<http://www.bpb.de/shop/lernen/themen-und-materialien/37210/compasito>

- **Deutsches Institut für Menschenrechte** (2016), Menschenrechte - Materialien für die Bildungsarbeit mit Jugendlichen und Erwachsenen (Human Rights – educational documents for young people and adults, published by German Institute for Human Rights). Provides basic knowledge about human rights in daily life and about the protection system of United Nations in six modules and a glossary on human rights terms. Each module provides introductory texts and further information on the topics and exercises and working sheets. The material can be used in schools and out-of-school with (young) people of 15 years and older. Prior knowledge on the various themes is not needed. Individual modules for download tackle What are HR? Protection and discrimination, Access to rights, Handicaps and inclusion, Children's rights and participation, Migration and asylum.

http://www.institut-fuer-menschenrechte.de/fileadmin/user_upload/Publikationen/Unterrichtsmaterialien/Menschenrechte_Materialien_fuer_die_Bildungsarbeit_mit_Jugendlichen_und_Erwachsenen.pdf
- **Deutsches Institut für Menschenrechte** (2017), Online Handbook «Inklusion als Menschenrecht» (Inclusion as a human right). The online-handbook focuses on human rights of handicapped people and social inclusion / participation on basis of the UN-convention on the rights of handicapped people, with many examples, tips and ideas for learning; for pedagogues, young people and adults. Published by Deutsches Institut für Menschenrechte.

<http://www.inklusion-als-menschenrecht.de/>
- **FORUM MENSCHENRECHTE & Friedrich-Ebert-Stiftung** (2017), Das Handbuch der Menschenrechtsarbeit. Digital handbook for human rights focused work, provides orientation and an overview on the diversity of institutions and organisations active in human rights in Germany and beyond, in particular the members of the FORUM MENSCHENRECHTE and their individual tasks and duties. Published by &. No specific focus on human rights education (!).

<http://handbuchmenschenrechte.fes.de>
- **Institut für Friedenspädagogik Tübingen e.V. / Kreisjugendring Rems-Murr e.V** (institute for peace education and local youth council), Didaktisches Handbuch 1: Werte leben - Qualifizierung im Projekt „Triple V: Values vs. Violence“ (Handbook 1: Living values – competence development in the project Triple V: values vs violence). The educational handbook „conveying values“ supports reflection and debate on values with concrete methodological-didactical material and media as well as suggestions for organizing seminars. The handbook aims at two tasks: the competence development of multipliers and providing a basis for concrete work with youth groups and school classes. It follows an open concept which implies that curriculums should be adapted and modified according to own needs and experiences.

http://friedenspaedagogik.de/blog/wp-content/uploads/2011/09/handbuch_werte_1_final_1_7_2011.pdf
- **Jugendstiftung Baden-Württemberg** (regional youth foundation), Web-Portal Jugendnetz Menschenrechte (youthnet human rights). Information provision particularly for young people, about youth rights and others. Interactive platform for debate on human rights and promotion of tolerance, mutual understanding and living together. Project ideas, media, testimonies of Zeitzeugen... The portal is supported by the Federal Youth Ministry

<http://www.menschenrechte.jugendnetz.de/>
- **Jugendstiftung Baden-Württemberg, Toleranz spielen lernen** - Menschenrechtsbildung und Wertevermittlung für Kinder und Jugendliche in der Schule und Freizeitgestaltung (Learning tolerance

by playing in school and leisure time) - Arbeitsmaterial plus Handbuch für das Jugendportal der Jugendstiftung Baden-Württemberg
<http://www.menschenrechte.jugendnetz.de/>

- **Österreichische Bildungsinitiative**, „Frieden ist kein Wintergarten“ (peace is no winter garden), Lehrmaterial zum Thema „Nachhaltigkeit der Menschenrechte“ (sustainability of HR)
<http://www.friedenistkeinwintergarten.com/lehmaterial-download>
- **UNHCR (2006)**, Last Exit Flucht - Onlinegame on refugees, with teacher and trainer guidelines.
<http://www.lastexitflucht.org/againstalodds/>
- **UNESCO Bildungsserver für Demokratie-, Friedens- und Menschenrechtserziehung** (international UNESCO education server d@dalos. The education server provides information and a comprehensive amount of teaching material on the issue of Human Rights: What are human rights? How did they develop? Where do they come from? What do they mean for me? How can they help me? Who is responsible for their monitoring? Why do we need children's rights? A basic course made up of five sequences provides primary information on these subjects. In addition, illustrations, documents and other relevant texts are made available. Some advanced subjects – such as children's rights - provide illustrated details and encompass sections that are well suited as an introduction to human rights in the classroom and beyond. A special section for teachers and trainers addresses fundamental issues surrounding education of human rights and provides ideas and a stimulus for lessons. In addition an introductory video is available.
http://www.dadalos-d.org/images/logo_dadalos_1.gif
- **Zentrum Polis and Council of Europe** (2016), Bookmarks. Fight against Hate Speech online through HRE - revised and (from English) translated edition taking into account the guidelines Human Rights for Internet users, Council of Europe
http://www.politik-lernen.at/dl/uNtOJMJKomIKlJqx4KJK/Gesamtdokument_mit_Cover.pdf

4. Overview of Trainers/Youth workers/leaders experiences and needs on HRE

The following issues are dominating the landscape in non-formal EDC/HRE for young people in Germany, obviously connected to the theme of Human Rights:

- democracy and participation: 'think globally, act locally, take responsibility'
- diversity, respect & tolerance, intercultural dialogue, anti-racism, xenophobia, anti-Semitism, islamophobia, anti-Nazism
- migration, integration and work on, for and with (young) refugees, migrants, asylum seekers
- extremism & 'radicalisation', anti-democratic behavior, prevention of violence, right-wing extremism, islamistic extremism, 'hooliganism' and violent football fans
- gender equality, sexuality, LGBT rights
- childrens rights and child participation
- (good) jobs & educational justice, transition school – work, social justice / social exclusion
- information & knowledge society, digitalised world & digital media, critical media education
- globalization and sustainability as well as ecological education
- Europe and global citizenship
- historical-political education and remembrance, German-German history and memorial tours

As very specific German practice in EDC/HRE in terms of priorities can be considered:

- 'memorial places education' ("Gedenkstättenpädagogik"), established after 2nd world war and, more recently, accomplished by „German-German“ encounters exploring the history of a divided Germany.
- (anti-) discrimination of any kind, be it discrimination of ethnic minorities (Sinti & Roma, migrants...), religious discrimination (Islamism, Semitism...), gender or sexual orientation etc
- EDC/HRE with girls and young woman as a gender-specific activity plays a crucial role since more than 40 years
- most recently work with young migrants and refugees, hate speech online, anti-racism, right wing populism & nationalism, 'radicalization' of young Islamists (Salafists)....but here with very little experience can be reported so far, also with regard to reaching out to the target group.

It seems that there is a gap between approaching specific groups (e.g. 'radicalized' young people, 'islamist' young people, 'right-wing' young people, hooligans....) and the real participation of *all* young people in EDC/HRE activities. Research on right-wing extremism or similar phenomena prove that in particular young people from underprivileged educational backgrounds don't participate in EDC/HRE or related out-of-school activities. It's rather the privileged group of young people to which EDC/HRE reaches out. This need is to be explored further, but leads also to the question which role the formal education sector plays in tackling the issue of HR and providing general and basic knowledge on HR for communities: schools, vocational education and training schemes, higher education, adult education etc. The lack of knowledge on HR is largely known and needs to be addressed by all educational structures. The recently published report on the state of citizenship and human rights education in Europe "Learning to live together" by the Council of Europe underlines that "the ethos of democracy and human rights needs [in particular] to be more present and explicit both in vocational education and in higher education". It is therefore recommended to develop joint projects between formal and non-formal learning in order to reach out to more (all) young people, in particular the 'underprivileged' ones.

As a specific key question it is currently discussed how EDC/HRE can counter islamistic-extremist movements, both, as a prevention strategy and as a strategy to support young members in leaving such movements. However, a specific educational work in this area hardly exists why no specific information or any evaluated experiences is available. Since (socio-) educational and social work with young right-wing extremists provides some consolidated practice the question is raised in how far these experiences can be a source of inspiration for the work on islamic extremism. As a thesis key principles and elements in the work with right-wing extremists could be adapted to the work with islamic young people, or those in risk to get members of respective extremist movements. But, specific dimensions characterizing islamic extremism need new answers, approaches and strategies which are to be explored. (see: Michaela Glaser, Was ist übertragbar, was ist spezifisch? Rechtsextremismus und islamistischer Extremismus im Jugendalter und Schlussfolgerungen für die pädagogische Arbeit, 2016, Bundeszentrale für politische Bildung, Herausforderung Salafismus - Infodienst Radikalisierungsprävention)
<http://www.bpb.de/politik/extremismus/radikalisierungspraevention/239365/rechtsextremismus-und-islamistischer-extremismus-im-jugendalter>