

Simone Emmert:

The Union for the Mediterranean in the context of migration and Human Rights education in Europe¹

“How shall I claim a right when I do not know that I have this right?” Female student in the lecture on *“Human Rights in Social Work”*, summer term 2008, University of Applied Sciences, Wuerzburg, Germany

1. Introduction

On 12th and 13th July 2008 the “Barcelona process: Union for the Mediterranean” was created at the Paris Summit. This Summit aimed to realize the goals of the Barcelona Declaration which are “the creation of an area of peace, stability, security and shared prosperity, as well as full respect of democratic principles, human rights [...] and promotion of understanding between cultures and civilizations in the Euro-Mediterranean region” (Final Statement, Marseille 2008).

In the Annex of the Joint Declaration of the Paris Summit the need was stressed to enhance co-operation between Europe and the Mediterranean countries in areas such as education, justice and law, security and migration (Joint Declaration, Paris, 2008).

This paper will show how migration and education are linked.

On 3rd July 2008 a Green Paper was adopted by the European Commission which “opens the debate on how education policies may better address the challenges posed by immigration and internal EU mobility flows. The presence of significant numbers of migrant children has substantial implications for European education systems. Key issues are how to prevent the creation of segregated school settings and to improve equity in education; how to accommodate the increased diversity of mother tongues and cultural perspectives and build intercultural skills; how to adapt teaching skills and build bridges with migrant families and communities” (Press releases RAPID IP/08/1092).

An important aspect of education is that of Human Rights. Art. 26 of the Universal Declaration of Human Rights (UDHR, 1948) recognizes the importance of education in strengthening respect for human rights and fundamental freedoms. Speaking about Human Rights education considers not only the right of education as set out in art. 26 UDHR, art. 13 International Covenant on Economic, Social and Cultural Rights (ICECSCR, 1966) or art. 29 (1) Convention on the Rights of the Child (CRC, 1989), but also the methods of teaching HR.

While teaching at the University of Applied Sciences in the Faculty of Social Work the author found out that Human Rights have so far not been an element of the curriculum. Further while teaching it was realised that even German and esp. migrant students had less or even no knowledge about their basic rights and freedoms. Therefore the author tried in her class not only to speak about HR but also to show the students how it feels having these rights and freedoms. In this case the author did some exercises with them which were based on the Anti-Bias-Method. This is a method which includes self-experience and which touches not only the rational/cognitive but also the emotional understanding. The principle of non-discrimination is of particular importance in this regard but also a central principle of HR. After the end of the course the author was told from the students that they had now a better understanding of their human rights and fundamental freedoms and developed more respect and tolerance towards others as they realised that everyone wants to be treated with dignity and equality.

2. A question of definition: The right of education and Human Rights education

Dealing with the aspects of education and Human Rights it is necessary to differentiate between the right of education and Human Rights education.

Art. 26 UDHR states that “everyone has the right to education” and that

“education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.”

Also art. 13 ICESCR refers to the right of education as it says that “the States Parties to the present Covenant recognize the right of everyone to education. They agree that education shall be directed to the full development of the human personality and the sense of its dignity, and shall strengthen the respect for human rights and fundamental freedoms. They further agree that education shall enable all persons to participate effectively in a free society, promote understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups, and further the activities of the United Nations for the maintenance of peace.”

In the General Comment (General Comment ICESCR, 1999) of the ICESCR education is considered as a Human Right in itself but also as an indispensable means of realizing other human rights. It has the function of an empowerment right as it shall enable adults and children in marginalized positions to fully participate in the society. The Committee on Economic, Social and Cultural Rights elaborated a so called “4-A-Scheme” to describe the four structure elements of the ICESCR concerning the implementation. These are availability, access, acceptability and adaptability. Availability of education means that there should be enough schools with an adequate number of teachers. Access implies that education should be affordable and approachable. Acceptability refers to the pedagogical aspects of education which shall help the children in the development of their personalities. Finally, adaptability means that education shall adjust to changing societies and communities (Tomasevski, 2006).

In the context of art. 26 UDHR the right of education is also understood as a right to Human Rights education. It is the aim of Human Rights education to inform people about their rights, to sensitise them for the idea of Human Rights and to promote the acquirement of competences which empowers the people to defend their rights (Motakef, 2006).

The right of education is further covered by the CRC in art. 28-30, the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW, 1979) in art. 10, the International Convention on the Protection of the Rights of All Migrants Workers and Members of their Families (1990) in art. 12, 30 and 45 and the Convention on the Rights of Persons with Disabilities (2006) in art. 24.

Finally, the right of education is comprehensively covered by the UNESCO’s Convention against Discrimination in Education (1960) and is recognised by UNESCO’s Executive Board as a key pillar of Education for All (EFA) (UNESCO, World Education Report, 2000).

So it can be stated that the right of education and Human Rights education are linked together and cannot be treated separately. The right to education is an overarching/empowerment right. It shall empower individuals for the full development of their human personality and participation in society. The right of education is further closely linked with the right to development as education is considered as a powerful tool in the combat against poverty.

3. Approaches on the political level

In that essay two approaches concerning education will be examined. This is the recently published EU Green Paper “Migration & mobility: challenges and opportunities for EU education systems” as it deals with education and migration and the UN World Action Plan as it deals with Human Rights education. The EU Green Paper is an approach on the regional, the European level, whereas the UN Action Plan is an approach on the international, the UN level.

3.1 EU Green Paper “Migration & mobility: challenges and opportunities for EU education systems”

3.1.1 Content

The EU Green Paper² “Migration & mobility: challenges and opportunities for EU education systems” (COM[2008] 423 final) was adopted by the Commission on 3rd July 2008 in Brussels. It deals with the challenge that the education systems in the EU member states have to face concerning the increasing numbers of pupils having a migration background.

The Green Paper consists of five chapters: (1) the introduction, (2) the educational situation of children from a migrant background, (3) reasons for educational disadvantage among children from a migrant background, (4) addressing the issue at the European level and (5) proposal for a consultation.

In the introduction of this Green Paper “migration background” is defined in a broad concept as not only children of migrants from third-countries (non-EU countries) are referred to but every child of migrants, including citizens from other EU member states or those who became nationals of the host country (COM[2008] 423 final, p. 2). Schools can contribute to a positive connotation of migration by “creating an inclusive society” (COM[2008] 423 final, p. 3) as the children learn there to know about each other and also to respect each other.

The Green Paper states that the educational policies remain in the sovereignty of each member state and are not part of the supranational elements. It rather wants to draw attention how to cope with the needs of an education concerning linguistic and cultural diversity.

The Green Paper refers in this context to the Directive 77/486/CEE which addressed the member states to care for the education of the children of migrant workers. The problem of this Directive is the scope of application as children of non-EU citizens are not considered and it is only partially implemented.

In the second chapter the impact of migration on education systems is outlined (COM[2008] 423 final, p. 7). There it is stated that also the education of teachers must be developed as teachers have to adopt new teaching skills to deal with different cultural and linguistic backgrounds.

Further, concerns arouse that “large concentrations of migrant pupils can intensify tendencies toward segregation along socio-economic lines” (COM[2008] 423 final, p. 7). In a broader context the failure of integration in the educational system means also the failure of integration in the whole society. Therefore the focus of education lies in the adoption of intercultural skills and the development of tolerance and respect towards people from a different cultural background (COM[2008] 423 final, p. 8).

In the third chapter the situation and the background of migrant children but also the educational environment are analysed. According to it there exists a correlation between the school performance of the pupils and their socio-economic conditions (COM[2008] 423 final, p. 8).³ Key factors in this context are (1) the loss of knowledge of migrants concerning their native language, traditions and customs, (2) the language of the host country as “vital condition for success at school” (COM[2008] 423 final, p.8) but also for a successful integration in the society and the labour market, (3) expectations on the importance of education and (4) role models and supportive community attitudes.

Concerning the educational environment it is criticised that schools with a high percentage of migrant pupils are “de facto segregated from the mainstream” (COM[2008] 423 final, p. 9). As an extreme case of segregation, Germany is mentioned where a high percentage of children with a migration background are concentrated in special schools for disabled pupils. It is pointed out that “in 1999 migrant pupils in Germany were 9.4% of the overall population, but they made up 15% of the special schools population” (COM[2008] 423 final, p. 9). Actually, the European Agency for Development in Special Needs Education⁴ analyses the situation of pupils with a migration background in special education in 23 Member States. Results will be expected in the year 2009.

The Green Paper mentions also “some positive policy responses” (COM[2008] 423 final, p. 10) such as ensuring quality standards in all schools with a focus on teaching and leadership. Teachers are trained in the handling of diversity, intercultural education and the motivation of children in vulnerable circumstances. It is essential to create an atmosphere of “mutual respect, developing understanding of the negative effects of prejudices and stereotypes and cultivating the ability to take different viewpoints, while increasing knowledge of and seeking respect for the core values and fundamental rights of the host society” (COM[2008] 423 final, p. 11f). As a matter of fact there is in some systems an increase of teachers from migrant backgrounds.

In the fourth chapter the role of EU programmes and actions are mentioned such as “A Common Agenda for Integration: a framework for the integration of third-country nationals in the European Union” (COM[2005], 389), the Lifelong Learning Programme (e.g. Comenius, Leonardo da Vinci and Grundtvig) or the Cohesion Policy via Structural Funds. In these programmes and actions a variety of measures is financially supported concerning social inclusion projects.

Further, a framework for the promotion of a European debate on inclusion and migrant youth was provided with the “European Year on Equal Opportunities” (2007) and the “European Year on Intercultural Dialogue” (2008), (COM[2008] 423 final, p. 12f).

The fifth and last chapter is a call for proposals until 31 December 2008 concerning (1) the policy change, (2) the policy response, (3) the role of the EU and (4) the future of the Directive 77/486/EEC, (COM[2008] 423 final, p. 14).

3.1.2 Critique

The Green Paper puts focus on a central element of a successful integration: the education of migrants. It is positive that “migrant background” is seen in a broad context as also third-country nationals are comprised. This was a necessary extension compared to the Directive 77/486/EEC.

The negative aspect of this Green Paper is that it refers primarily to the education of migrant children in schools. Adult migrants in educational systems such as universities are not comprised but they need also this special focus.

Further, it is mentioned that also teachers need a special education with reference to intercultural competence and mutual respect and acceptance. But the teachers’ education is only marginally referred to.

Moreover the aspect of consciousness of diversity is missing. Diversity in this context means not only different cultural or religious backgrounds but also gender diversity in the context of intersectionality⁵ and heteronormativity⁶.

Concerning the education in general, comments about the methods of teaching are completely missing. It is just stressed that a sense of mutual respect and tolerance towards people from a different cultural background and an understanding of the appearance of prejudices and stereotypes has to be developed but not how.

Heckmann already carried out a study about migration and education (Heckmann, 2008) in which he stresses the importance of the teachers’ education, the need for anti-discrimination policies including diversity policies and the aspect of methods.

But the most important aspect which is missing in the Green Paper is that education in Human Rights is never mentioned!

Human Rights can be considered as fundamental rights. The right of life, religious freedom or equality are known in every culture but their content is interpreted differently relating to the community, the cultural and historical background and the social position of the individual in it (Geyer 1977).

The central theme of Human Rights is that of non-discrimination. In every Human Rights document there can be found norms which state the equality of human beings and interdict discrimination, e.g. art. 1 UDHR states that “all human beings are equal in dignity and rights” and art 2. UDHR declares that “everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs...”

Another example is art. 2 CEDAW referring to the principle of equality and non-discrimination concerning women: “States Parties condemn discrimination against women in all its forms, agree to pursue [...] a policy of eliminating discrimination against women and [...] embody the principle of the equality of men and women in their national constitutions or other appropriate legislation...”

And with reference to migration, art. 7 of the “International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families” ascertains that “States Parties undertake, in accordance with the international instruments concerning human rights, to respect and to ensure to all migrant workers and members of their families within their territory or subject to their jurisdiction the rights provided for in the present Convention without distinction of any kind such as to sex, race, colour, language, religion or conviction, political or other opinion, national, ethnic or social origin, nationality, age, economic position, property, marital status, birth or other status.”

So, teaching Human Rights means primarily teaching the principles of equality of all human beings, teaching the right of not being discriminated and teaching the development of mutual respect and tolerance (Diakit , 2006).

As a result of migration but also of globalisation there exist no longer homogenous societies but heterogeneous ones. The lack of knowledge of different cultures and religions often combined with the lack of intercultural competence or sensibility and different ways of interpretation of Human Rights causes a lot of problems in the daily cohabitation (Eide, 2006).

Nowadays it seem to be recommendable interpreting the UDHR and the other declarations and covenants also as a “living instrument” like the ECHR which has been interpreted under the light of changing values and traditions of a European society but with regard and respect of changing values and traditions of the individuals in a heterogeneous society.

The individuals of a society should be educated in what Human rights really are, what they mean to the individual and how it feels having these rights.

As Human Rights are supposed to be equal for all human beings leaving any social differences away there must be ways found to educate the population and not only children in Human Rights matters. Further not only migrants should be educated in Human Rights but also the people of the host society as the development of respect and tolerance should be reciprocal.

3.2 UN World Programme for Human Rights Education (2005 – ongoing)

3.2.1 Background

In 1993 the World Conference on Human Rights took place in Vienna. In the Vienna Declaration (UN res. A/CONF.157/23, 12 July 1993) Human Rights education, training and public information are considered essential for the promotion and achievement of stable and harmonious relations among communities and for fostering mutual understanding, tolerance and peace (Sect. D Nr. 78).

The States were recommended to fight illiteracy and to include human rights, humanitarian law, democracy and rule of law as subjects in the curricula of all learning institutions.

Combined with the Vienna Declaration is the Programme of Action. This suggestion led to the resolution 49/184 of 23 December 1994 of the UN General Assembly in which the 10-year-period United Nations Decade for Human Rights Education beginning on 1 January 1995 was proclaimed. The draft Plan of Action for the Decade contained in the report of the Secretary-General (UN res. A/49/261-E/1994/110/Add.1, annex) was also welcomed.

In the resolution 49/184 the General Assembly declares that Human Rights education “should involve more than the provision of information and [it] should constitute a comprehensive life-long process by which people at all levels [...] learn respect for the dignity of others and the means and methods of ensuring that respect in all societies.”

It further refers to the report of the United Nations High Commissioner for Human Rights, A/49/36. in paragraph 94. There Human Rights education is considered essential for the encouragement of harmonious inter-community relations, for mutual tolerance and understanding and also for peace.

The objectives of the Decade can be summarized in three aspects: (1) the promotion of knowledge and information about Human Rights, (2) the encouragement in the development of values and attitudes and (3) active participation in the defence of Human Rights (UN-Doc. A/52/469/Add. 1/Corr. 1).

All States participating in the Decade agreed to establish National Action Plans for Human Rights education. But the problem was that there was no clear interpretation and definition of what values, attitudes and active participation are and how these three elements of Human Rights education should be embedded in programmes and teaching materials (Mihir, 2005).

In the year 2000 the UN noted that there is a lack of sufficient contents and presentations of the States of how Human Rights should be taught and what the aim of Human Rights education is (Mihir, 2005). Another problem laid in the unwillingness and insufficient support of Human Rights education measures of some States.

Summing up, the end of the Decade in 2004 can be considered as the beginning of the implementation of Human Rights education in the long term.

3.2.2 The World Programme for Human Rights Education (2005 – ongoing)

The World Programme for Human Rights education was proclaimed by the General Assembly of the UN on 10 December 2004. It is the next step after the Decade. Its aim is the implementation of Human Rights education programmes in all sectors. Moreover a common understanding of the basic principles and methodologies of Human Rights education shall be promoted, a concrete framework for action shall be provided and partnerships and cooperation between the international level and the grass roots shall be strengthened (OHCHR).

Unlike the Decade, the World Programme has not a fixed time limit but ongoing series of different phases. The first phase covers the period 2005-2009 and has its focus on the primary and secondary school systems. A Plan of Action for this first phase was developed by a group of education and human rights practitioners from all participating states (OHCHR, 2006).

In this Plan of Action we have a concrete definition of Human Rights education (OHCHR, 2006, p.11):

“human rights education can be defined as education, training and information aiming at building a universal culture of human rights through the sharing of knowledge, imparting of skills and moulding of attitudes directed to:

- (a) The strengthening of respect for human rights and fundamental freedoms;*
- (b) The full development of the human personality and the sense of its dignity;*
- (c) The promotion of understanding, tolerance, gender equality and friendship among all nations, indigenous peoples and racial, national, ethnic, religious and linguistic groups;*
- (d) The enabling of all persons to participate effectively in a free and democratic society governed by the rule of law;*
- (e) The building and maintenance of peace;*
- (f) The promotion of people-centred sustainable development and social justice.”*

Further, “human rights education encompasses:

- (a) Knowledge and skills — learning about human rights and mechanisms for their protection, as well as acquiring skills to apply them in daily life;*
- (b) Values, attitudes and behaviour — developing values and reinforcing attitudes and behaviour which uphold human rights;*
- (c) Action — taking action to defend and promote human rights.”*

So, Human Rights education is based on a holistic, rights-based approach. This approach includes on the one hand “Human Rights through education” ensuring that the components and processes of education are beneficial to the learning of Human Rights and on the other hand “Human Rights in education” ensuring that the Human Rights of all members of the school community are mutual respected (OHCHR, 2006).

Human Rights education should happen in an environment where Human Rights are practised and lived in the daily life of the whole school community. It includes not only cognitive learning but also social and emotional development of those who are involved in the learning and also in the teaching process. A rights-based environment is characterized by mutual understanding, respect and responsibility of all school actors. Therefore it is necessary that also the teachers as rights-holders themselves are trained in Human Rights as they need to work and to learn in a context of respect for their dignity and rights.

Concerning the coordination of the Plan of Action there are mechanisms at the national and at the international level.

At the national level the ministries of education shall establish a unit within their structure which is responsible for the coordination of the development and the monitoring of the national implementation strategy for Human Rights education in the school system. This unit has also the function as a link to the UN.

At the international level the Plan of Action suggests the creation of an UN inter-agency coordinating committee, composed of the Office of the United Nations High Commissioner of Human Rights (OHCHR), the United Nations Educational, Scientific and Cultural Organization (UNESCO), the United Nations Children’s Fund (UNICEF), the United Nations Development Programme (UNDP) and other international agencies (OHCHR, 2006).

At the end of that first phase each country has to evaluate its actions and has to report them to the UN inter-agency coordinating committee. The committee will then write a final report for the General Assembly on the basis of these evaluations.

As the first phase is still ongoing and evaluations have not been made, the author added a list of countries and a summary of the national initiatives undertaken within the World Programme for Human Rights Education (2005-ongoing) in annex I.

So it can be stated that the World Programme for Human Rights education led to a concrete definition of Human Rights education. This definition aims not only on the cognitive but also on the emotional aspects of learning. In this learning process the pupils and also the teachers are involved where an atmosphere of mutual understanding, respect and responsibility shall be created.

4. Human Rights Education in Practice - Teaching method

The two approaches on the political level dealt with the theory of Human Rights education. Therefore it will be explained now how Human Rights education can take place in practice.

Human Rights education can be found on different levels: education for the public and education for a group of professionals or special target groups, e.g. migrants or women (de Jonge/Nowicki, 1995).

Education for the public can take place through media, such as TV, radio or the press by informing about the facts but it can also inform about Human Rights through fictive stories.

An example of education for the public is the "Human Rights Film Week" which the author organised at the University of Applied Sciences, Wuerzburg, Germany during 8th – 12th December 2008. Invited guests were students and pupils. The entrance was free. Each evening referred to a special Human Rights related topic such as Middle-East Conflict, international arms trade, flight and migration, gender or right of nutrition. An expert gave a short introduction to the topic and then a film or documentation was shown. Afterwards the audience discussed the film with the referee.

Human Rights trainings for professionals or target groups need to be prepared carefully. It is important for the effectiveness of the training that the participants wish positively to learn and that they are willing to put in the necessary effort involved. Concerning the trainers it is necessary that they create an emphatic atmosphere in the course and that they are able to lead a discussion with intermingled problems where there is no definite answer to a question from the human rights perspective. For most of the students this is a new experience as they usually know teachers who pretend to know all the answers (de Jonge/Nowicki, 1995).

Example for such a training for target groups is an anti-discrimination training based on the anti-bias-approach.

The anti-bias-concept which can be seen nowadays as "one of the most extensive and most innovative approaches within the antidiscriminatory field of education."⁷ The concept was developed in the beginning of the 1980s by Louise Derman-Sparks and Carol Brunson-Philips in the USA. There it was mainly used in the field of elementary and primary education. The approach was intensively further developed after the end of the Apartheid system in South Africa, where it was being adapted for youth and adult education. In the beginning of the 1990s the approach reached Germany via an exchange of South African and German experts organized by Inkota e.V., Berlin. Now Anti-Bias in Germany is used in elementary education and in schools as well as in the field of adult education. According to the meaning of 'bias' as prejudice, it is the aim of Anti-Bias to get an inequality based on one-sidedness and bias into balance, and to gradually reduce discrimination. Anti-Bias workshops are an intensive experience-orientated examination of dominance and discrimination and aim on the un-learning of oppressive and discriminating forms of communication and interaction. The approach assumes that everyone has prejudices. This is based on the consideration that prejudices and discriminations are not individual misjudgements, but institutionalized in society as ideologies, which are learned by the individuals. Correspondingly, the behaviour based on those prejudices can be un-learned, and institutionalized oppressive ideologies can be discovered, questioned, and analyzed.

One speciality of the Anti-Bias-Approach is the ability to focus on many kinds of discrimination. Exclusion and reduction of people is being addressed not only regarding ethnic or 'racial' features, but discrimination on the basis of e.g. gender, sexual orientation, physical and mental health, or social class are also taken into view. In this connection, the complex entanglements and interdependencies between those dimensions are significant.

Furthermore, the inclusion of both the individual and the social level distinguishes the Anti-Bias-Approach from many other approaches. Discrimination is not only based on prejudices of individuals, but for the most part is also based on prevalent pictures, judgements, and discourses, as they are significant regarding different groups of people within society. This complex interrelation is in many cases deeply entangled with institutional, legal and organisational matters of everyday life. Thus Anti-Bias aims to bring into consciousness those various dimensions and their meanings, and to develop (alternative) possibilities of behaviour on that level.

As the anti-bias-concept starts working directly at the mechanism of discrimination and is therefore useful and appropriate for the pedagogical fields.

The development of an anti-bias-course demands a concrete analysis of the initial situation, the participants and the concrete aims. For a group of migrants and non-migrants it can contain e.g. a conflict with a migrant minority living in the neighbourhood as the initial situation. Leader of the course should be two multipliers of both groups. Aims of this training are at first showing the participants how a conflict arises and how fear and discrimination promote the escalation of a conflict. In the same context it has to be explained how discrimination occurs and how it works. Secondly they have to be sensitised through work in small groups of their own discriminatory behaviour and their own painful experience of being discriminated by others. As a consequence to the group work they finally realise that they all made the same experiences without regard of their personal

background. That is the point where the importance of tolerance and mutual respect of human dignity can be understood and also sensed by the participants. They might then develop a non-discriminatory behaviour and an attitude of respect and tolerance towards their former counterparts which may lead to a peaceful cohabitation.

Aims of Human Rights trainings are in general the gain of knowledge of oneself's rights and how to claim them, the information about Human Rights of others and to learn standing for their protection and finally the recognition of Human Rights as values of one's own moral and guidelines for future action (Lenhart, 2003)

The anti-bias-method is part of an informal education referring to a lifelong process. In this process "every individual acquires attitudes, values, skills and knowledge from the educational influences and resources in his or her own environment and from daily experience (family, neighbours, marketplace, library, mass media, work, play, etc.)"⁸⁾ (Brander, Oliveira, 2005).

The interaction with Human Rights demands competencies which cannot be taught but have to be learned through experience. People should be encouraged in these trainings to think, to feel and to act according to cooperation, participation and learning through self-experience (Brander, Oliveira, 2005).

5. Conclusion

The explanation of the EU Green Paper shows that a successful integration starts with the education of migrant children. In school the children shall learn about common values and they shall develop mutual respect, tolerance and understanding for each other.

That these values are also part of Human Rights was not mentioned in the EU Green Paper and it was further not mentioned that these atmosphere can be created through Human Rights education.

What Human Rights education is and how it can be implemented is a result of the UN World Programme for Human Rights Education (2005 – ongoing). As this World Programmes refers to the international and the national level, the regional level like the European Union seems to be excluded. But nevertheless the EU should have taken into consideration this World Programme as it may definitely help to succeed in the integration process of migrant children through education.

As it was pointed out, the right to education is an overarching right and in close linkage with the right to development as education is considered as a powerful tool in poverty reduction strategies. Therefore the promotion of Human Rights education not only in the EU Member States but also in the host countries of third-country nationals may serve as an incentive. Migrants may have better opportunities in the host countries as they can successfully integrate in the new society or they may also have better opportunities in their home countries as life conditions may improve through education.

In the opinion of the author HR education should be a basic part of the educational systems not only in the school but also in the university curricula. Teaching the basic principle of non-discrimination and also the fundamental rights and freedoms shows that every human being has these rights and freedoms. This may lead to a better understanding of the dignity and respect of every human being and may also contribute to a successful integration of migrants in their host countries.

Annex I: List of countries and in extracts, summary of national initiatives undertaken within the World Programme for Human Rights Education (2005-ongoing)²

Armenia

The Ministry of Education and Science has initiated the process for developing the National Action Plan for human rights education. A working group has been established in the National Institute for Education under the Ministry of Education and Science, to develop the plan. The Ministry envisages that the work will also lead to the establishment of a National Human Rights Resource and Training Centre and that subsequent to the initial formulation stage of the plan, a National Committee on Human Rights Education will be established to support, guide and supervise the development and implementation of the National Action Plan.

Armenia is currently undergoing the Second Generation Education Reforms (2008-2015) under which a holistic approach to human rights education is envisaged.

The Ministry of Education and Science has appointed a national focal point for human rights education in the school system in the National Institute for Education.

Austria

Austria has appointed a focal point within the Federal Ministry of Education, the Arts and Culture, for the World Programme for Human Rights Education.

Belgium

The Ministry of Education has designated a focal point in Université de Mons-Hainaut, for the first phase of the WPHRE.

Bulgaria

In 2006 a national conference “Human rights education – an instrument for improving the quality of education in Bulgaria” was organized by the Ministry of Education and Science, the UN Association of Bulgaria and the Economic Policy Institute with the support of the UN Country Team. The conference formed part of the start for the Ministry of Education and Science to implement the Plan of Action for the first phase of the WPHRE. The reports from the conference offered an analysis of the current situation of human rights education with formal and informal methods. One of the proposals resulting from the conference was the establishment of a Special Working Group, composed of experts from the Ministry of Education and Science and other actors, to prepare a national strategy for human rights education.

A draft National Strategy for Human Rights Education and a Plan of Action for its implementation has been developed by the Ministry of Education and Science, the Ministry of Foreign Affairs, the UN Association of Bulgaria, pedagogic professionals from universities and experienced NGOs with the support of the UN Country Team. The draft strategy has been discussed with teachers in seven locations. In April 2008 the Strategy will be discussed and reviewed by all stakeholders; responsibilities, goals and first steps for the implementation and adoption of the Strategy and Plan of Action will also be identified.

One of the main priorities identified during the national conference was teacher education. To this end, more than 150 teachers are being trained September 2007 – June 2008 by the UN Association of Bulgaria, on how to teach human rights in schools.

Bulgaria has appointed the International Cooperation Division within the European Integration and Bilateral Cooperation Department of the Ministry of Education and Science to coordinate Bulgaria’s implementation of the first phase of the WPHRE.

Czech Republic

The Framework Education Programme for Basic Education (www.msmt.cz) regulates education in primary and lower secondary schools. Human rights, multicultural education and education for tolerance are contained in the educational area “Humans and Society”, which focuses on the development of positive civic attitudes and the strengthening of desirable values. It integrates the knowledge and skills from various disciplines, particular humanities. One important component of this educational area covers prevention of racist, xenophobic and extrem-

ist attitudes, education for tolerance and respect for human rights, and education promoting respect for the natural and cultural environment. The educational area “Humans and Society” includes the educational fields History and Civil Education, and it pervades other educational areas and the entire school life.

Education for tolerance, human rights and education against racism are included in particular in the cross-curricular subjects “Personal and Social Education” and “Multicultural Education”. Education based on the Framework Education Programme for Basic Education in grades 1-6 started on 1 September 2007.

Education in secondary schools is regulated by the Framework Education Programme for Secondary Education (Grammar Schools and Technical Vocational Schools). Among the competencies students should develop are to defend their rights and the rights of others as well as to contribute to the development of valuable interpersonal relationships based on mutual respect, tolerance and empathy. Education guides students towards, inter alia, observing laws and rules of conduct, respecting the rights and personality of other people, standing up against intolerance, xenophobia and discrimination; realizing – as part of plurality and multicultural coexistence – their own cultural, national and personal identity, respecting actively the identity of others.

The Czech Republic has appointed a focal point within the Ministry of Education, Youth and Sports, to coordinate activities concerning human rights education.

Denmark

The Ministry of Education has designated the International Relations Division as the focal point to coordinate initiatives related to the implementation of the Plan of Action for the first phase of the WPHRE.

Estonia

Estonia has appointed the General Education Department in the Ministry of Education and Research as the focal point for coordinating human rights education initiatives.

Georgia

Human rights education is included in the National Curriculum of General Education and in other school curricula. Special programmes such as “Civic Integration Programme”, “School without Violence” etc. aim to raise public awareness and prevent any attempt of human rights violations in schools.

The Division for Pre-primary and General Education Programmes in the Ministry of Education and Science, as well as the National Curriculum and Assessment Centre are assigned to coordinated initiatives related to human rights education in schools; they will monitor the national implementation of the Plan of Action for the first phase of the WPHRE.

Germany

Germany has appointed the Multilaterale und Europäische Angelegenheiten of the Sekretariat der Ständigen Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland, as focal point for human rights education.

Iceland

Icelandic law on preschool, primary and secondary school includes provisions and objectives concerning social values and human rights. Educational policy in Iceland emphasises, inter alia, equal rights to education, continuation between school levels and student well being. Working methods in schools are based on tolerance, equal rights, democratic cooperation, responsibility, concern, conciliation and respect for personal worth.

The educational system is largely decentralised. Local municipalities are responsible for the operation of pre-schools and primary and lower secondary schools, while the state runs the upper secondary schools and schools at the higher education level.

The 2007 revised National Curriculum for compulsory schools specifically includes the objectives of citizen awareness and human rights, in particular through the National Curriculum in Life Skills. The main goal of the new subject Life Skills is to strengthen the individual, to prepare him to cope with life in the future and to find his way in society. These areas addressed in Life Skills include consumer education, family education, sex edu-

cation, handling personal finances, instruction in equal rights, human rights education and drug use prevention. As schools are independent and write their own school working guide based on the National Curriculum Guidelines, schools can decide on how to implement different subjects and the organisation of teaching.

The Ministry of Education, Science and Culture has three funds - for preschool, compulsory- and upper secondary schools - to support innovation and development in schools. Each year schools apply for small grants from the funds for specific projects. In 2005-2007 the emphasis was on projects related to equality (School for all) and Life Skills.

Iceland has participated actively in the European Council project on citizen awareness, democracy and human rights in education. In 2005, the European Year of Citizenship and Democracy Through Education, the Ministry of Education, Science and Culture supported among other things publication of electronic curricula on citizen awareness and human rights, intended for compulsory primary and lower secondary schools, as well as organizing various projects, such as a youth conference on how to promote discussion on citizen awareness and human rights in education.

A few schools have been leaders in teaching citizen awareness and human rights in the primary and secondary levels. Among other things, the work focuses on concern for society and being guided by objectives of human rights and social values. Examples of primary schools are Vogaskóli in Reykjavík, www.vogaskoli.is, the "mother school" for student democracy, life skills and instruction in human rights and Hrafnagilsskóli in Akureyri, www.krummi.is. Examples of upper secondary schools are Menntaskólinn at Sund, www.msund.is, and Fjölbrautarskóli Sudurlands, www.fsu.is. Several preschools have also emphasised democracy and human rights in their work plans, such as with multicultural work.

New bills on preschools, primary and secondary schools are currently before the Icelandic parliament and are expected to be passed as laws in 2008. In connection with this the National Curriculum for preschools, primary and secondary schools will be reviewed and the Ministry of Education, Science and Culture will refer to the Plan of Action for the first phase of the WPHRE, among other things. The Ministry of Education, Science and Culture will set up a working-group to deal with citizen awareness and human rights in preschools, primary and secondary schools. The group is expected to submit proposals by June 2008. Among the objectives of the working-group is to present proposals on how to adapt the objectives of Plan of Action for the WPHRE to the National Curriculum in the said review.

The Ministry of Education, Science and Culture has appointed the Division of Curriculum, Department of Education as focal point for the implementation of the Plan of Action for the WPHRE.

Kyrgyzstan

The Government of Kyrgyzstan has appointed the Department of Preschool, School and Adult Education in the Ministry of Education and the Academy of Education as focal points for the WPHRE and its Plan of Action.

Lithuania

Human rights education is integrated into general education curricula in primary and secondary schools in Lithuania. Primary schools teach human rights as part of the programmes of ethics and general knowledge, the basic level curriculum features them under the programmes civic values, ethics, history and other subjects. The secondary education curriculum includes human rights as part of the programmes of sociology, history, philosophy and other subjects.

The annual National Survey of Learner's Achievements includes the achievements on civic education, active participation in social outreach by learners and teachers, as well as their understanding of civic and national values.

Since 2006 a "Long-term Civic and National Education Programme" is being implemented. In the framework of this programme, methodological aids for civic education are being developed. 2007 saw the start of a research project on the effectiveness of civic and national education in secondary schools.

In 2007 Lithuania introduced the "National Education Programme of Sustainable Development 2007-2015" seeking to improve the work of different state agencies and institutions towards enhancing the understanding by individuals, organizations, enterprises, institutions, communities and societies of sustainable development and its significance. The Programme is implemented at all levels of education. And it also includes topics such as civic values, democracy and government, human rights, poverty reduction, peace and conflict etc.

The focal point for coordinating initiatives related to the WPHRE is the Primary, Ethical and Social Education Division of the Education Development Centre of the Ministry of Education and Science.

Luxembourg

Luxembourg is undertaking the following initiatives at the national level to promote human rights education in schools:

- Every year several activities, including a teacher training, are organized around the annual International Day of Commemoration to Honor Holocaust Victims;
- A special issue of the “*Courrier de l'Éducation Nationale*” has been dedicated to peace education. It contained several examples of good practices for primary schools of education for peace, human rights and non-violent conflict resolution. For secondary education, the Ministry and the national Youth Service will elaborate a manual of good practices, describing passed and planned activities as well as general guidance;
- A book for primary school students, entitled “*Mission: Stopp die Armut!*”, has been jointly elaborated by the Ministry of National Education and the Ministry of Cooperation. The book aims to sensitize children on the different aspects of poverty, such as hunger, lack of medical assistance, discrimination against women etc.;
- Trainings are organized for teachers and students, on dialogue, participation and conflict-resolution to favor the development of democratic schools and to prevent violence;
- The University of Luxembourg organizes pre-service training on education for democratic citizenship and human rights, for post-primary teachers;

Several activities are undertaken to celebrate the 60th Anniversary of the Universal Declaration of Human Rights, such as an art contest, a school competition and a special celebration organized on Human Rights Day 10 December 2008.

In primary schools the students cognitive as well as emotional competencies related to citizenship are integrated into other subjects, through which children are sensitized on issues such as rights, duties, participation, respect and values for living together.

In secondary schools a multidisciplinary programme for education on democratic citizenship aims to promote a democratic culture, peace and the development of a reflective, critical, cooperative and responsible citizenship.

The Ministry of National Education and Vocational Training has appointed the Department for Secondary and Technical Secondary Education is responsible for coordinating the implementation of the Plan of Action for the first phase of the WPHRE.

Last information received: 28 March 2008

Malta

Malta has appointed a focal point for initiatives related to the implementation of the Plan of Action for the first phase of the WPHRE.

Moldova

Moldova has a “National Human Rights Plan of Action” (NHRPA) for 2004-2008, which includes a chapter on human rights education with the specific goal of introducing it as a compulsory discipline. In 2006, a special hearing on human rights education was organized and the Government reported to Parliament of progress made on the implementation of the NHRPA. Major challenges in Moldova are the lack of qualified teachers, a lack of teaching materials and attractive teaching methods.

Since 2005, special human rights education courses exist as facultative courses at 5th to 12th grades (“Civic education”, grades 5-9, and “Law and us”, grades 10-12). The Independent Society for Education and Human Rights has played an important role in developing a school course on Civic Education. It has implemented, in collaboration with the Open Society Institute (New York), the Soros Foundation (Moldova) and Street Law Inc. (Washington), a project aimed at developing the curriculum, textbooks and teacher’s manuals for the abovementioned courses. The curriculum and manuals have been approved by the Ministry of Education, Youth and Sports. A considerable number of teachers were included in the project with visits and training courses in civic education matters. Experimental teaching aids, active teaching methods, tools for efficient feedback and tools for

the evaluation of the quality of teaching aids have been developed. The project was an example of a successful collaboration between the Ministry of Education and Youth and non-governmental organizations.

An opportunity for promoting human rights education in schools is to inject human rights education into existing civic education curricula. The challenge for specialized human rights education courses is a dilemma of requiring highly competent teachers and the limited number of hours in class. For the successful implementation of the WPHRE, the Curriculum for civic education needs to be modernized to, inter alia, emphasize the interdisciplinary character of the educational objectives and further practical activities.

The Ministry of Education and Youth provides small grants for students and their communities for “authentic learning” in courts and institutions linked to justice and human rights, as well as for school mediation as an approach facilitating school management.

In the area of teaching and learning practices and tools, Moldova’s special journal of human rights and education has presented the experiences in this area, of teachers and students. There are further students’ and teachers’ books for “Law and Us” for grades 10-12 and for Civic Education for grades 5-9.

The Moldovan Ministry of Education and Youth provides regular professional in-service training on civic education for teachers. NGOs assist in conducting human rights education courses based on certificates issued by the Ministry.

The Division for secondary school system in the Ministry of Education and Youth is in charge of human rights education.

Netherlands

The Netherlands has appointed two focal points within the Ministry of Education, Culture and Science, for the United Nations concerning human rights education.

Norway

The Norwegian Ministry of Education and Research has appointed a focal point in the Department of Education and training for initiatives related to the implementation of the Plan of Action for the first phase of the WPHRE.

Portugal

The Ministry of Education has appointed the General Directory of Innovation and Curricula Development (Direcção Geral de Inovação e Desenvolvimento Curricular) as focal point for Education for Peace and Human Rights.

The former Yugoslav Republic of Macedonia

The Ministry of Education and Science has assigned the Unit for Education for Peace and Children’s Rights of the Ministry of Education and Science, to coordinate initiatives related to the implementation of the first phase of the WPHRE.

Turkey

Human rights education activities fall under the responsibility of the “Education, Training and Programme Division” of the Ministry of National Education. The Division is in charge of the human rights education projects: “Democratic Citizenship Education”, “Democracy Education and School Councils”, “Human Rights Education for School Children” and “Elimination of Discrimination and Violence against Women”.

The projects aim at mainstreaming human rights education into national education systems. As a result of this strategy, compulsory courses on “Citizenship and Human Rights” have been included in the curricula of primary schools. In secondary education, “Democracy and Human Rights” is offered as an optional course. The curriculum and the educational tools used for this course have been revised and updated in accordance to the Plan of Action for the WPHRE.

Preparation and publication of educational material is realized according to the “Regulation on School Books and Education Materials” of the Ministry of National Education. The regulation envisages that the activities throughout the education process should be in conformity with basic human rights and should be non-discriminatory on grounds of gender, race, religion, sect, belief, language, colour, political opinion, etc.

Within the framework of the “Democratic Citizenship Education Project”, initiated by the Council of Europe in 1997, several activities were implemented between 2001 and 2004 by the Ministry of National Education with the participation of universities, NGOs and other related institutions and organizations. Several working groups were established, such as “Restructuring Education Programmes”, “Production of Educative Materials”, “Review of Current Curriculum”, “Training Teachers” and “Establishing New Structures in Schools for Democratic Citizenship Training”. Extracurricular activities such as student clubs and school councils were also encouraged with a view to improve human rights education.

More than 650 teachers, education inspectors, executives, NGO representatives and academics participated in seminars and vocational training meetings since 2005 and the human rights and citizenship curriculum was revised.

For 2008-2009 the Ministry of National Education plans various initiatives, including the translation of educational materials into Turkish; preparation of educational materials for human rights education and democratic citizenship courses; production of short promotional films in cooperation with the Turkish State Television; further vocational trainings for teachers; listing of best practices to be published on the web site of the Ministry; production and distribution to all Turkish schools of posters and manuals; awareness raising seminars for parents; preparation of a bibliographic list; organization of cultural competitions, etc.

Under the “Democracy Education and School Councils” project, the Turkish Grand National Assembly and the Ministry of National Education signed a protocol to promote knowledge on human rights and parliamentary democracy. City Student Councils (CSC) have been established in 81 cities. Its members are elected annually from school student councils. Students take part in different commissions on culture, art, education, youth, sports, environment, etc. The presidents of the CSCs gather in Ankara once a year to form the Student Council of Turkey in the course of the “National Sovereignty Week”.

Under “Human Rights Education for School Children”, the project “Our Rights”, aiming to educate 10-12 years old students has been piloted in three schools in Ankara in cooperation with the OSCE.

Since 2005, a total of 160 teachers have been trained under the “Training Project for Teachers on the Elimination of Discrimination and Violence Against Women”, carried out by the Ministry of National Education in cooperation with Amnesty International. Further workshops are planned for 2008.

The Training and Education Board of the Ministry of National Education is the focal point for initiatives relating to the first phase of the WPHRE.

Notes

¹ This paper was written for the RSCAS CARIM Florence School on Euro-Mediterranean Migration and Development, Fourth Session 7-18 July 2008 at the EUI, Florence, Italy which the author attended as a scholarship holder.

² “Green papers are discussion papers published by the Commission on a specific policy area. Primarily they are documents addressed to interested parties - organisations and individuals - who are invited to participate in a process of consultation and debate. In some cases they provide an impetus for subsequent legislation.” (http://europa.eu/documents/comm/index_en.htm, 07.09.2008).

³ With reference to EU-SILC (Statistics on Income and Living Conditions), 2005.

⁴ The European Agency for Development in Special Needs Education is an independent and self-governing organisation, established by their member countries to act as their platform for collaboration in the field of special needs education. <http://www.european-agency.org/> (08.09.2008).

⁵ “Intersectionality focuses on diverse and marginalized positions. Gender, race, ethnicity, disability, sexuality, class and nationality are categories that may enhance the complexity of intersectionality, and point towards identities in transition.” (Knudsen, 2006).

⁶ Heteronormativity means the institutionalization of heterosexuality in a society that there are only two sexes- male and female, (Mörth, 2005).

⁷ <http://www.languages.anti-bias-werkstatt.de/index.html> (30.07.2008); the author herself developed in cooperation with the Anti-Bias-Werkstatt Berlin Human Rights trainings for law students and students of social work.

⁸ Brander/Oliveira, a.o (Ed.), Kompass, Handbuch zur Menschenrechtsbildung für die schulische und außerschulische Bildungsarbeit, 2005, p. 21: contrary to the informal education is “formal education referring to the structured education system that runs from primary school to university, and includes specialised programmes for technical and professional training.” Finally “non-formal education refers to any planned programme of personal and social education for young people designed to improve a range of skills and competencies, outside the formal educational curriculum.”

⁹ <http://www2.ohchr.org/english/issues/education/training/Summary-national-initiatives2005-2009.htm> (07.08.2008).

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