



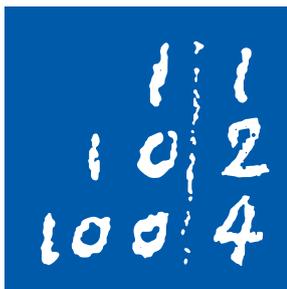
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#GetInvolved

State of the Art Report [Germany]

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1. Data about democracy and discrimination in VET

- Are there studies about discrimination in VET and on the labour market?
- Are there policy initiatives regarding the topic of supporting/promoting democracy?

Studies about discrimination in VET and on the labour market:

Studies prove the existence of discrimination in VET: especially migrants and here Muslims are confronted with prejudices and reservations. In a dual VET system, the situation is more critical as VET learners have to apply directly to companies for a position. Here it is proven that applicants with a migration background have less chance for an interview than others. But also VET-schools are confronted with the issue of discrimination if you look for example on the situation of young girls who want to learn a technical profession and have to prove their abilities twice and fight against sexist resentments at the same time.¹ Structural discrimination is not only observable on the labour market, but also in schools: studies prove that students with foreign surnames are automatically graded worse than those with German surnames.

https://www.ssoar.info/ssoar/bitstream/handle/document/44127/ssoar-soziprobleme-2013-2-scherr_et_al-Diskriminierungsbereitschaft_in_der_beruflichen_Bildung.pdf?sequence=1&isAllowed=y&lnkname=ssoar-soziprobleme-2013-2-scherr_et_al-Diskriminierungsbereitschaft_in_der_beruflichen_Bildung.pdf

https://dezim-institut.de/fileadmin/Publikationen/Research_Notes/DRN_3_Systemrelevante_Berufe/ResearchNotes_03_200525_web.pdf

Policy Initiatives

The German Federal Government supports programs for preventing extremism since the early 90ies. In this time right extremists acts of violence made the headlines. Since 2001 they increased the focus on supporting democracy. By the exposure of the far-right terror organisation "NSU – Nationalsozialistischer Untergrund" in 2011 it came clear that a better

¹ https://www.svr-migration.de/wp-content/uploads/2014/03/SVR-FB_Diskriminierung-am-Ausbildungsmarkt.pdf

prevention of extremism is indispensable. Further programs followed, they are located in the different ministries of the Federal Government so they cover different focuses for project funding. The biggest program is "Demokratie leben" (*Living democracy*), in the period of 2015 – 2019 the funding program was covered by an overall amount of 431,5 million Euros. Responsible is the Ministry for Family Affairs, Senior Citizens, Women and Youth (BMFSFJ), which then published in 2016 a Strategy for prevention of extremism and supporting democracy. The document describes the different action fields and gives a practical overview of all measurements by the different ministries.² Further, the government elaborated a national action plan against racism (NAP) in 2017 and a national action plan for integration (NAP-I), to support a diverse society and equal opportunities in Germany.

Further the BMFSFJ is planning to develop a law for democracy support.

The topic is also discussed in the Government Executive Committee for fighting far-right extremism and racism, which met in May 2020 for the first time and published a Federal Government's subsidy report to set an agenda.³

Next to concrete measurements in legislation (e.g. law against online hate speech, protection of endangered persons or tightening gun laws) the German Government wants to expand research activities like the project "Demokratiebildung in Deutschland" which evaluates how political education is implemented in German educational institutions. Planned is also a funding directive to research far-right extremism. Further, a very important part of the government's report is the prevention of extremism and the support of democracy, which is why they underline the importance of civic education. The government aims to create more funding opportunities in this sector. For example, they will provide more positions within the Federal Agency for Civic Education, which supplies many actions, courses or literature.

By the end of the year the Committee aims to elaborate a concrete catalogue of measures. In order to this the government will involve representatives of migrant organisations, civil-society actors and researchers.

Another important aspect of the report is the plan to establish a program for prevention of extremism and democracy support in enterprises. This program will be developed by the Federal Ministry of Economics (BMWi) and the Federal Ministry of Labour and Social Affairs (BMAS).

² <https://www.bmfsfj.de/blob/109002/5278d578ff8c59a19d4bef9fe4c034d8/strategie-der-bundesregierung-zur-extremismuspraevention-und-demokratiefoerderung-data.pdf>

³ <https://www.bmfsfj.de/bmfsfj/aktuelles/alle-meldungen/kabinettsausschuss-zur-bekaempfung-von-rechtsextremismus-und-rassismus/155854>

Especially above mentioned program is interesting for our *#GetInvolved* project. The Federation of German Trade Unions (DGB) welcomed this strategy and commented the proposal of the German Government for preventing extremism and democracy support.⁴ The trade unions as representations of employees confirm the existence of structural discrimination at work and underline the urgency of action, as the discrimination was increasing during the last years. Also the DGB underlines the importance of the working world and demands to develop measurements that focus on this field of action. The working world is crucial for the cohabitation in general – strengthening democracy here will strengthen it also within our society. In order to demolish the existing and discriminating structures the DGB emphasizes its demand to include the participation possibilities. Further, they put the Vocational Educational Training (VET) into focus and demand to make more space for civic education in the VET-Curricula. Here it is important not only to teach about the theory of our political system but also to empower the students to actively take part in our society. Summarising the statement of the DGB we can conclude that the results of our *#GetInvolved* project meets perfectly their published claims. Especially because our project is directed to the working world and aims to empower the target groups in active civic participation such as to increase their democratic awareness.

Programs by the German government

As mentioned initially the German government undertakes different measures, which are bound to different departments. Within the strategy for prevention of extremism and democracy support are listed all measures under the individual departments.⁵ The measurements are listed in different action fields and have different target groups. Some are direct to actors in the public entities. At this point we present just a selection of those measure, which correspond the most with our project objectives.

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https://www.google.com/url?sa=t&rct=j&q=&esc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjPr-2Tq_rsAhUGsaQKHUgCDs4OFjABegQICxAC&url=https%3A%2F%2Fwww.dgb.de%2F%2B%2Bco%2B%2B369800a0-e2cb-11ea-ac7e-001a4a160123%2FBekaempfung-von-Rechtsextremismus-und-Rassismus-in-der-Bundesrepublik.pdf&usg=AOvVaw3QNETcuwexip_TlUy3SepY

⁵ <https://www.bmfsfj.de/blob/109002/5278d578ff8c59a19d4bef9fe4c034d8/strategie-der-bundesregierung-zur-extremismuspraevention-und-demokratiefoerderung-data.pdf>



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Department	Program	About
BMFSFJ	Demokratie leben!	The program has three fields of actions: democracy support, diversity and extremism prevention. It supports different parts. Democratic partnerships (here communities and regions can apply), Democracy Centres in the regions (Bundesländer), competence centres and networks and finally individual model projects. The program is accompanied by a scientific evaluation. www.demokratie-leben.de
BMI	Zusammenhalt durch Teilhabe	The program supports civic engagement and democratic actions and trains "Demokratie Trainer" who sensitizes their own institutions. The program exists since 2010 and contains 12 million Euro per year. https://www.zusammenhalt-durch-teilhabe.de/
BMFSFJ	Menschen stärken Menschen	Mentorship program. Funded are institution of civic engagement, which are organising mentorships. These mentorships are vary in topics.
BMBF	Demokratisch Handeln	Competition which supports democratic project of students and youth. It does not fund with money, winner will be presented in an exhibition and invited to a special workshop on democracy www.demokratisch-handeln.de

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Federal Government Commissioner for Culture and Media (BKM)	Different initiatives funding projects about cultural education	Individual projects, exhibitions & workshops regarding the topic of national socialism, support of information material for children regarding history, media competences, social and democratic competences https://www.bundesregierung.de/breg-de/bundesregierung/staatsministerin-fuer-kultur-und-medien/service/antraege-und-formulare
BMI	Federal Agency of Civic Education	The agency holds workshops, builds consulting councils, publishes material and funds associations for civic education www.bpb.de
BMI/ Federal Agency of Civic Education	Bündnis für Demokratie und Toleranz	The program certifies projects of civil engagements, functions as consulting platform for association and collects and researches data and topics to give impulse on public agendas. https://www.buendnis-toleranz.de/
Federal Ministry of Foreign Affairs		International projects for international understanding and reconciliation.



Regarding the above mentioned policy initiatives we would like to point out the competence network for democracy support in VET, which is funded by the program "Demokratie leben" (*Living democracy*). The network will be good multiplier for the results of the *#GetInvolved* project.

<https://www.demokratie-leben.de/projekte-expertise/kompetenzzentren-und-netzwerke/kompetenznetzwerk-demokratiefoerderung-in-der-beruflichen-bildung>

<https://www.dgb-bildungswerk.de/jugendbildung/das-kompetenznetzwerk-demokratiefoerderung-der-beruflichen-bildung>

2. Examination of existing VET programs:

- Are topics like democracy already part of the training programs?
- Are there antidiscrimination parts in it?
- Are there participation opportunities for the students?
- Are there special trainings for the teaching and training staff?

Didactics of citizenship education at vocational schools in Germany is a broad and heterogeneous field. In the following, we mainly refer to the work of Anja Besand (2014)⁶ and Bettina Zurstrassen (2019; 2012)⁷. The range of the field is clear from the fact that the number of students with 2.5 million in vocational schools exceeds more than a third of all secondary schools and also the number of students of grammar schools (Gymnasien). At the same time, the range results of the heterogeneity:

Regional: Each federal state has its own curriculum of citizenship education, in which not only the class is called different and has been merged with various other classes, especially economics, but also different learning goals and paths are specified. Often the parts of citizenship education are not part of the exams. So if a teacher understandably pursues the goal of leading his /

⁶ Besand, Anja 2014: Monitor politische Bildung an beruflichen Schulen. Bonn.

⁷ Zurstrassen, Bettina 2012: Politisches Lernen in der beruflichen Bildung. In: Bundeszentrale für politische Bildung: Auch das berufliche ist politisch. Bonn, S. 9-31.

Zurstrassen, Bettina 2019: Auch das Berufliche ist politisch: Zum Zusammenhang von politischer Sozialisation und beruflichem Lernen.
file:///C:/Users/malte/AppData/Local/Temp/2019_11_04_Beitrug_zum_Vortrag_Zurstrassen_PDF_Downloadversion.pdf

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her students to the best possible degree, this situation forces to put the questions of a broader citizenship education aside.

Forms: Mostly, when we think of vocational training in Germany, we think of the dual training system. However, the purely school-based training programs also plays a large and underestimated role within vocational training. From a didactic point of view, citizenship education at vocational schools stands between the chairs of didactics in political education and adult education - although it is often neglected in both. This is also due to the fact that the VET includes the I-VET (Initial Vocational Education and Training), i.e. the vocational school, as well as the C-VET (Continuing VET), i.e. advanced training and so on. In relation to the latter, the trade unions should be mentioned in particular, as they offer a diverse and critical range of training and education opportunities for citizenship education.

Lack of participation: In general, not VET schools, the opportunities to participate in the – in the best case – democratic structures of the school, represent an important pillar for citizenship education in order to bring students closer to democratic procedures, engagement and participation. These structures are often barely available at vocational schools, because on the one hand they are difficult to implement due to the different role of the school in the dual training system and the short length of stay of the students, and on the other hand they are often not actively promoted due to a lack of resources.

Target groups: In contrast to general education schools, there are very different target groups depending on the professional field. A differentiated approach appears to be clearly necessary. Despite this necessity, the heterogeneity tends to overburden the didactic discussion. The already resource-poor field of didactics of citizenship education for vocational schools cannot do justice to the field - on the contrary, there is a really poor offer of any specific learning material for citizenship education for vocational schools. Often, a deficit perspective on vocational school students also dominates, who are assumed to be disproportionately disaffected with politics (“politikverdrossen”); this has already been refuted in some empirical studies.

Teaching methodology (“Fachdidaktik”): Citizenship education at vocational schools is often disproportionately taught by teachers without any specific education on didactics of citizenship education. In addition, there are hardly any specific didactics of citizenship education for vocational schools at universities - both in teacher training and in research, conception and material development. This is also related to the fact that the academic field of citizenship education places a clear focus on general education schools (“allgemeinbildende Schulen”). It is true that since the 1980s at the latest (see



Weinbrenner 1992 as an example) the specifics of political didactics in vocational training have been considered; here, an understanding of political education at vocational schools took its starting point, which brought together the vocational principles of work and occupation and the general citizenship didactic principles of situation and problem analysis. The aim here was to make professional experiences understandable in their political dimension. But despite the reforms since the 1990s, which operate under the heading of learning field orientation, the reality has lagged far behind this claim to this day.

Against the background of the problems outlined here in the field of citizenship education at vocational schools, it can be assumed that a more general analysis of social inequality and forms of discrimination as well as learning about participation and engagement is neglected in the classes of the vocational school. GetInvolved can offer an important component here to initiate exactly this.



3. Existing competitions?

- Collect existing competitions regarding the topic democracy (Antidiscrimination, diversity, participation possibilities etc.)
- Collect existing labels

Name of material	Resource	Content
„Dein Gesicht für Demokratie“ Banner-Aktion-Projekt zum „48h“ Kultur-Event	https://nrweltoffen-solingen.de/dein-gesicht-fuer-demokratie-banner-aktion-projekt-zum-48-h-kultur	Portrait photos of people who profess democracy with their faces. Photos are printed on 5x2 meter banners and hung in the city
Charta der Vielfalt für Diversity in der Arbeitswelt Challenge 2020 -21	https://www.diversity-challenge.de/	Since 2018 the nationwide unique competition for young employees on the topic of diversity.
demokratisch handeln	https://www.demokratisch-handeln.de/projektdatenbank/projekt/343	Shaping schools democratically
Bundesministerium für Bildung und Forschung	https://www.bmbf.de/de/wettbewerb-demokratisch-handeln-891.html	The Democratic Action Competition is a promotional program for young people and schools. He wants to strengthen democratic attitudes and democratic culture in the daily life of school and youth work.
Antidiskriminierungsstelle des Bundes und Cornelsen Verlag	https://www.fair-at-school.de/2021/aufgabe	Prevent discrimination, strengthen diversity and equal opportunities – promoting these values in education is the objective of the fair@school competition – schools against discrimination. The anti-discrimination agency of the Federal Government and the Cornelsen Verlag are awarding the competition to exemplary school projects that promote successful cooperation.

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DGB Jugend- Gemeinsam gewinnen- Projekttag Demokratie	www.berufsschultour.de	Three project days Democracy and participation
Landeszentrale für politische Bildung	https://www.lpb-bw.de/projekt-laeuftbeidir	Project on value-oriented democracy formation, with the aim of strengthening democratic powers of action, such as empathy, self-reflection, language and conflict skills and the ability to change perspectives.
Schule ohne Rassismus	https://www.schule-ohne-rassismus.org/mitmachen/courage-schule-werden/	Label and self-commitment of schools
Mitwirken	https://www.jetzt-mitwirken.de/	Hertie Stiftung

4. Already existing trainings and workshop methods

- Diversity training, training in human rights, antidiscrimination, democratic structures etc.
- Collect existing training methods
- Pro & cons
- What is usable

Name of material	Resource	Content	Pro/Con
methodology toolbox: "Vielfalt in der Ausbildung"	https://www.fbb.de/fileadmin/Projekte/ADL/2018-fbb-methodenkoffer--Demokratieleben_final_zumUpload.pdf	methodology toolbox for teachers and trainers of VET	Well-structured by training sessions with a broad spectrum of themes like: sexism, racism, 'group-focused enmity' etc. Glossaries of concepts/definitions and support measures and network partners. Available just online
Virtual toolbox with methods against anti-Semitism: "Malmad"	https://www.malmd.de/metoden	methods and materials for anti-Semitism prevention sorted by topic, age and duration	very specific Available just online and with E-mail registration (for free)

Diversity Training: "Perspektivwechsel"	https://www.zwst-perspektivwechsel.de/seminarbeispiele	Training for multiplier. Reflection on one's own prejudices	For free and throughout Germany Reflexion of own Biographies Anti-bias training
Anti-Semitism Training: "Kompetent und konsequent gegen Antisemitismus"	https://www.sabra-jgd.de/fortbildungsreihe-2022	Empowerment training for teachers against Antisemitism	Series of six different seminars, which can be attended individually or in a complementary way
Exercise Manual for Peer Education: "Was ist dir eigentlich wichtig...?"	https://www.mobile-beratung-gegen-rechts.de/fileadmin/inhalte/bilder/materialien/TANDEM-NRW_Was-ist-dir-eigentlich-wichtig_Lese-Ansicht.pdf	Guideline for the conception of civic-education Workshops for young Peer-Trainer.	Divided into beginners and advanced Themes: discrimination, prejudices, migration and displace. Prevention of right-wing extremism and promotion of democratic values.
„Baustein zur nicht-rassistischen Bildungsarbeit“	http://baustein.dgb-bwt.de/Inhalt/index.html	Index of activities for non-racist educational work	Well-structured and good-founded
Seminars about Prevention of racism, violence and harassment	https://www.aulbi.de/jugend-schule/projekte/	Seminare im Bereich Rassismus-, Gewalt- und Mobbingprävention	High adaptability to the organisations, where the seminars are offered.

Handbook "KiWi"	https://www.care.de/media/websitedateien/projekte-in-deutschland/materialeseite/kiwi-materialien/KIWI-Handbuch/kiwi-handbuch-2020.pdf	Teaching methods for educators on the topics of culture, values, identity, violence and conflict, togetherness and shaping the future.	Target group are children and teenagers
Materials "Dissens"	https://www.dissens.de/materialien	Series of methods, books, academic papers, websites, podcasts, Videos etc. on following topics: gender equality, violence and prevention, intersectionality and gender-reflective prevention of neo-Nazism and anti-feminism.	Specific materials for adult education
Tools and resources "Peerthink"	http://www.peerthink.eu/peerthink/images/stories/090814-manual-english-sb.pdf	European project (daphne) Peerthink-Tools and resources for an intersectional prevention of Peer violence.	For teachers, trainers, educators and peers. The whole manual is available in English.
"Datenbank: Planspiele in der politischen Bildung"	https://www.bpb.de/lernen/angebote/planspiele/datenbank-planspiele/	Database for experimental planning games for civic education	Action-oriented teaching and learning methods. Several Themes: xenophobia, Migration, from local to international politics, society etc. Filter also by groups