Human Rights Education in German Schools and Post-Secondary Institutions: Results of a Study

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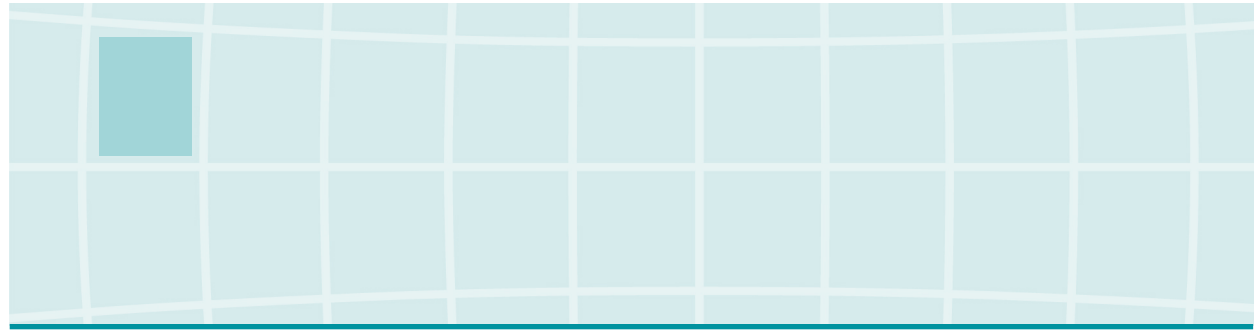E-mail: info@hrea.org
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Abstract

In 1980 the German Kultusministerkonferenz issued recommendations for the integration of human rights education in primary and secondary schools. In Germany primary and secondary education, higher education and research are not a responsibility of the federal government yet are subject to state policy. The respective state ministers and senators are united by the standing Kultusministerkonferenz, which serves as a forum for discussion and cooperation. This paper evaluates the application of these recommendations based on a study conducted in 43 schools, most of the UNESCO Associated Schools, with a total of 144 teachers and 2824 students. It covers the Recommendations in all their aspects – the content objectives, the methods used, the holistic approach to human rights education appealing to students' minds, emotions and actions as well as results and consequences – and it also correlates human rights education practice with socio-demographic variables. The findings show that while the UNESCO schools are more actively engaged in human rights education, their students do not have more knowledge of human rights than those in regular schools. The data also show that students who are emotionally involved in the subject and learn through emotion-oriented methods are inclined to become active for human rights. Moreover, human rights topics that can be approached from an affective angle are more likely to have an effect on students' behavior and effective human rights education.

Table of Contents

I. Introduction[1]

In 1980, the German Kultusministerkonferenz (KMK) issued Recommendations for the integration of human rights education in primary and secondary schools. This study evaluates the application of these recommendations and based on a study named "UNESCO-Associated Project Schools (ASP) and Human Rights Education". This paper starts out with a short presentation of the role of value-oriented education in prevention. It then discusses the definition and the purpose of human rights education. The main part of this paper consists of a presentation of the study, including the design, items and methodology as well as the main findings.

1   Dr. Lothar Müller (Dipl. Päd. Dipl. Psych.) is Assistant Professor in the Department of School Pedagogy at the University of Trier. He is involved in teacher training for high schools and Realschulen (a type of vocational school). He volunteers as a speaker for the human rights education coordination group at Amnesty International Germany. In this capacity he is in volved in the continuing education of teachers in the subject of human rights. Many thanks go to Julika Bake for her excellent editing of the English version of this paper. Avital Rabin is gratefully acknowledged for translating the original summary of this research study from German into English. A longer version of this paper was originally published in German in the Occasional Working Paper Series of the Working Group on Human Rights at the University of Trier. It is available at http://www.politik.uni-trier.de/forschung/agmr/6.pdf. The full study is available (in German) in HREA's on-line Human Rights Education Library: http://www.hrea.org/erc/Library.

II. Education as a Means of Prevention

Given the discrepancy between the legal status and the reality of human rights, it is obviously insufficient to merely legitimize human rights at the institutional level with the intention to permanently ward off human rights violations. History teaches us that apart from its political and legal bases, human rights require a stable social value system to guarantee their de facto implementation. Consequently, this means that without a truly stable basis of common values shared by the community, without a common awareness of the importance of human rights and a readiness to intervene when they are endangered, any collective value system will sooner or later collapse.

Speaking about (the value of) democracy, Greven points out that "cognitive, emotional, and action-oriented conscience elements" are necessary to uphold a stable democratic society. A parallel argument can be made regarding human rights. As long as human rights merely represent an abstract value system or a judicial concept norm but their true meaning is not known, palpable, or relevant to a large part of the world population, they remain vulnerable to challenges.

There is a consensus that education and teaching can, at least to some extent, bridge the gap between abstract value systems on the one hand

and a person's conscience and actions on the other hand. This is also reflected in the Universal Declaration of Human Rights, which demanded in its preamble "to encourage the respect of these rights trough education and training". However, only since the 1980s and 1990s has the concept of human rights gained wide public attention and found its way into general policy and formal education curricula. At the international level, the UN, and in particular the Office of the High Commissioner for Human Rights, and UNESCO, are leaders in this area. The most recent recommendations regarding human rights education can be found in the "World Action Plan for

for the Education and Training in the Areas of Human Rights and Democracy" from Montreal 1993 as well as in the declarations issued by the 2001 World Conference Against Racism at Durban. The UN Decade for Human Rights Education (1995-2004) and it successor the World Program for Human Rights Education (2005-ongoing) further fostered the advancement of human rights education.

In Germany, the Kultusministerkonferenz (KMK) with its 1980 "Recommendation to Encourage Human Rights Education at School" has a pioneer in advancing human rights education in formal schooling curricula. It was the first policy recommendation that called for the integration of human rights education in primary and secondary school curricula. Included in it were content objectives, educational goals and the call for a holistic approach, as can be seen in the excerpt presented in the right sidebar. Human rights education should motivate students to defend and argue for human rights, including the rights of others. It should not be limited to the imparting of knowledge, but has to involve emotional and action-oriented elements. Students should experience and respect human rights in their daily school life.

The current study evaluates the recommendations in all their aspects – the content objectives, the holistic approach appealing to students' minds, emotions and actions, as well as the actual results and consequences of human rights education in students' personal behavior. It portrays human rights educational practice including the methods used and the contents addressed. It also presents data that correlate human rights education practice and teachers' and students' views on it with socio-demographic variables and school characteristics. Finally, this paper presents the main results regarding the knowledge, emotions and actions of German students in human rights and findings on the teachers' perspectives on human rights education.

Excerpts from the KMK 1980 "Recommendation to Encourage Human Rights Education at School"

According to the Recommendation, human rights education should convey skills & insights on:

- The historical development of human rights and their importance today;

- The relation of political and social rights in the German constitutions and in international conventions;

- The different interpretations and realization of human rights in different political systems and cultures;

- The importance of international cooperation for the realization of human rights and world peace;

- The extent and the social, economic and political reasons for human rights violations worldwide.

III. What is Human Rights Education

3.1. Illustration of Approaches

The following hypothetical conversation between three teachers illustrates three different approaches to human rights education.

Mr. Schmitz, Ms. Meyer, and Ms. Peters are debating whether human rights should be addressed the next school day.

Mr. Schmitz: I feel that in light of the 60th anniversary of the Universal Declaration of Human Rights we should definitely offer something about the subject – perhaps a project week? We could work on it during the school day.

Ms. Meyer: Oh no, not again! Last year we did a project week on hunger in developing countries. I'd rather participate in "Youth Researchers" [a German initiative that encourages research by students] this year.

Ms. Peters: I agree. I feel that the newly organized student representative body is doing a pretty good job representing children's rights. I have an idea for "Youth researchers", too.

Mr. Schmitz: Wait a minute – we haven't really worked on human rights even once in the last five years since I started working in this school. If I asked someone about it, they probably wouldn't be able to answer me.

Ms. Meyer: That's not true. You don't have to know all human rights in order to be a good person. I think our project about malnourishment has certainly contributed to the respect of human rights.

Ms. Peters: And besides, there has been a real change in the atmosphere in our school since then. I feel that this issue would not be necessary at this point.

As we can see, every participant in this conversation addresses a relevant aspect of human rights. Mr. Schmitz is interested in explicitly addressing human rights. He directly relates to the Universal Declaration of Human Rights and asks whether someone at the school could say something about human rights.

Ms. Meyer, on the other hand, considers content-related knowledge of human rights less through explicit knowledge of human rights-related documents and articles but rather through knowledge of related issue areas. Hence, she immediately associates last year's school project on malnourishment with human rights. Even though the right to life (article 1) and the right to food (article 25) were not directly named, they were addressed according to her interpretation.

Ms. Peters, on the other hand, makes the connection to the concrete situation at the school. The newly organized student representative body and the improved atmosphere are seen by her as proof of a guarantee for coexistence under the aegis of human rights. If someone were to ask her whether she believes that human rights education plays a role at her school, she would probably say yes, even though human rights per se have never been addressed either explicitly or implicitly.

3.2. Characteristics of Human Rights Education

The aim of the example was to illustrate in how many different ways human rights education (HRE) can be perceived and approached. It is often determined by content (the conventions, particular rights in students' own lives, human rights violations), but can also be categorized by educational aims or didactic approach. While the common categorization of HRE as cognitive, emotional and/or action-oriented is made in regard to educational aims, in this study the following distinction is used for HOW human rights are addressed in the classroom:

- Explicit human rights education – Human rights "canon"

- Implicit human rights education – Focus on human rights problems

- Education in the spirit of human rights – Human rights in social relations and actions

Explicit human rights education – Human rights canon

Explicit human rights education designates pedagogical treatment of human rights with explicit inclusion of the Universal Declaration of Human Rights (1948), its historical roots as well as subsequently developed treaties, resolutions, and recommendations. It is an explicit offer to adopt human rights values and encourages students to spread the idea of, and the respect for, human rights.

Implicit human rights education – Focus on human rights problems

Implicit human rights education designates pedagogical treatment of human dignity and the resulting etiquette without explicitly addressing the Universal Declaration of Human Rights and treaties, resolutions, and recommendations derived from it. It offers implicitly to adopt human rights values and encourages students to act to protect human rights.

Education in the spirit of human rights – Human rights in social relations and actions

Education in the spirit of human rights designates pedagogical interaction with individuals in the spirit of human rights, that is, in the context of respect for human dignity. Again, it is an implicit offer to adopt human rights values. It encourages students to interact in the spirit of human rights.

	Explicit HRE/human rights canon	Implicit HRE/human rights problems	Human rights in social relations/actions
Cognitive educational aims	Human rights as content	Aspects of human dignity as content	Communicating procedures and ways to interact that respect human rights
Emotional aims	Human rights values are explicit	Human rights values are implicit	Human rights values are implicit
Action-oriented aims	Encouragement to spread the idea of and respect for human rights	Encouragement to act to protect human rights	Encouragement to interact with each other in the spirit of human rights

3.3. Learning Goals of Human Rights Education

The above mentioned distinction between cognitive, emotional, and action-oriented learning can help structure the goals mentioned by relevant literature. Nearly all definitions of the learning objectives of human rights education include these three levels.

At the cognitive level, the goal is to impart information that is as comprehensive as possible on relevant subjects. This also includes the human rights canon itself. Beyond the canon itself this can include legal scenarios that can result from the application of the canon with regards to relevant institutions; background information on countries and regimes; philosophical, historical, and political issues, etc. At the emotional level, students should develop empathy for those affected by human rights violations; joy in engagement for human rights; and/or empathy-based value systems. Finally, at the action level, students should develop skills and abilities that can empower them to become actively involved in human rights protection.

At the emotional level, students should develop empathy for those affected by human rights violations; joy in engagement for human rights; and/or empathy-based value systems.

IV. Results of the Study

The study "UNESCO Associated Schools Project (ASP) schools and Human Rights Education" entailed a country-wide investigation of the conditions, goals, methods, and effects of human rights education in German schools. A total of 43 schools of all types were surveyed. Thirty six out of the participating schools were UNESCO ASP schools that are committed to devote particular attention to UNESCO's goals and mission and thus to emphasize intercultural education, environmental awareness, and HREA.

4.1. Design of the Study

On the occasion of the 50th anniversary of the Universal Declaration of Human Rights in 1998, UNESCO ASP schools – in addition to their usual human rights related activities – organized numerous campaigns, project days and class instruction units on human rights. It was thus an appropriate moment to examine human rights education in practice.

The collection of data was organized in several steps. After the required approval by the proper state ministries, a draft survey was developed and sent to the regional (state level) coordinators of the UNESCO ASP schools. Several items for the main study were derived from the results and three different questionnaires were designed:

one for students between the age of 10 and 14, one for teachers. The first draft of the student questionnaire was field tested for comprehensibility, followed by the administration of the main study "UNESCO ASP schools and Human Rights Education" including all three questionnaires. Together with an introductory letter that explained the research, the forms were sent to 85 UNESCO ASP schools, 36 of which participated (= 42% response rate). The main aim of the study was the description of human rights education at UNESCO ASP schools, yet in order to be able to test some differential hypotheses, the schools were asked to forward the questionnaires to a non-UNESCO ASP school similar to themselves.

Seven non-UNESCO ASP schools agreed and participated, serving as a quasi-experimental control group. Therefore, the study surveyed 43 schools of all types and yielded a total of 2,824 questionnaires. All 2,824 student questionnaires were evaluated quantitatively and the open-ended data from a representative sample of 245 were analyzed qualitatively. The qualitative data from all 144 teachers' questionnaires were evaluated.

4.2. Analytic Approaches

The "UNESCO ASP Schools and Human Rights Education" study addressed a wide range of questions regarding human rights didactics. To maintain an overview, a classification in categories is helpful. In this case, the complementary terms "descriptive" and "differential" served as meta-categories. Descriptive in this case means to use the obtained data to describe HRE as it is actually practiced in regard to the students, the schools, its contents or the applied methods. The overall goal of the study was to look at the application of the 1980 KMK Recommendations with a focus on a). their call for a holistic approach to human rights education including knowledge, emotion and action-oriented didactics and b). the content-related objectives that were addressed. However, this study concentrated mainly on the former, examining the situation of human rights education in Germany particularly in regard to the didactic approach used.

The second category, differential, means that questions aim to analyze differences in regard to several characteristics. This study looks at different socio-demographic variables such as age, East-West-Germany, and gender. It also uses the data from the seven non-UNESCO ASP schools to compare and test hypotheses about the special status of the UNESCO ASP schools. In comparing UNESCO ASP schools with regular schools, it was examined to what extent the former can empirically be seen as having a stronger emphasis on human rights education. Given the 50th anniversary of the Universal Declaration of Human Rights in 1998, the assumption was that there would be a stronger emphasis placed on human rights education in the school year just prior

to the study. Moreover, the UNESCO schools are supposed to have access to different resources such as teaching material and training.

4.3. Methodology

The research questions are grouped into five thematic blocks: the school, the teacher, the students, the contents of HRE, and methods of HRE. The research was carried out through the administration of three surveys: one for students ages 10-14, one for students ages 15-19 and one for teachers. The questions in all three were mostly congruent.

The students' questionnaires included 63 questions (for age 10-14) and 68 questions (for age 15-19) and were grouped as follows:

- Questions about your school
- Questions about you
- Questions about human rights education at your school

The teachers' questionnaire comprised 108 questions organized in the following sections:

- Questions about your school
- Questions about you
- Questions about your students
- Questions about Human rights education at your school

For each section descriptive and differential items were developed. For example, regarding the methods used in human rights education, the 1980 KMK Recommendations called for a holistic approach, pointing out the importance of the institutionalization of human rights in a school's daily life and student-teacher-relations in addition to treating human rights as a class subject. The assumption was that different goals in human rights education can be achieved with different methods. To motivate students to act action-oriented methods are more suitable, while knowledge-centered methods are more suitable to generate knowledge.

A descriptive item in this case would be: which methods do the participating teachers find especially important and which do they dissuade from? The question was asked like this with pre-determined answers that teachers were asked to agree to on a four-stage scale. A differential question, on the other hand, would be whether there were any differences in preferences or rejection of certain methods between teachers at UNESCO ASP schools and regular schools and whether there were links between a preference of certain methods and other teacher-related variables.

4.4. Findings

In this section first the findings comparing UNESCO ASP schools with regular schools in their human rights education activities are presented; subsequently the findings with regard to the students, their knowledge of human rights, their emotional involvement and their disposition to act on human rights. This is followed by an analysis of the teachers' perspective, their personal knowledge of human rights as well as their view on their students' and on the pedagogy they apply when teaching.

4.4.1. UNESCO vs. Regular Schools

The UNESCO project schools developed a remarkable potential of human rights education planning and implementation in the years 1998 and 1999. The recorded activities represented a remarkable variety and intensity of school-initiated efforts at realizing human rights education. Human rights are addressed more often and more intensively at UNESCO project schools than at regular schools. Activities ranged from special emphasis on human rights in classes such as civics, political and legal studies, religion/ethics, history and German language and culture) to school-wide events and projects and even international initiatives. The given result constitutes unambiguous proof that inclusion in a network as exemplified by the UNESCO project schools can contribute significant motivation and support to teaching personnel involved in human rights education.

4.4.2. Students
4.4.2.1. Students' Knowledge of Human Rights

The documentation of the implementation of human rights education in UNESCO schools is certainly encouraging for the UNESCO project schools. The study found that over half of all the students (both UNESCO and regular schools) had a general understanding of human rights, with 54,4% indicating they knew much or knew a lot about human rights. However, the difference in the midpoint between students attending UNESCO ASP schools ($x_{ups}=3.66$) as well as students attending regular schools ($x_{vs}=3.46$) was highly significant. This suggests that the human rights knowledge was higher in UNESCO project schools, based upon students' subjective, self-reporting of their knowledge levels. Students (and teachers) were asked to demonstrate their knowledge of human rights. In regards to this objective criterion, students on average could name elements from fewer than three articles ($x=2.8$) of the Universal Declaration of Human Rights. This result could probably have been achieved without formal training, but rather through informal learning in the students' general environment or even through guessing. Other indices of human rights knowledge applied within the study showed similar results. When comparing the types of schools, the average knowledge of the students does not differ significantly from each other.

Based on these results, it can be concluded that the higher number of activities at UNESCO ASP schools does not result in a higher level of student knowledge of human rights, as indicated by naming individual human rights. However, when the data are analyzed on the basis of gender, interesting results emerge. Female students' ability to name human rights is significantly higher than that of male students. This may partly be attributed to the fact that female students tended to complete the questionnaires more thoroughly, thus increasing the opportunity to name human rights. However, the possibility that female students actually had higher levels of knowledge of human rights was a finding that was further analyzed in the study.

4.4.2.2. Students' Personal Emotions and Willingness to Act for Human Rights

In the study students were asked to answer questions relating to their personality as well as their personal engagement with human rights. Based on this self-reporting, profiles were established using factor analysis to represent correlations between behavioral patterns and personality traits.
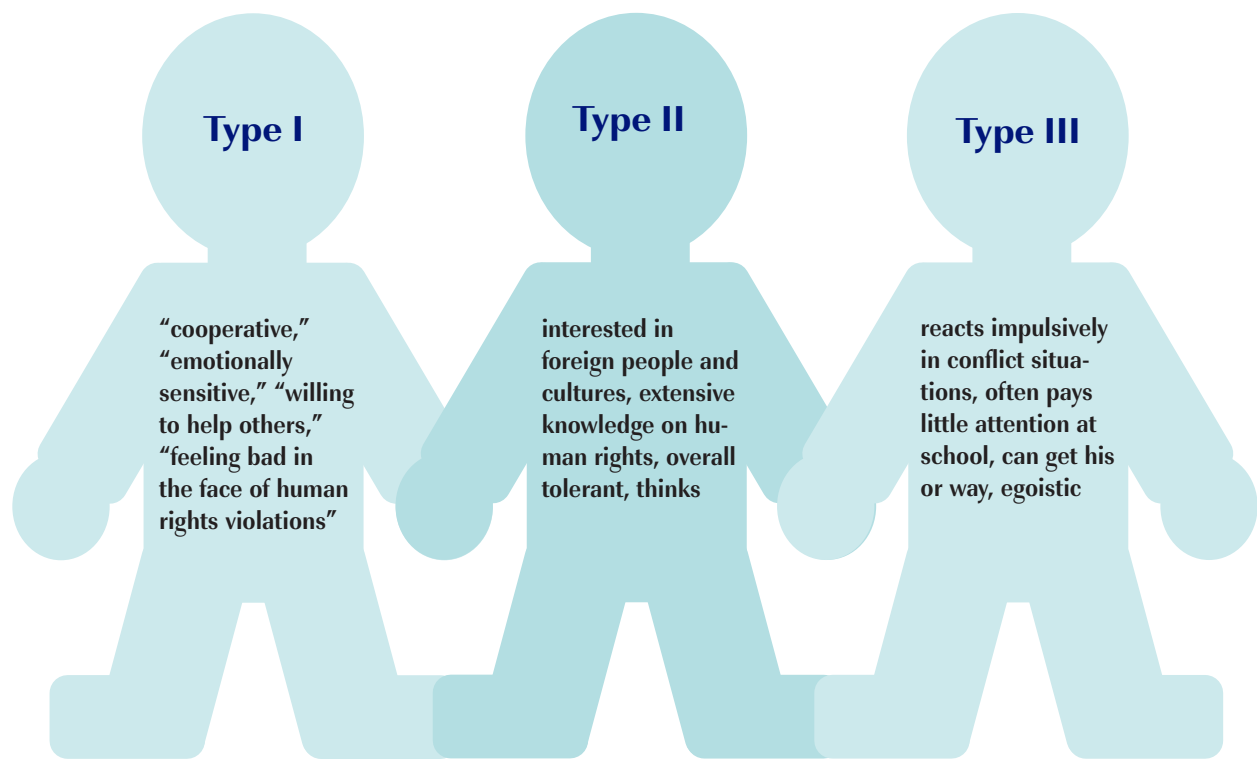
We were able to distinguish between three student personality profiles, which are labeled as "emotionally oriented/social", "rational/skeptical", and "self-concentrated/impulsive". Results indicate that only the first of these profiles, labeled as "emotionally oriented/social", had any predictive value for the degree of personal engagement in human rights.
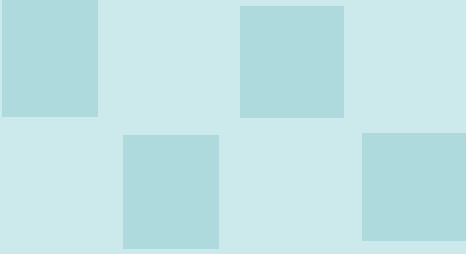
This profile included attributes such as "cooperative", "emotionally sensitive", "willing to help others", "feeling troubled when witnessing human rights violations", "connected to the school", and "actively engaged for human rights".
Indeed, a personality which combines strong emotionality with social orientation towards others is thus expected to be actively involved. Hence, emotionality and empathy towards others would tend to shape actions.
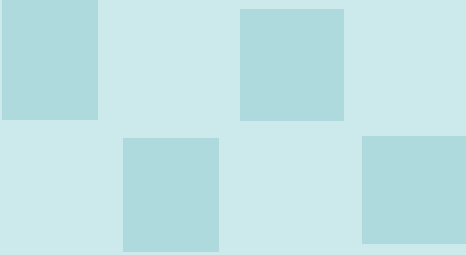
No correlations were found between personal engagement in human rights activities and the two other personality types – rational/skeptical and self-concentrated/impulsive. Hence, it can be concluded that knowledge and critical thinking ability in and by themselves are not sufficient to predict active involvement with human rights-related activities.

Figure 1: The three types of students

Type I

"cooperative," "emotionally sensitive," "willing to help others," "feeling bad in the face of human rights violations"

Type II

interested in foreign people and cultures, extensive knowledge on human rights, overall tolerant, thinks

Type III

reacts impulsively in conflict situations, often pays little attention at school, can get his or way, egoistic

When asked about the source of their human rights knowledge, teaching staff named the media as well as public events attended during leisure time

4.4.3. Teachers
4.4.3.1. Teachers' Knowledge and Training

Teachers were also asked to identify human rights articles that they knew. The results showed that teachers at UNESCO project schools could identify only 5.6 articles on average. When asked about the source of their human rights knowledge, teaching staff named the media as well as public events attended during leisure time. Importantly, the first phase of pedagogical training; student teaching internships; in-service days; and other continuing education opportunities for teaching staff were ranked lowest as a source of knowledge on human rights.

This finding suggests that it is a matter of personal prerogative for teachers to educate themselves on human rights issues. A corollary finding would be that human rights education is thus practiced mainly by teachers who are personally motivated and committed to human rights. These teachers are not numerous enough to produce significant outcomes even at UNESCO project schools, with the exception of students' self-reporting on their level of human rights knowledge.

4.4.3.2. Teachers' Perspectives on Pedagogy of Human Rights Education

The study examined teachers' preferences in relation to methods for teaching human rights, as presented in table 2, see page 16.

Table 2: Human rights education methods: evaluation by teaching personnel

"Which of the following methods have you experienced as being particularly effective?"	Responses (N=144)					
	Disagree (1)	Tend to disagree (2)	Tend to agree (3)	Agree (4)	No personal experience	Average value
Project days/weeks	1	11	37	71	9	3.48
Direct instruction	25	60	26	7	5	2.13
Discussions	0	7	72	48	1	3.32
Role plays, script plays, simulations	4	24	44	38	16	3.05
Action-oriented instruction	0	12	56	51	8	3.33
Interscholastic collaboration	11	25	31	27	29	2.79
Independent activities	5	23	49	37	13	3.04
Creative/artistic activities	4	18	49	34	21	3.08
Class discussion	0	12	66	45	3	3.27
Textbook-related activities	17	52	37	5	12	2.27
Common actions	3	8	54	57	6	3.35
Common-disciplinary instruction	4	16	54	38	15	3.13
Film-related activities	4	24	55	33	12	3.01
Activities involving literary sources	9	31	53	21	14	2.75
Inclusion of outside experts	7	15	37	48	20	3.18

Table 2: Illustrates that methods that tend to lend themselves primarily to satisfying the cognitive aspect of human rights education, such as direct instruction and textbook-based activities, were ranked as less effective. By contrast, the methods judged as most effective were project-based methods that simultaneously addressed emotional and action-oriented aspects. It makes sense that teachers rate as particularly effective those methods that motivate their students to participate, that is, which provide a first impulse for personal engagement. Picking specific content areas may also make a difference for the emotional involvement of the student in the subject. The table below overviews content areas in human rights education. The numbers indicate how often an issue was marked or respectively how many teachers marked it.

Table 3: Content areas of human rights education: Evaluation by teaching staff

"Which of the following content areas have been particularly important?"	Responses (N=144)					
	Disagree (1)	Rather disagree (2)	Rather agree (3)	Agree (4)	No personal experience	Average value
Historical development	8	33	43	26	13	2.79
Current examples of human rights violations	0	0	41	87	4	3.68
Torture/death penalty	0	20	50	50	9	3.25
Refugee issues	2	15	56	51	5	3.26
Universal equality	1	13	54	63	1	3.37
Legal aspects and developments	17	45	38	10	14	2.37
Respect for others' rights	0	5	50	70	1	3.52
Human in rights in personal like	7	29	44	46	3	3.02
Human rights in school	10	24	50	42	4	2.98
Personal involvement opportunites	13	38	53	19	5	2.63
Children's rights	5	13	43	67	3	3.34
UN system	25	47	30	11	14	2.24
Women's rights	8	38	51	25	7	2.76
Tolerance of others	0	3	60	67	1	3.49
Human obligations	6	32	50	33	9	2.91
Human rights in one's country	7	33	58	21	9	2.78
Peacekeeping	9	23	46	44	7	3.02

As can be seen from the table, the following content areas were judged as especially important: "current examples of human rights violations" (x=3.68), "respect for others' rights" (X=3.52), "tolerance of others" (3.49), and "universal equality" (X=3.37). These domains apparently attain their importance thanks to their immediate relationship to students' own life spheres. It may also be the case that these areas would be easier to infuse with "emotionally oriented" instruction. Those domains more amenable to an approach fostering the cognitive domain are, "legal aspects and developments" or the "UN system", which incidentally were ranked as being the least important.

These results suggest that teachers have an overall preference for choosing topics and methodologies likely to be associated with an affective approach to human rights education and the personal involvement of students. The study did not attempt to document actual teaching practice. However, these findings suggest that further research might place a relatively stronger emphasis on students' affective engagement with human rights rather than knowledge acquisition.

4.4.4. Human Rights Education as Seen by Student Teachers

Forty two teacher students as well as 53 students majoring in general education participated in the first study. Except for five participants, all of them had begun their primary education in 1980 or later – that is, after the publication of the ministerial recommendation – and all had obtained the Abitur certificate [German high school diploma]. At the time the study began, the participants had completed an average of three semesters of undergraduate studies at Trier University. These individuals, then, were not a representative sample of their age group since they had completed more than the average number of years of schooling, with an average of two years of postsecondary education.

Let us first address the extent to which the goals established by the 1980 Recommendation have been achieved. The present study involved distributing surveys on which participants could rate on a scale from 1 to 5 the extent to which specific points from the ministerial recommendations applied to them, or were accurate in their opinion. For instance, if the original wording was "discussion of human rights should impart knowledge and insights on the significance on constitutional and human rights" then the survey reworded that statement as "at school I received knowledge and insights on the significance of constitutional and human rights". The results were as follows: survey participants rated the various goals established by the KMK recommendation as ranging from not having been achieved at all to having been somewhat achieved. Further, the results indicate that schools failed particularly to empower students to "become involved in human rights in their personal lives". In addition to inquiring about the goals set forth by the KMK Recommendation, the participants were asked whether they themselves were involved in any form of human rights activism. The rankings in response to this question were the lowest of all – 62.1% of participants indicated they were little or not at all involved in human rights activities. Only every tenth participant reported "some" personal involvement in human rights activism. Given the high selectivity of this specific population sample, we can assume that responses by the participants' age peers from within the general population would present an even bleaker picture. These results coincide with steadily decreasing numbers of volunteer activists at Amnesty International as well as at other organizations.
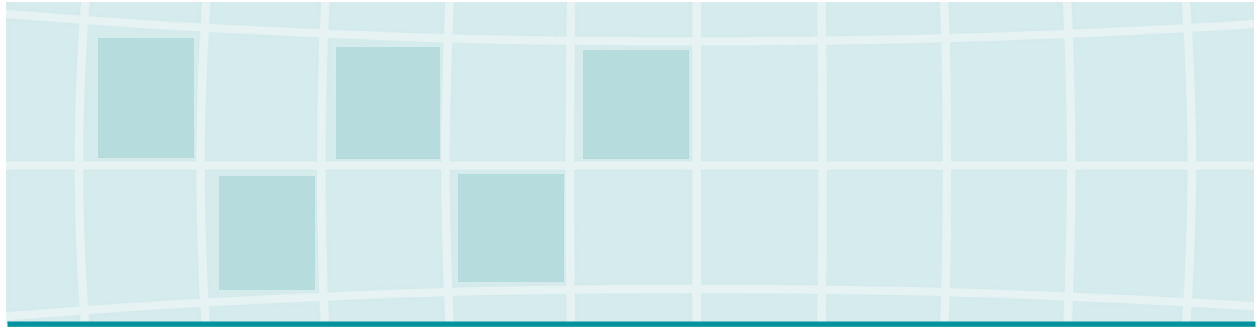
As an indicator of the extent to which the cognitive goals of human rights education have been achieved, basic human rights knowledge seemed an appropriate measure. Participants were asked to spontaneously write down which rights they considered to be part of the human rights canon and/or which rights they knew at all.

Responses were evaluated in a rather broad fashion – if a participant mentioned a concept that is actually mentioned in an article of the Universal Declaration of Human Rights then we judged this concept as being part of the participant's knowledge, even if the concept in question occurred in several articles of the Declaration. In spite of this "generous" evaluation method, the average participant was only able to name concepts from an average of 5.4 human rights articles. The distribution of spontaneously evoked concepts over 30 articles confirms previously obtained results, which indicate that participants mainly mentioned a few civil freedom rights or aspects of article 1 - freedom and equality of rights and dignity.

Let us first address the extent to which the goals established by the 1980 Recommendation have been achieved. The present study involved distributing surveys on which participants could rate on a scale from 1 to 5 the extent to which specific points from the ministerial recommendations applied to them, or were accurate in their opinion. For instance, if the original wording was "discussion of human rights should impart knowledge and insights on the significance on constitutional and human rights" , then the survey reworded that statement as "at school I received knowledge and insights on the significance of constitutional and human rights". The results were as follows: survey participants rated the various goals established by the KMK recommendation as ranging from not having been achieved at all to having been somewhat achieved. Further, the results indicate that schools failed particularly to empower students to "become involved in human rights in their personal lives". In addition to inquiring about the goals set forth by the KMK Recommendation, the participants were asked whether they themselves were involved in any form of human rights activism. The rankings in response to this question were the lowest of all – 62.1% of participants indicated they were little or not at all involved in human rights activities. Only every tenth participant reported "some" personal involvement in human rights activism.

Given the high selectivity of this specific population sample, we can assume that responses by the participants' age peers from within the general population would present an even bleaker picture. These results coincide with steadily decreasing numbers of volunteer activists at Amnesty International as well as at other organizations.

As an indicator of the extent to which the cognitive goals of human rights education have been achieved, basic human rights knowledge seemed an appropriate measure. Participants were asked to spontaneously write down which rights they considered to be part of the human rights canon and/or which rights they knew at all. Responses were evaluated in a rather broad fashion – if a participant mentioned a concept that is actually mentioned in an article of the Universal Declaration of Human Rights then we judged this concept as being part of the participant's knowledge, even if the concept in question occurred in several articles of the Declaration. In spite of this "generous" evaluation method, the average participant was only able to name concepts from an average of 5.4 human rights articles. The distribution of spontaneously evoked concepts over 30 articles confirms previously obtained results, which indicate that participants mainly mentioned a few civil freedom rights or aspects of article 1 - freedom and equality of rights and dignity.
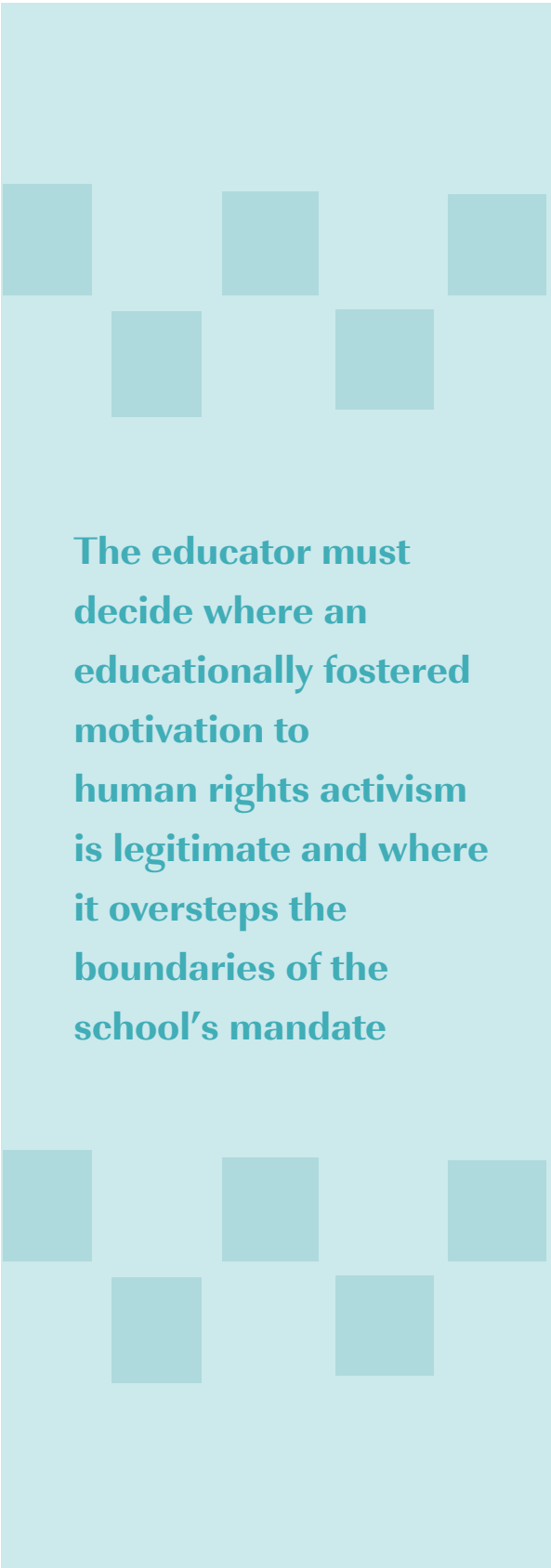
V. Conclusion

What are the ramifications of this finding for the continuing attempts to determine suitable instructional and educational approaches? A clear message may be to organize human rights education so that it explicitly intends to engage student emotionally, through choice of content and methodology. Content and methods might be chosen that appeal to students' emotions and facilitate empathy for victims of human rights violations as well as an emotional-social orientation towards others. In addition, it may be that students will be more likely to become active if specific emotions, such as outrage at human rights violations, are allowed.

Certain teachers and certain human rights activists may feel uncomfortable placing a relatively stronger emphasis on the emotional domain. The demand made of professional educators as well as human rights activist volunteers is to take into account all areas – cognitive, emotional, and action-oriented. There is a conceivable threat of over-emphasis on the emotional side without proper cognitive processing, for instance the graphic depictions of violence could overwhelm students. Ethically motivated self-limitations would prohibit such procedures. The educator must decide where an educationally fostered motivation to human rights activism is legitimate and where it oversteps the boundaries of the school's mandate. The educator must appeal to students' emotional side without instrumentalizing it. He or she must be able to show ways to reflect on emotions, without completely inhibiting engagement through "rationalization".

As this study demonstrates human rights education is not an easy endeavor. Rather, teachers must be intensively trained both in content and in teaching methods in order to succeed. It is for this reason that this paper is entitled "Human Rights Education in German Schools and Post-Secondary Institutions".

Foundations of human rights education should be built as early as the first phase of postsecondary education for teachers. In Trier, for instance, I offer a seminar on human rights education for beginning teachers every four semesters. Content and methods of human rights education as portrayed above are the focus of that seminar. Also, I value the practical experimentation with and evaluation of concrete approaches. This is done by so-called instruction simulations; in these activities, some of the students simulate tenth grade students, while one student enacts the teacher in simulated instruction. The simulated instruction unit then undergoes intensive analysis and evaluation using video clips, surveys, and feedback. Such sessions also constitute important idea generators for future instructional concepts. Unfortunately, there is no curricular basis for this training as it only exists thanks to my interest in the subject. Hence an important step towards more effective human rights education in the future would be the creation of a more formalized implementation of identical or similar human rights education in teacher training institutes.

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