



**Hochschule
für nachhaltige Entwicklung
Eberswalde**

Anti-racism concept of the University for Sustainable Development Eberswalde

2021

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The German version of this anti-racism concept was confirmed by the Presidium on 19.05.2021 and adopted by the Senate on 26.05.2021. The concept was translated into English with DeepL-Pro.

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List of abbreviations

ADS	Federal Anti-Discrimination Agency
AGG	General Equal Treatment Act Higher
AStA	Student Union Executive Committee
BbgHG	Education Act of the State of Brandenburg
BIPoC	Black, Indigenous and People of Colour (see glossary)
GBA	Equality Officer
HNEE	Eberswalde University for Sustainable Development
HoKo	University Communication
KARa	Coordination of anti-racism work
ITSZ	IT Service Centre (IT - Information Technology)

Introduction

In its mission statement and sustainability principles, the Eberswalde University of Applied Sciences (HNEE) is committed to the values of the Basic Law, freedom of research and teaching, diversity of opinions and methods, interpersonal tolerance, solidarity, and social responsibility. In order to coordinate, structure and further develop the many existing initiatives of discrimination-sensitive work as well as new approaches to implementing the principles, a participatory diversity concept was adopted by the Executive Board and the Senate of the (HNEE) in 2017.

An anti-racism concept is now available to complement and deepen the diversity concept. This focuses on discrimination in connection with origin, skin colour, religion, and/or language. As part of the development of the concept, two online surveys were conducted in the summer semester of 2019 on **"International students' experiences of discrimination"** and on **"Employees' need for argumentation training critical of racism"**.

For the HNEE, there is a clear need for action: Not only because the university is committed to internationalisation and actively promotes exchange on a global scale, but also because it is imperative to recognise migration-related heterogeneity as an everyday reality.

The aim of the concept is to establish systematic protection against discrimination at the university. The measures presented below are intended to raise awareness of (unconscious) everyday racism and to promote thinking and acting critical of racism among all university staff. Furthermore, all staff and students should be sure that they are protected from racist discrimination and receive the best possible support and organisation of solidarity in case of incidents. They are strengthened through networking as well as educational offers critical of racism and discrimination in order to escape the feeling of powerlessness and lack of influence and to expand their own scope for action. Furthermore, the concept makes clear the meaningfulness and urgency of institutionalising anti-racism work at the HNEE by continuously filling the position "Coordination of anti-racism work".

1. Clarification of terms: racism, xenophobia, and discrimination

In Germany, it became common to speak of xenophobia early on when people are discriminated against because of their skin colour, ancestry, language, homeland, origin, or religious beliefs. However, the term "xenophobia" does not quite capture the problem. Many of those discriminated against are not "foreigners" or "aliens". Many of them were born in Germany, socialised here, have a German passport, and speak the German language.

Discrimination always goes hand in hand with disadvantaging the persons concerned. The assignment of a person to a group of people in combination with the blanket attribution of corresponding characteristics based on their appearance is racist discrimination. Through the use of terms and categorical attributions that largely originate from the colonial era, forms of (non-)belonging are repeatedly re-/produced.

The fact that racism is often not recognised as such is due, among other things, to the fact that racist acts are not always connected with a malicious intention. Racist classifications are adopted unreflectively due to social conditioning. However, it is not the speaker who decides whether a statement is racist, it is the effect on the person concerned that is decisive.

The common reactions of people to an accusation of racism are explanations such as that it is not meant in a derogatory way, that it is exaggerated political correctness and that the person concerned would react oversensitively and too emotionally. Sometimes the reactions are also hostility or anger, often combined with the rhetorical question: "What is it even allowed to say!" At the same time, those affected are denied their perception, they are made into a problem, their experience of discrimination is personalised and thus played down.

Racial discrimination often takes place in combination with other forms of discrimination (e.g. gender, religion, etc.). In this case, one speaks of intersectionality.

The basis for living together free of racism is the UN International Convention on the Elimination of All Forms of Racial Discrimination (ICERD)¹, the UN Universal Declaration of Human Rights², the European Convention on Human Rights³, Articles 1 and 3 of the Basic Law of the Federal Republic of Germany⁴, the Brandenburg Higher Education Act⁵, the campaign "Weltoffene Hochschulen - gegen Fremdenfeindlichkeit" (Universities open to the world - against xenophobia) of the German Rectors' Conference⁶, the Position Paper on Democracy, Diversity and Tolerance of the Brandenburg Universities⁷, and the mission statement⁸ and sustainability principles⁹ of the Eberswalde University of Applied Sciences.

¹ https://treaties.un.org/Pages/ViewDetails.aspx?src=TREATY&mtdsg_no=IV-2&chapter=4&clang=_en

² <https://www.un.org/depts/german/menschenrechte/aemr.pdf>

³ <https://www.menschenrechtskonvention.eu>

⁴ <https://www.gesetze-im-internet.de/gg/BJNR000010949.html>

⁵ <https://bravors.brandenburg.de/gesetze/bbghg>

⁶ <https://www.hrk.de/weltoffene-hochschulen>

Universities have a duty to avoid discrimination for ethical, moral, legal, and economic reasons.

- **ethical and moral reasons:** Equity is a fundamental principle of sustainable development.
- **Legal reasons:** As a state institution, the university is subject to the requirement of Article 3 of the Basic Law and the AGG, which prohibits any form of discrimination.
- **economic reasons:** Successful study and work at university depends on unrestricted equality of opportunity.

2. The University for Sustainable Development Eberswalde - stock analysis

At the time of the surveys (summer semester 2019), there were approximately 2.200 students registered as university members at HNEE, including 150 international students, 58 professors, 288 employees and 8 trainees.

There is no information on how many German students at the HNEE have a migration background, as such a query in the master data of the students would be discriminatory in itself. The diversity survey from the year 2017 was directed at all students. However, international students hardly took part in this survey. In order to be able to take their perspective more into account in the university's concept, the 2019 survey on experiences of racism was specifically designed for international students and distributed to them. The survey among international students showed that the International Office, the Welcome Centre and the Buddy Team are positively received and very helpful.

Committed students get involved both at the HNEE and in local urban and supra-regional networks to stand up for a solidary and tolerant society. The association Horizonte e.V., founded by the student body, has existed since the early 2000s and is committed to intercultural exchange and the active integration of foreign students. The university group Eberswalde Postkolonial deals with the long-term after-effects of the colonial era. The anti-racism and anti-discrimination department (RADAR) of the AStA supports students and works together with the Equal Opportunities Officer, among others.

However, there is a lack of resources to carry out anti-racism work on an ongoing basis. Especially the prevention offers need permanent processing in order to achieve a sensitisation of the university employees in the long term. The survey has shown by means of individual examples that racism is definitely "everyday life" at the HNEE as well. (See also the original statements in the appendix).

⁷ <https://www.blrk.de/downloads/pdfs/positionspapier-blrk2013.pdf>

⁸ <https://www.hnee.de/de/Hochschule/Portr/Leitbild/Leitbild-der-Hochschule-E1093.htm>

⁹ <https://www.hnee.de/nachhaltigkeitsgrundsuetze>

3. Fields of action, goals, and measures of an anti-racism concept at the HNEE

Experiences from the counselling work, qualitative results of the surveys on experiences of racism and discrimination and the survey on the training needs of HNEE staff form the basis for the fields of action, goals and measures described below.

3.1 Strategy, structure, and institutionalisation

Goals:

The organisational culture and structures at the HNEE promote an understanding of individual, social and cultural diversity as an enrichment and quality feature. Universities as part of society contribute to diversity and democracy building. Members and alumni of the HNEE are aware of this responsibility and role model. They are also sensitive to developments within the university that violate democratic principles. Political extremism, anti-semitism, racism and nationalism have no place at the university. Protection against discrimination is laid down and established in the HNEE mission statement as well as in the service agreements of all employees and lecturers. A code of conduct for the protection against discrimination sensitises all university employees to (in)equality of opportunity with regard to skin colour, language, origin, faith or religion. The establishment of a coordination office for anti-racism work enables the documentation and registration of racist incidents at the university and in Eberswalde and makes discrimination visible in everyday (university) life. Institutional discrimination risks are continuously identified through surveys and monitoring. Checklists from the project "Discrimination-Free Universities", developed by the Federal Anti-Discrimination Agency, are used for this purpose. A position for the coordination of anti-racism work has been established and is continuously staffed. This follows up on the measures related to protection against discrimination and anti-racism at the university in the long term.

Framework conditions and status quo:

Statements on equal opportunities, tolerance and diversity can already be found in the following HNEE documents:

- in the mission statement
- in the sustainability principles
- in the equality and diversity concept
- in the basic order
- in the Higher Education Development Plan
- in the target agreements
- in the Brandenburg universities' position paper on tolerance, diversity, and democracy (2013)

At HNEE Equal Opportunities and Anti-discrimination Officer and two Deputy Equal Opportunities Officers, one Equal Opportunities Officer and one Equal Opportunities Officer work in the field of opportunities Representative for the severely disabled and a coordinator for the family-friendly university. (As of January 2021)

In addition to the above-mentioned functions, these employees also have other duties at the university. In the period from 01.03.2019 to 29.02.2020, the Equal Opportunities Officer was supported by an anti-racism work coordinator who changed her place of residence and work for personal reasons. Since November 2020 until January 2021, an anti-racism work coordinator has been working again. The university is filling this position voluntarily. Despite the demands for an expansion of anti-racism work in the university contract, there is no additional financial support for this in the budget allocation.

Deficit analysis:

- The expansion of the range of tasks towards a racism-sensitive approach is unresolved in terms of personnel and finances (resources, equipment, budget).
- The statements from the student surveys on experiences of discrimination suggest that not all university members and partners recognise migration-related heterogeneity as an everyday reality.
- Furthermore, the statements from the surveys suggest that the understanding of institutional racism can take place in different processes such as access to studies, in the studies themselves, in personnel recruitment, in appointment procedures as well as in the area of university administration.
- In order to promote the internationalisation of the university, further accompanying measures are required at central and decentralised structural levels.

Measures:

Prio- rity	Measure/ Content	Purpose of the measure	Period	Responsible
I	Institutionalisation of the anti-racism work (personnel and financial)	Ensure continuous address inwards and outwards to questions of the racism sensitivity	From 2021	University management, International Office
II	Evaluation of past appeals and recruitment procedures	Review of structural discrimination in appeals procedures	From 2022	Appointment management, Human Resources
II	Reporting, monitoring, and testing procedures	Identifying risks of discrimination, promoting diversity	Ongoing	KARa
II	Documentation and Registration of anti-racist Incidents	Incident analysis, Making visible Discrimination around everyday life	From 2021	KARa
II	Surveys and studies on Discrimination and Experiences of racism	Making experiences visible, Sensitisation, foundation for development of measures	Ongoing, in the 4-year rhythm, if required	KARa

Table 1: Measures in the "Strategy, structure and institutionalisation" field of action

3.2 Networking and engagement

Goals:

Actors at the university who are active in the context of anti-discrimination and anti-racism coordinate their work and develop joint measures for prevention and support for those affected in the university context. The measures are established in the long term and sustainably as a cross-sectional task at the HNEE. Interest groups of persons/groups who are themselves affected by racism are included in this process. In addition, there is active networking with organisations and associations from Eberswalde and the surrounding area. The university acts as a role model for the surrounding urban society and as a co-creator of society.

Framework conditions and status quo:

In its mission statement and with the campaign "Weltoffene Hochschulen - Gegen Fremdenfeindlichkeit" (Open-minded universities - against xenophobia), the HNEE has already clearly committed itself to standing up for a democratic society of values, diversity, and tolerance. The university is committed to a diverse and tolerant society in the city, for example in the *Barnim integration network*, in the *#unteilbar Eberswalde* alliance and in the *network for a tolerant Eberswalde*. It positions itself clearly against racist attacks and also names them, as in the case of a student who was subjected to a right-wing extremist attack in the city. Employees also publicly support those affected in the case of attacks.

Deficit analysis:

- Continuous networking and exchange within the urban society by HNEE employees is unclear in terms of personnel and finances (resources, equipment, budget) and thus only possible on an irregular basis.
- Actors at the university do not work together in firmly institutionalised structures on the topic of anti-discrimination and anti-racism.
- Events, actions, and campaigns on anti-racism take place only irregularly and partly uncoordinated.

Measures:

Prio- rity	Measure/ Content	Purpose of the measure	Period	Responsible
I	Institutionalisation of anti-racism work (personnel and funding)	Ensuring continuous networking, contact person for internal and external initiatives, Coordination of events	From 2021	University Management, International Office
II	Networking and exchange with actors in the city	External impact of the university, cooperation with Actors of the city strengthen	Ongoing	KARa, AStA - RADAR
II	Introduction and establishment of regular formats on anti-racism work at the University	Intra-university networking and exchange between actors of the HNEE, further development of measures, establishment of Anti- discrimination and Anti-racism as a cross-sectional task	From 2021, Ongoing	KARa, International Office, psychological Study guidance, Staff Council, AG Internationalisation, AStA - RADAR, Eberswalde Postcolonial
II	Exchange forum "Thinking Critically of Racism and action"	Thinking critically of racism and action at the Promote university	Continuous, 1 Event per semester	KARa in Cooperation with HoKo
II	Organisation of public Action days and campaigns	Information, education, Prevention and Support for Affected	Ongoing	KARa, AStA - RADAR

Table 2: Measures in the field of action "Networking and Engagement

3.3 Advice and support

Goals:

University members affected by racism, disadvantage, and discrimination will find a contact and counselling point at the university that is known and established in terms of time and place. This supports those affected in their interests and concerns, regardless of whether the incidents take place at the university or outside the university. As a low-threshold initial counselling service, it serves to clarify the situation and the need for counselling and to inform about the possibilities of support and the rights of those affected. The contact and counselling centre at the HNEE also refers people to specialised anti-racism counselling centres, arranges mediation if necessary and accompanies them during complaints procedures. At the same time, peer students and multipliers from teaching and research are strengthened and trained in their function as confidants and supporters through regular further training.

Framework conditions and status quo:

The Office for Equal Opportunities currently provides advice and support in cases of discrimination. Here, the anti-discrimination and equal opportunities officer is available to all university members as a contact person. In the case of racism, the Anti-Racism Work Coordination Office will continue to provide advice and assistance until the end of January 2021. The HNEE's Anti-Racism and Anti-Discrimination Unit (RADAR) supports students who experience or witness discrimination from a peer perspective. In addition, counselling appointments can be arranged with the International Office. Psychological-social counselling (in English) is available through the Studentenwerk Frankfurt/Oder. The free Buddy Programme of the Welcome Centre of the Student Services & International Office supports international students in "arriving" in Germany, including with visits to the authorities. Horizonte e.V. creates formats for meetings and exchange.

Deficit analysis:

- International students and students with a migration background are not always aware of whom they can turn to in the event of an assault or racist discrimination. The short-term staffing of the Anti-Racism Work Coordination Office cannot remedy this shortcoming.
- There are hardly any BIPOC (Black, Indigenous and People of Colour) or people with migration experiences working at the HNEE who could contribute their experiences to the counselling.

Measures:

Prio- rity	Measure/ Content	Purpose of the measure	Period	Responsible
I	Securing the counselling service or referral to counselling services	Ensure continuous support for those affected	Ongoing	KARa, International Office, AStA - RADAR, Student Union
II	Create Anti-discrimination Directive	Orientation for from Discrimination Affected Persons	2021	KARa, GBA, University management
I	Establish transparent and effective complaints procedures	Systematic incident handling and process	2021	KARa, University management
II	Staffing of counselling positions by BIPOC if possible, People with Migration background (Principle of best selection will be considered)	Provide peers to assist those affected, offer counselling on Eye level	2021	Human Resources, KARa
III	Counselling services for educational professionals, Teachers and staff	Raising awareness and strengthening in dealing with racist Discrimination	Ongoing	KARa

Table 3: Measures in the field of action "Counselling and support

3.4 Public relations and information work

Goals:

University members can find a definition of racism and how racism can affect everyday life on the university website. Persons affected by racism can find the contact details of the responsible contact persons at the HNEE there. Information about existing counselling and complaints offices within and outside HNEE is accessible to all. Those affected are supported in speaking about their experiences and taking action against them.

Framework conditions and status quo:

The HNEE provides information about anti-discrimination and the General Equal Treatment Act (AGG) on the website of the Equal Opportunities Office. The Equal Opportunities and Anti-Discrimination Officer as well as the contact person for anti-racism work are presented with contact and picture. Furthermore, visitors to the site receive information on counselling centres. Those affected or observers can report discrimination anonymously or by providing contact details in an online report form. There is also a display case for notices on the city and forest campuses.

Deficit analysis:

- International students and students with a migration background not always aware of the counselling options.
- The website with the relevant counselling services is not easy to find.
- There is no event page that explicitly and collectively informs about current projects and events on the topic of anti-racism, there are hardly any social media activities.

Measures:

Prio- rity	Measure/ Content	Purpose of the measure	Period	Responsible
I	Updated and linked website, social media activity Media	Announcement of the counselling centre, contact persons and Offers/events in the Anti-racism area	Ongoing	KARa in collaboration with HoKo
II	Presentation of offers at introductory events and orientation weeks	Students know what the university has to offer	Ongoing	KARa
II	Posters, flyers, and notices in Departments	Sensitisation and Empowerment, Counselling is available to all University staff	According to need	KARa

Table 4: Measures in the field of action "Public Relations and Information Work

3.5 Prevention, awareness raising and empowerment

Basic goals: Studying, working, researching, and teaching at the HNEE takes place in a racism-sensitive manner. Members of the university are sensitised to the issue of racism, their own prejudice structures and possible approaches to intervention and project an image of a prejudice-conscious university in their everyday activities. They know and live the sustainability principles in which the HNEE commits to the values of the Basic Law, interpersonal tolerance, solidarity, and social responsibility, among others. All university members represent the HNEE as a cosmopolitan university. There are regular lectures, workshops, trainings, and further education for all university members. University members affected by discrimination and racism find opportunities for exchange and empowerment at the university.

3.5.1 Lecturer

Goals:

Teaching staff are the figurehead of the university and, in addition to subject and research knowledge, present an image of an enlightened and open university culture. They contribute to equal opportunities by, among other things, being open to the diverse living circumstances of students. They are equally open to the living and working conditions in the countries of origin of international students and do not devalue them. Furthermore, they are able to react appropriately to racist, inhuman and inequality-based statements made by students during lectures and seminars and to advocate for an open university culture. In this way, they contribute to a critical university culture in which discriminatory structures can be dismantled together in the long term.

Framework conditions and status quo:

The mission statement of the University for Sustainable Development clearly states that "[...] intolerance, xenophobia and racism have no place at [the] university". Individual faculty and staff members are informally engaged in the university and formally in the urban society for a society of diversity and heterogeneity. How the university's mission statement is lived out in the individual departments remains dependent on the commitment of individuals.

Deficit analysis:

- Teachers are sometimes unsure how to react to racist remarks or incidents in courses or with practice partners.
- Individual teachers and students make more or less conscious racist or discriminatory statements.
- Racist statements or actions are not always recognised as such.

Measures:

Prio- rity	Measure/ Content	Purpose of the measure	Period	Responsible
I	Strengthen contact persons (multipliers) in the departments	Dismantling discriminatory and racist structures together	Ongoing	KARa, GBA, International Office
I	Training for teachers (professional handling with heterogeneous, intercultural groups)	Strengthening in dealing with racist or discriminatory Expressions, strengthening intercultural competence	Ongoing, at least one event per year	KARa, GBA, International Office
I	Empowerment training	Empowerment for those affected	If required	KARa, Human Resources
I	Argumentation training against the right (-populism) and right-wing slogans	Strengthening in dealing with racist or discriminatory statements, show attitude	Ongoing, At least one Event per year	KARa
II	Open Source - multilingual information materials	Ensure access and understanding for all	Ongoing	ITSZ (technical), KARa (content)
I	Departmental lecture series*	Department-specific sensitisation	Continuous, one lecture per semester	Departments, in cooperation with KARa

Table 5: Measures in the field of action "Prevention, awareness-raising and empowerment" - teachers

***Departmental lecture series - possible topics:**

- Appropriation of nature conservation/agricultural issues by right-wing extremists (ecology in the New Right)
- The German Forest as an Ideologically Charged Motif
- Effects of colonialism on today's economic system
- Incomparability of race in flora and fauna and humans
- Climate change denial
- Abbreviated critique of capitalism in connection with anti-Semitism
- The settlers of the Anastasia movement in rural areas

3.5.2 Employees

Goals:

There is an open and fundamentally appreciative culture of communication between university members. International and German students and staff are treated equally, as there is a continuous confrontation with (everyday) racism. The migration-related heterogeneity prevalent in Germany is reflected in the student and staff body.

Framework conditions and status quo:

Staff members at the university have very different contacts with international students and colleagues. An understanding for the concerns of international students or reservations and prejudices regarding the competences of international students are differently pronounced among university members and staff.

Deficit analysis:

- Unequal treatment of BIPOC students (e.g. more frequent requests for identification).
- Lack of understanding from staff that international students do not speak German.
- In email communication, relevant information is sometimes sent to all students in German only.

Measures:

Prio- rity	Measure/ Content	Purpose of the measure	Period	Responsible
I	Sensitisation: intercultural trainings, anti-bias trainings, Offers on diversity and Democracy education	Prevention, sensitisation, confrontation with Everyday racism	Ongoing, at least one Event per semester	KARa, Human Resources
I	Empowerment training	Empowerment for those affected	If required	KARa, Human Resources
I	Argumentation training against Right-wing (-populism) and right-wing slogans	Strengthening in dealing with racist or discriminatory statements, show attitude	Ongoing, At least one Event per year	KARa
I	Development of a code of conduct	Common agreement on norms of behaviour and rules for orientation	From 2021	KARa, Sustainability Round Table
II	Sign Code of Conduct with employment contract	Information work, sensitisation, orientation	From 2022	Human Resources

Table 6: Measures in the field of action "Prevention, awareness-raising and empowerment" - Employees

3.5.3 Students

Goals:

Students stand up together for democratic values and actively work for a tolerant and appreciative society. Whether in seminars, lectures, on campus or in their private lives, they show solidarity with people and groups affected by racism and discrimination. They resolutely oppose nationalist-ethnic and anti-democratic ideas. Through their commitment, they create a non-violent, diverse, and open coexistence and strengthen civil society. Students who complete their practical phase in countries of the global South actively deal with colonialism, colonial continuities, power relations, their positioning, and their own privileges. There are regular offers for this discussion.

Framework conditions and status quo:

At HNEE, small groups of students are committed to democratic basic values and against the increasing racism and right-wing extremism in society. They get involved in local networks, organise events related to the fields of study and support BIPOC students in case of racist or discriminatory incidents. The Department for Anti-Discrimination and Anti-Racism (RADAR) of the AStA does prevention work by organising lectures and seminars in cooperation with the university or outside HNEE. The student initiative "Eberswalde Postcolonial" deals with postcolonial structures and the integration of this debate into teaching and research at HNEE. However, there are also individual students who publicly declare their nationalist-folkish, anti-democratic ideas. Students as a whole are dependent on their professors, which in many ways means that the majority do not want to get into a confrontational situation with the teachers. This is especially true for BIPOC students.

Deficit analysis:

- Especially in the case of unconsciously formulated (everyday) racism by teachers or students in lectures, BIPOC students feel left alone by fellow students.
- For BIPOC students, the training offered on dealing with racism and discrimination is not relevant. They need other exchange forums and training.

Measures:

Priority	Measure/ Content	Purpose of the measure	Period	Responsible
I	Strengthen student contact persons in subject areas	Ensure solidarity and Support for affected persons	Ongoing	KARa, International Office
I	Awareness raising: political educational opportunities with thematic focus on antiracism	More mindful and appreciative handling with each other, Sensitisation	A event per semester	KARa, AStA - RADAR
I	Exchange forum "Empowerment Training" for international Students	Create shelters, Networking of Affected people, resources strengthen	Ongoing, According to need	KARa, Student Groups, AStA - RADAR
I	Argumentation training against the Right (-populism) and right-wing slogans	Strengthening in dealing with racist or discriminatory Expressions, showing attitude	Continuous, 1 event per year	KARa, Student Groups, AStA - RADAR
I	Offers for the Dealing with Colonialism and colonial continuities,	Sensitisation, Dealing with own positioning and Privileges	From 2021	KARa (with teachers), Eberswalde Postcolonial
II	Strengthening of student Self-organisations	Encourage multipliers and allies	Ongoing	KARa, AStA - RADAR

Table 7: Measures in the field of action "Prevention, awareness-raising and empowerment" - students

4. Summary

The status quo shows that the HNEE can already demonstrate good approaches and initial results in anchoring protection against discrimination, anti-discrimination, and anti-racism work in the university structure. However, the deficit analyses derived from the surveys also make it clear that discrimination and (everyday) racism occur at the university and are an issue.

The anti-racism concept can be understood as an underpinning and concretisation of the university's diversity concept. Anti-racism, anti-discrimination and protection against discrimination are core topics of a university's diversity management.

The individual fields of action in this concept should not be considered separately from each other but can function as an anti-racism strategy at the university. This should aim to ensure that those affected receive help and support. This includes ensuring knowledge about racism, sensitisation and empowerment among all university staff. Furthermore, the anti-racism concept should make it possible to identify racism, especially institutional racism.

For the implementation of the measures, the financial and personnel institutionalisation of anti-racism work is of great importance.

Glossary

Discrimination

"If people are disadvantaged on the basis of a personal characteristic such as age, gender, origin, etc., this is called discrimination. Discrimination occurs when people with the same characteristics are treated unequally or people with unequal conditions are treated equally. Whether this disadvantage occurs out of thoughtlessness or with intent is irrelevant."¹⁰

Racism

In the classical concept of *racism*, people were divided into "races" that could be demarcated by genetically inheritable characteristics. This was accompanied by a hierarchical division of races. The pseudo-biological ideology made it possible to justify colonialism, slavery, apartheid and, in German history, the crimes of the National Socialists.¹¹

Today, *racism is used to describe the practice of discriminating against, hurting and defaming people "on the basis of*

- Group-related physical characteristics [for example, skin colour, hair colour].
- and/or their ethical or national origin
- and/or certain cultural characteristics [for example, language, religion, lifestyle, names]."¹²

People are not judged according to their personal qualities and abilities, but are divided into supposedly homogeneous groups. The New Right in particular¹³ takes up the concept of the "ethnic groups" to classify and condemn no longer according to biological but now according to cultural differences. The racially discriminated against are given a "supposedly unchangeable cultural identity".

"Racism is the generalised and absolutised valuation of real or fictitious differences for the benefit of the accuser and to the detriment of his victim, used to justify his privileges or his aggressions."¹⁴

PoC - People of Colour

People affected by racism introduced the self-designation "People of Colour" (also "Person of Colour"). Along with the term, PoC draw attention to existing power relations between the majority society and the discriminated minority. It is not only skin colour that is addressed, but also social affiliation. Even if it is sometimes not consciously

¹⁰ Diversity concept of the HNEE (2017), page 3

¹¹ Conceptual history of the term "race" in Cremer, Hendrik (2009), ... und welcher Rasse gehören Sie an?, German Institute for Human Rights, Berlin.

¹² https://www.humanrights.ch/cms/upload/pdf/061123_arbeitsblatt_rassismus.pdf

¹³ Intellectual and political current that refers to the Conservative Revolution of the Weimar Republic. Through an intellectual, public debate in society, a "cultural revolution from the right" is to be advanced.

¹⁴ Memmi, Albert (1987): Rassismus. Frankfurt am Main, p. 164

If this happens, the majority society benefits from racism and members of the minority are disadvantaged by racism (several studies have already caused a furore, proving that schoolchildren with foreign-sounding names are usually graded half a grade lower in the assignment of grades with the same number of errors - example study at the Chair of Educational Psychology, University of Mannheim).

The term "people of colour" has since been expanded to include:

"Black People of Colour (**BPoC**) and

"Black, Indigenous and People of Colour (**BIPoC**).

Extremism

Political extremists reject the democratic constitutional state and work to abolish or restrict democratic elements. For example, they reject the multi-party system and the right to opposition. They think in terms of friend-foe stereotypes and are characterised by a high degree of ideological communication. They often advocate the violent implementation of their ideology and either implement it themselves or encourage their supporters to use violence.

Right-wing extremists display a high degree of intolerance, racism, anti-semitism and xenophobia. Their goal is the disintegration of social cohesion and the establishment of a strongly hierarchical, nationalist-folkish order. Their greatest enemy image is "the foreigners" and America. Left-wing extremists oppose capitalist class society or reject the state as such (anarchists). Left-wing extremists do not fundamentally question human equality, their greatest enemy image is the fascist and the capitalist state.

In religiously oriented extremism, the establishment of a state of God is the ultimate goal.

Right-wing populism

Right-wing populists pretend to be the only ones close to the people. They act with emotions, stir up fears and prejudices. Based on this mood, they style themselves as the only ones who can offer solutions to problems. In their communication, there is no heterogeneity of society.

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Attachments

I Exemplary annual plan of events

II Achievability, effort and expected costs of individual measures III

Comments from the surveys (original voices)

IV Legal basis

Annex I: Events in the course of the year (exemplary)

	Jan	Feb	March	April	May	Jun	Jul	Aug	Sep	Oct	Nov	De
Events of the HNEE												
			Children's University							Matric. ceremony		
Municipal/ state or federal events												
			Internal. Weeks against Racism						Inter-cultural weeks		Intern. World Day for Tolerance (16.11.); Intern. Day against Violence against Women (25.11.)	Amadeu Antonio Kiowa Memorial Day (06.12.)
Information events/ Lectures/ One-off events												
Departmental related lectures			*						*			*
Training for Lecturer			*						*			
Ongoing seminars												
Awareness-raising training			*						*			
Argumentation-training against rights Slogans				*						*		
Exchange forum "Critical of racism Thinking and Act"					*						*	
Empowerment Forum / Training			=====		=====				=====		=====	

Table 8: Events in the course of the year (exemplary)

Annex II: Accessibility, effort, and estimated costs of individual measures

Measure	Effort/ Costs	Presumed achievable number of people	Effect	Possible obstacles/questions
Coordination of anti-racism work 50%/E11	30,000 EUR/year	All university members and staff	Implementation of the measures guaranteed with all positive effects on working conditions, studies, and the external image of the HNEE	Funding for this has been applied for
Commitment to a cosmopolitan university	Low/ none	high	Showing attitude within the framework of the legal provisions: Website, print products, central public events	Open internal discourse may be necessary. In some cases, employees criticise the university's commitment to democratic politics as not being relevant to the HNEE.
Sensitisation training for employees	Medium/ approx. 500- 1,000 EUR per training	10-20 direct 30-50 indirect	Showing attitude; sensitivity training generally benefits improved cooperation overall.	Is it possible to conduct the trainings for interested employees, teachers and students together?
Empowerment Training Students	Medium/ approx. 2,000 EUR per training (3 days)	10-20 direct	Develop strategies to deal with everyday racism	
Argumentation training against the right	Medium/ approx. 500 EUR per training	10-20 direct 30-50 indirect	Show attitude	
Exchange forum "Racism- critical thinking and action"	Medium/ none	10-15 direct	If necessary, use existing local structures or open them up to the urban community.	May only be of interest to a small number of people. If necessary, only provide space and, if needed, financial support for speakers.
Further training for teachers (dealing with heterogeneity and interculturality)	Medium/ approx. 1,000 EUR per full-day event	10 direct 1,000 indirectly	Future orientation, showing attitude	Experience has shown that it is not easy to inspire teachers for a "marginal" topic.

Open source - multilingual information materials	Medium/ Working time	150 students	University shows itself prepared for internationality	
Departmental lecture series	Medium/ 250-500 EUR per lecture	100-150 students	Department-specific sensitisation	May be difficult to integrate into curriculum
Peer training students	Medium/ approx. 1,000 EUR	10 Students directly 100 students indirectly	Increase responsiveness to racial discrimination	If applicable, changing persons due to structure of the study structure
Exchange forum "Empowerment"	Low/ none	5-10 Students	Students with a migration background and foreign students feel taken seriously, strengthens the sense of belonging to the HNEE	If necessary, invite expert support on a selective basis

Table 9: Achievability, effort, and estimated costs of individual measures

Appendix III: Comments from the surveys

In 2019, international students were invited to participate in the online survey on experiences of discrimination at the HNEE. At this point, sound bites from the survey are intended to illustrate examples of the experiences with (everyday) racism that were described.

Cluster: Devaluing other countries and exalting Germany as sustainable and competent:

"People from african and south american countries are no able to care about their life or nature and need the organisation of the german system".

"In seminars or classes when teachers talk about people of colour or how are disorganised and unable to solve problems without help, sometimes they talk about invasion of foreigner like invasion of no wanted plants, everywhere in germany or europe and that is a problem."

"more valuation of international students at the university. It's not only about integration: it's also about giving German/European students; staff; teachers the opportunity to learn from their fellow international students".

"many professors would say be mentioning a list of countries like 'Germany, the UK, or Africa'."

Cluster: Classification of BIPOC and prejudiced communication:

"When a professor talked about Chinese technology, he was always looking at me. (I am not a Chinese)"

"One of the professors would make jokes about "people in Africa and Asia having multiple wives".

"Also, some talked about how India and Pakistan are disliking each other again and again even though we have Indian and Pakistani fellows."

"I don't know more people to talk about these small things when I get sad about it. No teachers criticizing my country I feel stupid and the others also believe what the teacher say."

"In the Mensa they often ask me for my student card but they dont ask nobody else. They look anoyed when I speak english sometimes they ignore me or dont look at my face but are friendly with other people".

Cluster: Desired awareness/ intercultural competence Faculty/staff and students at the HEI:

"workshops to talk about what it [racism] is and especially what dail[y] racism can be".

"It should be a compulsory event for all students and lecturers to be able to critically reflect on their own behaviour and statements."

"that the other students might attend a workshop with the topic "racism in everyday life"".

"More interactions from the local students, as well as by professors."

"understanding or trying to understand what is the problem and how difficult it is for me sometimes."

"It would be great to have more support from the Professors and Lecturers, that they were more open about combatting discrimination."

"not everything at the HNEE is translated into english: not all staff can speak english; the graduation celebration was almost entirely in german; many books in the library are only in german".

"After living almost 5 years in Germany I am able to speak and understand German. During my study period at HNEE, I have heard many times my fellow students from other countries complaining because the majority of the emails we daily receive from the HNEE groups are in German language and they could not understand a word. Since HNEE offers international study programs, it would be better if an English version would be included at these emails so our fellow students from other countries would feel part of the HNEE and be able to participate more at the events of the university and activities."

Cluster: exchange formats both in the courses (as a signalling effect) and among students

"I think the border of racism depends on people and backgrounds, so it would be difficult to have a common border. However, discussing the topic more will make people be more careful or aware of other points of view."

"Specially because there are some[]far-right students at HNEE."

"more student jobs for non-German speaking students" "more international and or female teachers and professors would help too".

Empowerment

"There are already some events about right-wing extremism and right-wing groups in Brandenburg and in Germany and also some about racism. These are good but perhaps too much directed at "Germans". An event like "Arguing against right-wing slogans" has very useful information, but the way a German can argue against rights and the way a foreigner could do it are very different."

"I live racism as a taboo subject here in the HNEE (for many people at least). Others don't even notice when they behave in a racist way. For most of them, racism is just something that is

a party says or does. It may also be that people have not thought about their privileges until now. Maybe a workshop with the theme "Identity and Privilege" it can be useful. I also think that it would be important for us foreign students to have a space where we can talk about it and realise whether it is a general problem or just selective perceptions. I think it's good that the HNEE is dealing with this issue and I'm grateful for it. You are doing a great job!

Gender discrimination

"girls should not be in the nature alone or have something to do to forests."

Annex IV: Legal basis

UN International Convention on the Elimination of All Forms of Racial Discrimination

Art. 1

1. In this Convention, "racial discrimination" means any distinction, exclusion, restriction, or preference based on race, colour, descent, national origin or ethnic origin which has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercise, on an equal footing, of human rights and fundamental freedoms in the political, economic, social, cultural or any other field of public life.

Universal Declaration of Human Rights (UN Human Rights Charter)

Article 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should meet one another in a spirit of brotherhood.

Article 2

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, legal or international status of the country or territory to which a person belongs, whether that country or territory is independent, trusteeship, non-self-governing or otherwise restricted in its sovereignty.

European Convention on Human Rights

Article 14 - Prohibition of discrimination

The enjoyment of the rights and freedoms set forth in this Convention shall be secured without discrimination on any ground such as sex, race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, property, birth, or other status.

Basic Law of the Federal Republic of Germany

Art 1

(1) Human dignity is inviolable. It is the duty of all state authorities to respect and protect it.

(2) The German people therefore profess inviolable and inalienable human rights as the basis of every human community, peace, and justice in the world.

(3) The following fundamental rights bind legislation, executive power, and jurisdiction as directly applicable law.

Art 3

(1) All people are equal before the law.

(2) Men and women have equal rights. The state shall promote the actual implementation of equal rights for women and men and work towards the elimination of existing disadvantages.

(3) No one may be discriminated against or given preferential treatment because of his or her sex, descent, race, language, home country and origin, faith, religious or political views. No one may be disadvantaged because of his or her disability.

Brandenburg Higher Education Act

(last amended by Act of 23 September 2020)

§ 3 Tasks; powers to issue ordinances

(5) The institutions of higher education shall promote international, in particular European, cooperation in the field of higher education; they shall encourage exchanges with foreign institutions of higher education and other academic or artistic institutions. They shall take into account the special needs of foreign students.

§ 16 Student Body

(1) The students of a higher education institution form the student body. It is a legal entity of the university. It administers its own affairs. The tasks of the student body are:

2. the promotion of political education including a sense of civic responsibility and the willingness of its members to be actively tolerant and to stand up for fundamental and human rights on the basis of the constitutional order.

§ 17 Aim of the degree programme; study reform

(1) Teaching and study shall enable students [...] to think independently and to act responsibly in a free, democratic and social state governed by the rule of law and committed to the natural foundations of life.