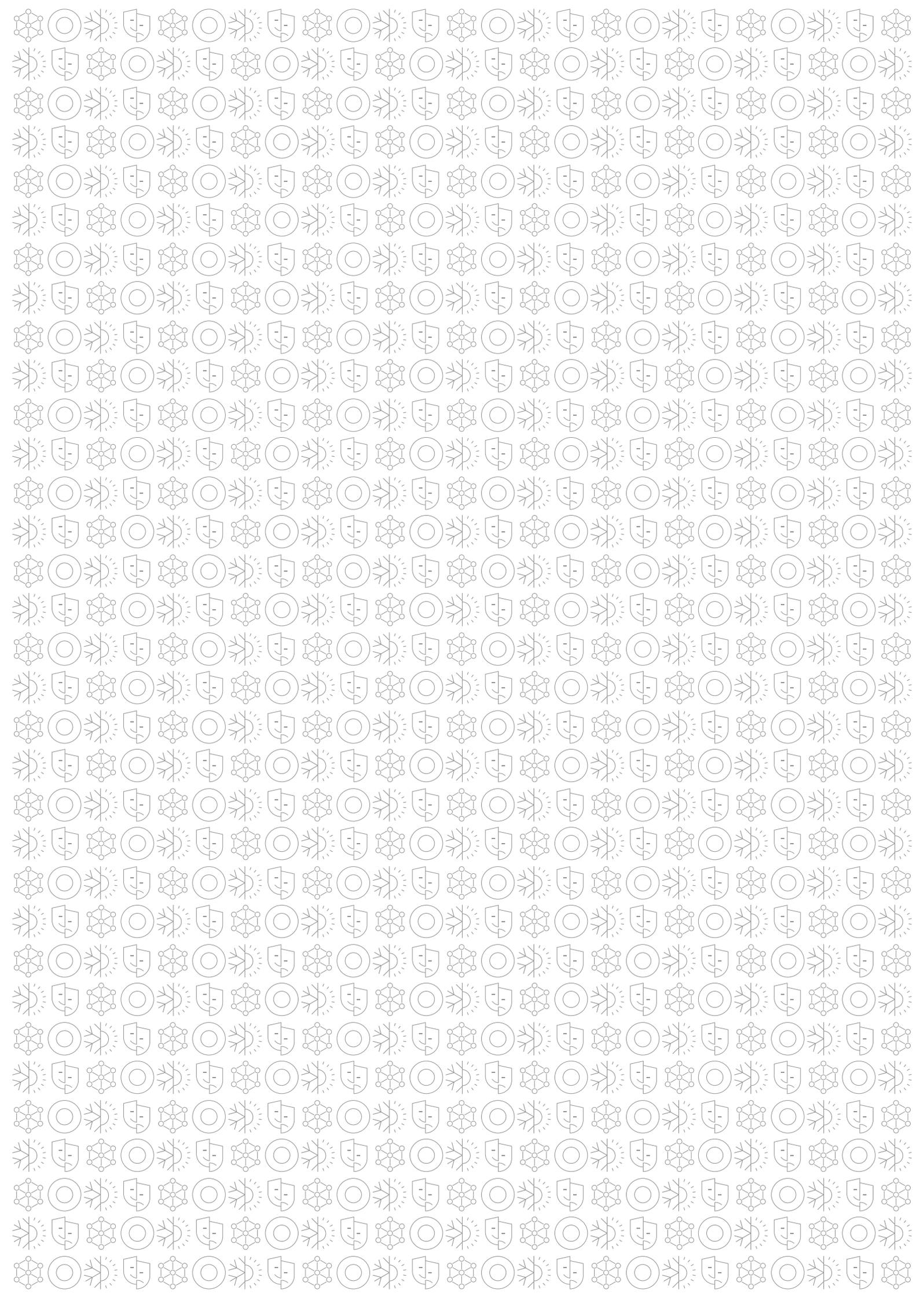


**MERCATOR 2020 –
GENERATING PROSPECTS,
CREATING OPPORTUNITIES**
THE STRATEGY OF
STIFTUNG MERCATOR



STIFTUNG
MERCATOR



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MERCATOR 2020

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MERCATOR 2020

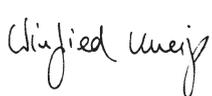
GENERATING PROSPECTS, CREATING OPPORTUNITIES

Dear friends and partners of Stiftung Mercator,

Open-mindedness, respect and tolerance are at the heart of our canon of values. We are committed to social cohesion, equal opportunities in life and a Europe that is capable of acting. We have defined our fields of action and objectives in our strategy “Mercator 2020 – Generating Prospects, Creating Opportunities” in accordance with this stance. We want to strengthen Europe, improve integration through equal educational opportunities, drive forward the energy transition as a trigger for global climate change mitigation and firmly anchor cultural education in schools.

At the end of the Mercator 2013 strategic phase, an independent international commission headed by Otfried Jarren, vice-president of the University of Zurich, and Wolf Schmidt of PhiPolisConsult reviewed the strategic orientation, effectiveness and methodology of our work. The focus was not so much on determining whether we had achieved our goals; we wanted rather to ascertain how our strategy as a whole – our “operating system”, as it were – had fared. Our Advisory Board deliberated on the commission’s recommendations; its conclusions contributed to the further development of the foundation’s strategy.

We wish to present our new strategy to you, entitled "Mercator 2020 – Generating Prospects, Creating Opportunities". We would like to take this opportunity to thank all our partners and friends who have accompanied and supported our work, and look forward to working with you as we continue to generate prospects and create opportunities.



Winfried Kneip
Executive Director



Dr Markus Piduhn
Executive Director



Dr Wolfgang Rohe
Executive Director



Michael Schwarz
Executive Director



OUR GUIDING VISION

Inspiring Ideas

Ideas set our society in motion. We inspire and develop ideas, and give them our practical support. We provide scope for new ideas that can change our society for the better. In a diverse society, this works best when there is a balance between argument and compromise, vision and practical application, individual freedom and pursuit of the common good. We are committed to equal rights and equal opportunities, to social cohesion, respect, tolerance and openness to the world, and to the protection of nature and the environment.

Where We Come From

Retail entrepreneur Karl Schmidt and his family from Duisburg established Stiftung Mercator at the end of the 1990s, naming it after Gerhard Mercator, a cartographer and humanist who was born in Flanders and lived for many decades in Duisburg.

What We Want

Stiftung Mercator wants

- › to make possible a comprehensive education and equal opportunities,
- › to enhance the self-fulfilment of children, adolescents and young adults,
- › to promote science and research relating to its objectives and areas of thematic focus in everyone's interests,
- › to support mutual understanding and exchange between people of different cultures,
- › to commit itself to a unified Europe,
- › to improve the social prerequisites for a peaceful coexistence of people of different backgrounds, convictions and social situations, and
- › to preserve nature and the environment.

Stiftung Mercator intends to achieve this by

- › making possible positive examples of social progress,
- › stimulating the imagination of all who bear a particular responsibility in politics and society, and
- › giving impetus, either on its own or in cooperation with partners, for the shaping of the future.

Its activities should always be guided by quality, professionalism and transparency and subject to public debate.

OUR STRATEGY

Stiftung Mercator regards itself as a civil society actor that actively pursues and transparently communicates its socio-political objectives and interests. We act on the basis of the values set out in our guiding vision. We make offers to and work closely together with state and social institutions.

We promote science and the humanities, education and international understanding and initiate, develop and finance specific projects and partner organizations in the thematic areas to which we are committed: we want to strengthen Europe, improve integration through equal educational opportunities for everyone, drive forward the energy transition as a trigger for global climate change mitigation and firmly anchor cultural education in schools. Being the home of our founding family and the foundation's headquarters, we feel a particular obligation to fostering the development of the Ruhr region. That said, our projects often achieve impact throughout Germany on account of our nationwide objectives. In addition, we pursue activities in Europe, particularly in Turkey, as well as in China.

The skills and expertise of our staff form the basis for the effective pursuit of our objectives: in the systematic contexts of science and humanities, education and international affairs on the one hand, and in the thematic fields of Europe, integration, climate change and cultural education on the other. All our activities are designed to achieve systemic impact. This presupposes sound knowledge of the complex structural and institutional relationships that characterize the themes upon which we focus. We are convinced that cooperation and networks will improve the chances of our work's success. In addition, exploration constitutes an important part of our strategy: we are building on our previous themes, while at the same time exploring and putting to the test new ideas.

OUR APPROACH TO WORK AND OUR ATTITUDE

Stiftung Mercator regards itself as a learning organization which seeks out different partners to achieve common goals and which is keen to discover new paths and approaches. Seven basic principles guide the way we work and achieve impact through our activities:

- 1 We act systemically.**
Our activities aim to influence the structural and institutional relationships within which our themes are embedded. These relationships are complex and shaped by many different factors. A straightforward cause/effect mechanism is simply not sufficient here. This is what we mean by systemic impact.
- 2 We work professionally.**
The skills and expertise of our staff in science and humanities, education and international affairs, as well as in our four cluster themes, form the basis for the pursuit of our objectives. Our professionalism also influences the selection of our projects: we only commit ourselves to a particular project if the necessary competencies and practical experience are available in-house or can be acquired.
- 3 We strive for long-term impact.**
We invest in long-term processes of social reform and design our working methods and choose our partnerships accordingly.

4 We seek cooperation.

We work together with national and international networks and institutions in the pursuit of our objectives. These include parliaments, ministries, local authorities, other foundations in Germany and abroad, schools, universities, research institutes, NGOs, think tanks and partner organizations. Such cooperation can take a variety of forms.

5 We act flexibly.

We develop our own projects or fund projects in collaboration with others. If we are convinced by projects already underway in other organizations which share our objectives and wish to cooperate with us, we support these projects or further advance them together. In addition, we establish partner organizations if this appears to be a more effective or efficient means of attaining our goals. We achieve this particular form of long-term commitment with various partners and in different structures.

6 We practise integrated communication.

Communication is an integral part of all our activities as a foundation. We strive to take part in open debate in society.

7 We achieve impact through evaluation and exploration.

We use a variety of instruments – from individual projects and thematic portfolios to the foundation's strategy as a whole – to assess the impact of our work. We are open to change and embrace new ideas and themes.



OUR ORGANIZATION

Three core divisions are the pillars that form the structure of Stiftung Mercator: Science and Humanities, Education and International Affairs. An Executive Director is responsible for each of these divisions. In addition, there is the Commercial Affairs Division, which is also headed by an Executive Director. Providing administrative support to the Executive Board, the Communication Department and the staff of the Executive Board perform cross-divisional functions.

Within the three core divisions, the project managers work in six Centres and assume overarching responsibility for the four cluster themes of Europe, Integration, Climate Change and Cultural Education.

In our Centre for Science and Humanities, we work towards achieving our socio-political objectives with and in the world of science and academia. We explore the interaction between science, politics and civil society, since this is relevant to the work pursued by all of our centres. Furthermore, the Centre coordinates our activities in the Ruhr region.

In our Centre for Climate Change, we develop and promote projects which drive forward the energy transition as a trigger for global climate change mitigation.

The staff in our Centre for Education initiate and support programmes which increase the profile of cultural education in Germany. In addition, the Centre for Education focuses on the overarching challenges of transferring successful projects into widespread practice and the difficulties posed by the federal education system.

Our staff in the Centre for Integration develop and support programmes which offer better educational opportunities to children and young people.

The focus at the Centre for International Affairs is on projects which strengthen Europe's cohesion and ability to act. We believe it is particularly important for Germany and Europe to cultivate sustainable relations with Turkey. In addition, staff at the Centre for International Affairs are committed to exchange with China and develop the intercultural skills of the foundation's employees on a cross-centre basis.

STIFTUNG MERCATOR

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DIRECTOR

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DIRECTOR

EXECUTIVE
DIRECTOR

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Division

Science and
Humanities Division

International
Affairs Division

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Board Staff

Centre for
Education

Centre for
Integration

Centre for
Science and
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Centre for
Climate
Change

Centre for
International
Affairs

Centre for
International
Programmes

Accounting
and
Admini-
stration
Department

Communication
Department
with Mercator
Centre Berlin

Cluster Theme EUROPE

Cluster Theme INTEGRATION

Cluster Theme CLIMATE CHANGE

Cluster Theme CULTURAL EDUCATION

OUR CLUSTER THEMES AND DIVISIONAL THEMES

EUROPE

Objective

As a German and European foundation, we are convinced that a unified Europe is the best model for our continent. Only together will we Europeans be able to find and implement solutions to global challenges such as climate change or integration and migration in a complex and multipolar world. Stiftung Mercator wants to play its part in shaping a cohesive Europe that acts together, in line with the maxim “think European – act European”. This is why our objective in the Europe cluster theme is “to strengthen Europe’s cohesion and ability to act”.

Cohesion comes about when people in Europe have a common sense of European identity and experience the benefits the community has to offer. We are therefore committed to a Europe that is actively shaped by its citizens and based on open-mindedness and tolerance, one that offers justice and equal opportunities, protects the rights of the individual, guarantees democracy and the rule of law, and ensures peace.

We believe it is particularly important for Germany and Europe to cultivate sustainable relations with Turkey. Sustainable German and European relations with Turkey are crucial when it comes to ensuring that Europe is capable of action. Relations between Turkey and the European Union and its member states are so important, so extensive and so complex that they cannot be reduced to the question of Turkish accession to the EU. This is something of which we in Germany are very conscious due to the fact that more than three million people of Turkish origin live among us. We believe that it is essential for our foundation to better understand Turkey, to arrange encounters with Turkish society and to jointly search for solutions to key questions.

Turkey and Europe are connected by their geographic position and by a wide range of political, cultural, historical and economic ties. At the same time, Turkey can play a vital bridging role in the Middle East. Our objective is intensive exchange with that part of Turkish society which is committed to the European idea. Such an exchange is particularly important at times when the notion of an open society is under pressure. We believe in the impact of this exchange. There is no alternative to personal encounters, discussions and a joint search for the right path to the future.



Challenge

Europe stands for the rule of law and social justice, the separation of powers, democracy and freedom of the individual. These values are the foundation of the way our society perceives itself, and are also the basis of the values upheld by Stiftung Mercator. An openness to the world, pluralism and tolerance, participation and fairness are the driving forces behind our commitment to the projects we implement and support.

The idea of a Europe that reflects these values has suffered a loss of confidence, however. Many people see a Europe that is shaken by crises, whose individual countries are at odds with one another and that does not appear capable of acting. Many people remain ignorant about the institutions and working practices of the European Union.

The advantages of the community are all but ignored while the supposedly negative aspects are overemphasized. The consequences are disinterest in European policy issues, growing Euroscepticism in media reporting and a rise in nationalist parties. These are all symptoms of a loss of confidence that poses a substantial threat from the inside to the idea of Europe. What we want to do is restore this confidence.

We are convinced that Europe has made Germany a better place and that Germany should thus continue to have a considerable interest in countering the loss of confidence in Europe. What is more, Germany has not least a historical responsibility to take action to promote a peaceful and free Europe and the cohesion of our continent.

Strategy

Our objective is to ensure that people understand why European cohesion is necessary. In this context it is important to inspire young people in particular about the idea of a unified Europe that is able to act and to give them the chance to experience and actively help shape Europe, and to see their own opportunities for living and working in Europe. In our cluster theme Europe activities, we are concentrating on four fields of action which have a major bearing on the future of Europe and its societies:

- › Europe in the world,
- › European climate policy,
- › the cultural and public spheres and European political education, and
- › the economy and work.

A model with a future: we are committed to a cohesive Europe that acts together.

FOUR FIELDS OF ACTION

In our cluster theme Europe activities, we are concentrating on four fields of action which have a major bearing on the future of Europe and its societies:



“We Europeans can only exist together in a globalized world; only together will we be able to uphold our values of freedom, peace and justice. European integration is in Germany’s best interests and in the interests of all European peoples. We must therefore fight for Europe. With our hearts and our minds, and with all due respect for one another.”

Helmut Schmidt Former German Chancellor



Implementation

We specifically seek out new impetus for our projects. We work together with strong partners as well as with established and new actors on the European scene. These include scientific and academic institutions, cultural mediators, educational institutions, exchange organizations and think tanks.

Our activities are based on three approaches:

- 1 We use analytical instruments to identify problems, process data and facts and devise possible solutions.
- 2 We use means of communication to contribute these possible solutions to the discussion, initiate new debates and promote the European idea.
- 3 We promote participation to bring about change. By arranging encounters and political participation, we enable people to think as Europeans and act together.

We support European think tanks with a view to understanding better how European crises arise, how they can be overcome and how Europe's ability to act can be strengthened. Our fellowship programmes support young researchers and practitioners from Germany, Turkey and other European countries who work on the subject of Europe or put pan-European cooperation to the test in concrete projects.

Furthermore, we promote practical projects which foster a positive perception of Europe and allow people to play their part in shaping Europe. We support the implementation of projects that use creative and courageous ideas to bring people from different countries together and to design a common Europe.

We give actors from the fields of politics and civil society the opportunity to establish contact with one another across geographical, political and cultural boundaries. We also run numerous programmes to promote exchange and encounters between young people in particular. By enabling pupils to spend a year at a school abroad, by giving young leaders the chance to attend summer academies and by providing fellowships or international seminars to teachers and educators, our goal is to encourage people to become better acquainted with Europe and to share ideas and opinions with other Europeans.

Stiftung Mercator wants to develop and implement ideas and projects that have an impact in Germany and beyond, and as such also affect Europe. At the same time, we encourage actors from other European countries to work on concepts that are of relevance to or have an impact on Germany.

INTEGRATION

Objective

Germany is a country characterized by cultural, linguistic and religious diversity. To strengthen cohesion among its people, everyone must have the opportunity to participate in the life of society.

Education is the key to such participation, as it allows access to political, cultural and social life. In Germany, educational success still depends to a major extent on a person's background and social situation. Stiftung Mercator is committed to ensuring that everyone receives the same opportunities. We want to reduce discrimination and structural hurdles in the education system and foster young people in the best possible way.

Our work is devoted above all to children and young people of migrant origin, many of whom are not only confronted with migrant-specific challenges but are also socially deprived and as such face double the burden. We want to address this inequality: our goal is to reduce the inequality in Germany in terms of school and university qualifications achieved by people of migrant origin by 70 percent by 2025.

To reach this goal, all partners in education and integration policy as well as national, regional and local government bodies, academia, civil society and practitioners must work closely together so that strategies can be better coordinated, new approaches developed, examples of good practice broadly implemented and structural changes realized.

Challenge

Around 20 percent of our population is of migrant origin; among the under-fives the proportion exceeds 35 percent, and the numbers are rising all the time. This diversity offers advantages not only at the individual level, but also for society as a whole: a thriving society is based on heterogeneity and takes advantage of all its talents and potential. Participation and acceptance are of crucial importance when it comes to social cohesion and social peace.

The majority of people in Germany view this growing diversity as an enrichment, yet there is no genuine equality of opportunity. Children and young people with a migrant background are frequently overrepresented at lower secondary schools and underrepresented at grammar schools.



Studies show that they perform less well at school than their fellow pupils who are not of migrant origin. On average, three times fewer migrants in Germany leave school with the qualifications necessary to embark on a professional career than their German classmates.

Stiftung Mercator is addressing these challenges in its Centre for Integration. In line with the definition of the Expert Council of German Foundations on Integration and Migration, we understand integration to mean “equal participation in key areas of social life”. Although the term is the subject of controversial discussion, this interpretation has come to be accepted: it is not a question of minorities being entirely absorbed within the majority society, nor of differences being levelled out. Diversity should rather be embraced within the framework of our democratic society. Nonetheless, everyone should have the same chances to participate in the life of society.

Strategy

Together with its partners, Stiftung Mercator wishes to achieve educational equality and reduce discrimination. To this end, we identify the conditions necessary for successful educational biographies and develop instruments to tackle the underlying reasons why people may find themselves disadvantaged. In addition, Stiftung Mercator contributes its experience and its position to social debate and devises action plans for successful integration.

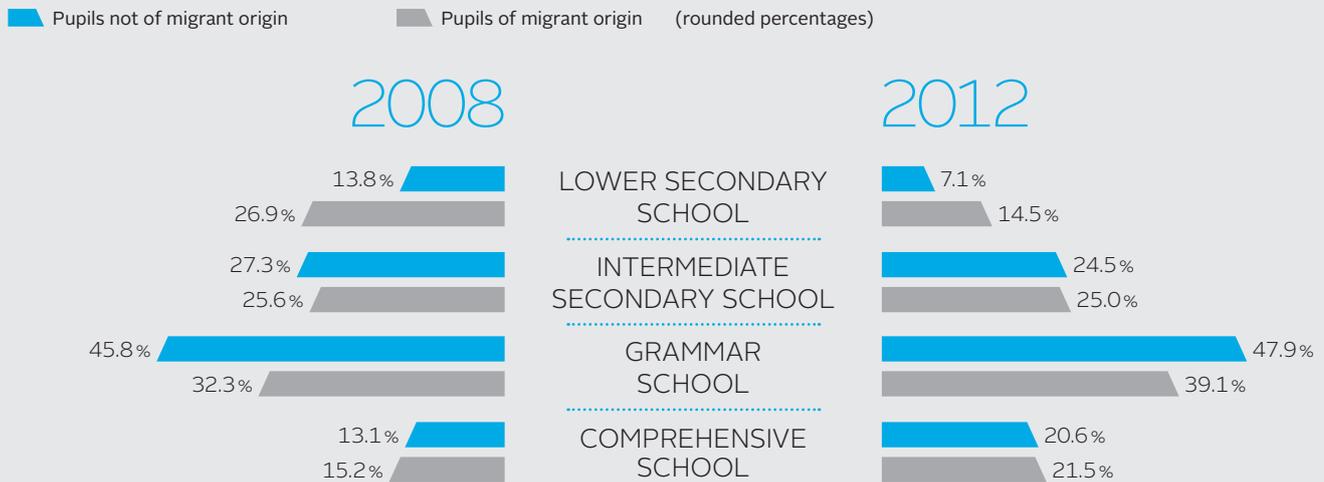
We are aware that education processes are complex. They take place not only in schools and universities, but also in families, in children's and youth support organizations and in everyday life. With a view to reaching out to all young people, irrespective of their ethnic or social background, we concentrate our activities on the public-sector institutions responsible for education.

Our initiatives and activities are designed to have lasting impact as a part of the education system. The requirements for social diversity must be reflected in the legal framework conditions, structures, role models and pedagogical principles of all actors in the education sector. Stiftung Mercator is committed to achieving this in the Ruhr region, in North Rhine-Westphalia and nationwide.

Our aim is to gain an even better understanding of the mechanisms of deprivation and discrimination and to identify possible solutions, which is why we also support studies and think tanks such as the Expert Council of German Foundations on Integration and Migration. We adopt a public stance on integration issues and involve ourselves in social discourse.

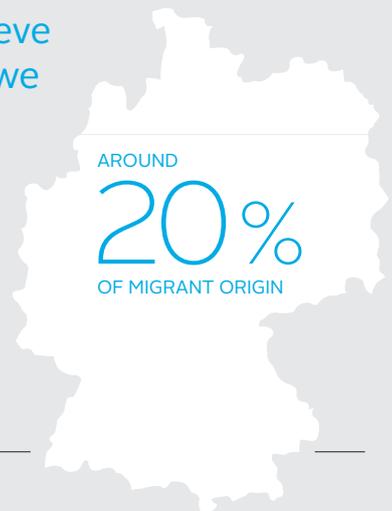
Education for everyone: we want to ensure equal opportunities for participation and to strengthen social cohesion.

PUPILS AT DIFFERENT TYPES OF SECONDARY SCHOOL

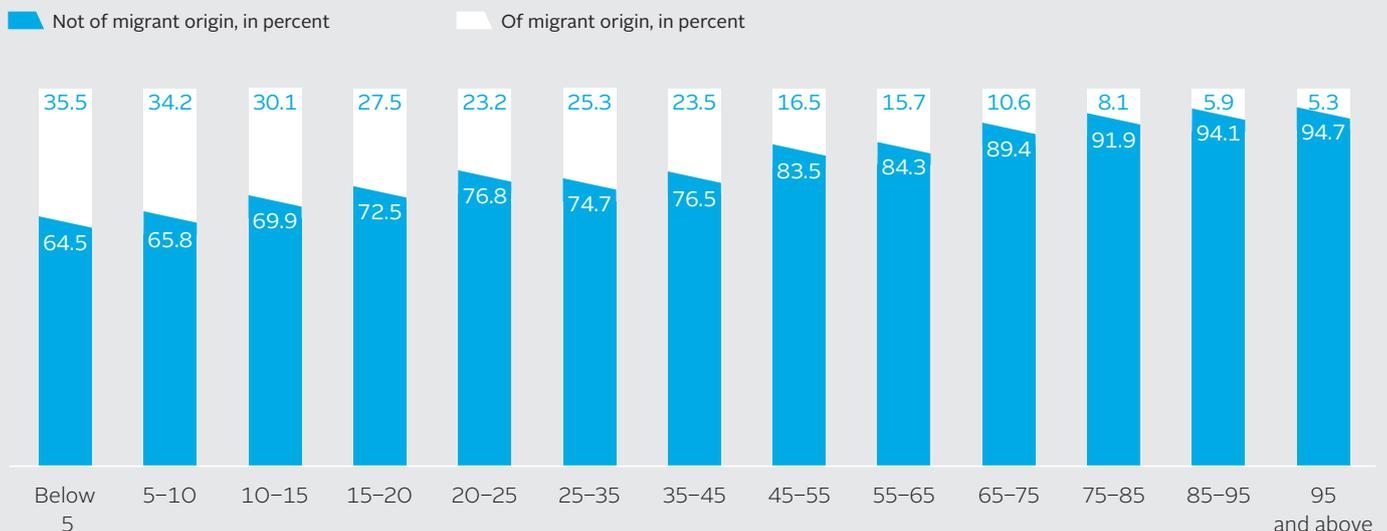


Together with its partners, Stiftung Mercator wishes to achieve educational equality and reduce discrimination. To this end, we identify the conditions necessary for successful educational biographies and develop instruments to tackle the underlying reasons why people may find themselves disadvantaged.

Around 20 percent of the population in Germany is of migrant origin; among the under-fives the proportion exceeds 35 percent, and the numbers are rising all the time. According to an OECD study from 2012, Germany is the second most popular immigration country after the USA.



PROPORTION OF PEOPLE OF MIGRANT ORIGIN, BY AGE GROUP





Implementation

In order to achieve our objective, we gear our work towards schools, universities and key actors in the education system and focus on four overlapping areas of activity:

1 Shaping the framework conditions

We want to see educational institutions offering the best possible framework conditions for learning in diversity. We believe that all-day schools offer particular potential because of the large amount of time that children spend there together. Working with our partners in schools, school administrative bodies and academia, we initiate all-day concepts which foster pupil potential and do not confine learning and education to the classroom. Children and young people of migrant origin profit particularly from this.

2 Monitoring educational biographies

Pupils of migrant origin often find the transition between educational institutions difficult. In some cases, for example, they have to perform better than their classmates if they wish to be recommended for grammar school. We support programmes designed to smooth their path from nursery to primary to secondary school and then on to university and the world of work. We create a network of educational institutions with a view to bringing about lasting change.

3 Promoting language learning

Language is the key to a successful educational biography. A pupil who does not have a proper command of the language of instruction will not acquire the knowledge and skills necessary to attain good exam results. Teachers in all schools and subjects should promote effective language learning on the part of their pupils. Teacher training programmes must prepare teachers for this task. Stiftung Mercator is therefore committed to including content relating to language learning and intercultural pedagogy in teacher training. We promote basic research into language acquisition and diagnostics, the didactics and methodology of language training, as well as the practical development of concepts for language learning throughout schools and universities.

4 Learning to embrace diversity

Almost one in three pupils in Germany has a first language other than German. This growing diversity means that educational institutions face considerable challenges. Our projects are intended to improve the learning opportunities, remedial tuition and advice on offer in schools and universities. Furthermore, we support programmes which encourage pupils and teachers alike to embrace diversity and which foster the intercultural skills of pupils and teachers – after all, social and ethnic stereotypes have a negative impact on educational success.

CLIMATE CHANGE

Objective

The objective of our Climate Change cluster theme is to drive forward climate change mitigation in Germany. We support the political targets for the reduction of greenhouse gas emissions: by 40 percent by 2020, by 55 percent by 2030 and by at least 80 percent by 2050, as compared with the 1990 levels. We want to help Germany take the lead in moving towards a low-carbon economy with a view to giving impetus to global climate change mitigation and motivating other nations to follow a similar path.

Challenge

Man-made climate change is a reality, the consequences of which will have an increasing impact in future on people's livelihoods. Our activities are driven by our commitment to safeguarding the fundamental natural requirements for human life such that subsequent generations have the necessary prerequisites at their disposal to live together in peace.

If greenhouse gas concentrations are to be maintained at a justifiable level and further increases in global warming prevented, emissions must be reduced as quickly and as comprehensively as possible, for greenhouse gases are long-lived and will continue to influence our climate system for decades to come.

Lowering emissions is a complex challenge, for the prosperity of industrialized nations is based on the use of fossil fuels for energy, and this produces emissions. Climate change mitigation thus means fundamentally changing the way we generate and use energy, and adapting our lifestyles and consumption patterns. What we need is a new industrial revolution that sees us move towards a society whose prosperity does not hinge on rising emissions and increasing resource consumption. Climate change mitigation can also offer a great opportunity for a new kind of economy that will guarantee lasting prosperity. Embarking on this path at an early stage may give Germany a crucial lead in terms of its future competitiveness.



Strategy

We are committed to supporting a successful energy transition in Germany, as we believe this to be an engine for global climate change mitigation. If Germany is able to demonstrate that ecological sustainability and economic competitiveness are not mutually exclusive, this will send an important signal to other nations, encouraging them to follow a similar route.

The energy transition sets ambitious targets for energy production and use, for the supply of heat and for the transport sector. As such, it extends far beyond any technical redesign process and initiates a transformation in society that will also change the social and economic framework conditions. For this reason, the energy transition can only succeed if it has the support of a broad and stable majority in society and is perceived and designed to be a collaborative venture. This is why we will continue to promote dialogue between different actors in society.

Due to the pressing nature and scale of the challenge, we and our partners are searching for solutions that will bring about a systemic transformation while at the

same time giving consideration to the numerous facets of the transformation process and the interests of different actors. We contribute our expertise and experience to cooperative ventures and strive, together with our partners, to pave the way for structural change.

Implementation

We initiate and promote projects

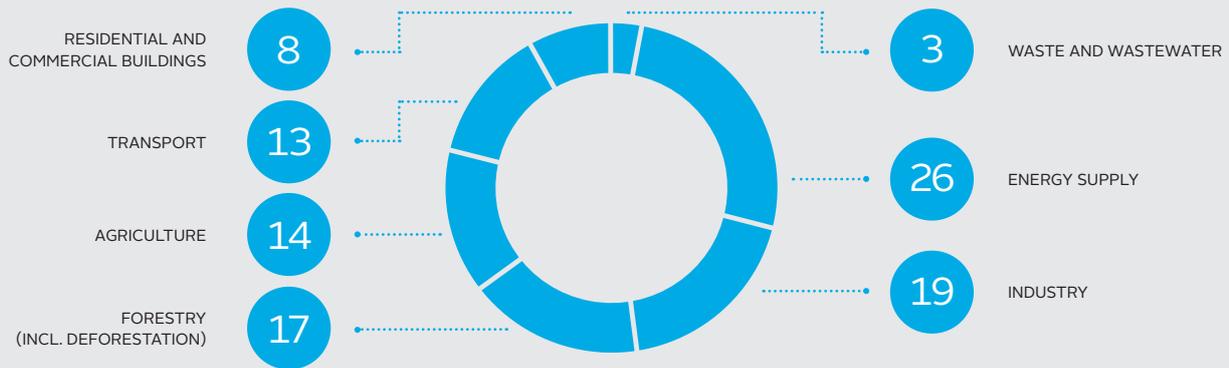
- › which create the scientific basis for social change with a view to making global climate change mitigation possible,
- › which support strategies and implementation plans for achieving our objectives
- › and which provide answers to questions about the practical implementation of political strategies and decisions aimed at reducing greenhouse gas emissions.

Examples include our commitment to the Mercator Research Institute on Global Commons and Climate Change (MCC) and the Agora Energiewende, and on a regional level to the framework programme for the implementation of the energy transition in the municipalities of the Ruhr region.

Following new paths: we support the energy transition in Germany and drive forward global climate change mitigation.

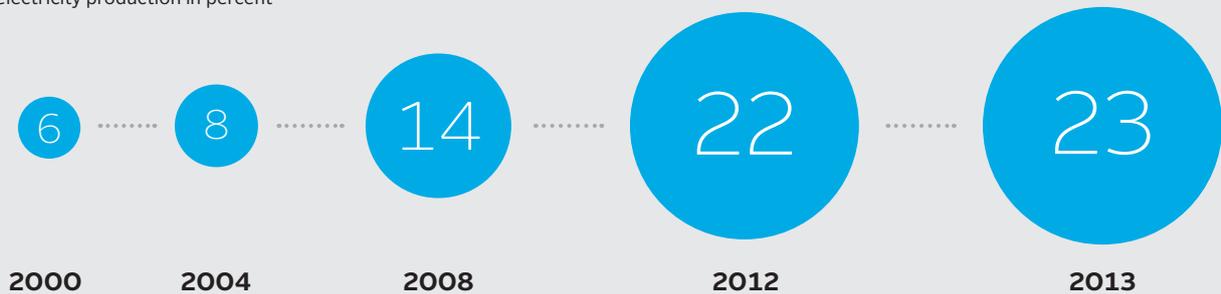
GLOBAL GREENHOUSE GAS EMISSIONS BY SECTOR

Figures given in percent

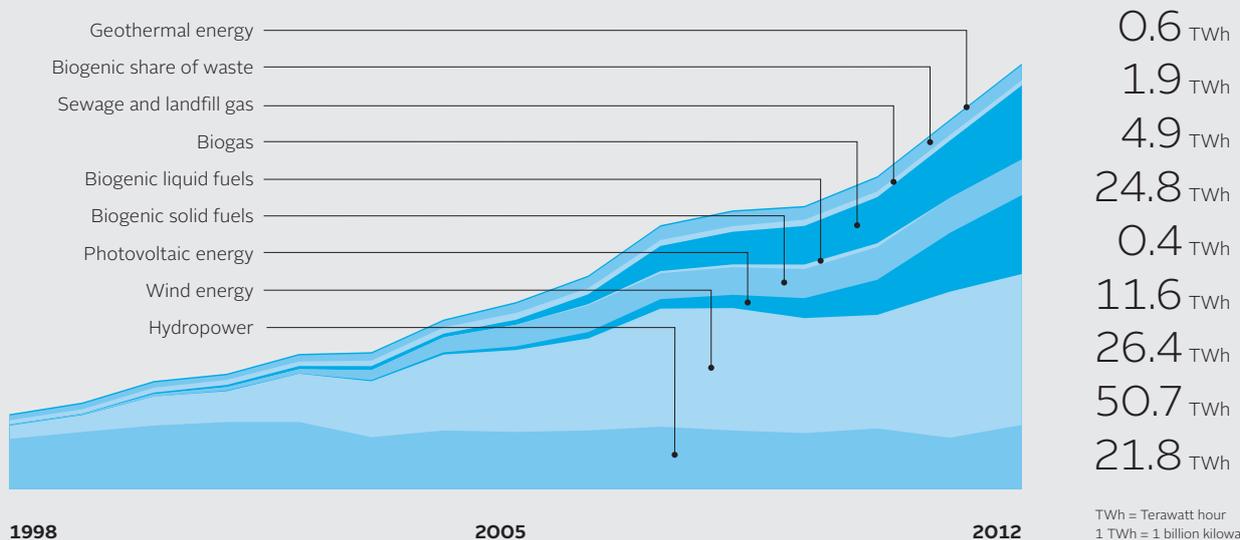


RENEWABLE ENERGIES AS A PROPORTION OF THE ENERGY MIX IN GERMANY

Gross electricity production in percent



DEVELOPMENT OF ELECTRICITY GENERATION FROM RENEWABLE ENERGY IN GERMANY





The MCC is exploring how sustainable development and climate change mitigation can be achieved while at the same time safeguarding prosperity and tackling poverty. Researchers are for example analysing different ways of reducing emissions. They describe the costs, benefits and risks of these approaches, as well as any ethical aspects that need to be considered. They make their findings available to political decision-makers.

The Agora Energiewende organizes an opinion-forming process among leading energy policy actors in Germany, such as representatives of politics, business, academia, civil society and associations. The goal is to identify opportunities for translating the goals of the energy transition into law and to reach a common understanding between the various actors.

The energy transition is not only a major technical challenge; it also requires creativity and initiative at the municipal level. This process of social change poses particular challenges for the Ruhr region, which is characterized by its industrial past. In the framework programme to implement the energy transition in the municipalities of the Ruhr region, the realization of innovative project ideas receives scientific support. The promoted projects illustrate exemplary ways in which to design the energy transition in the municipalities of the Ruhr region.

One focus of our work is on redesigning the electricity sector to include a growing proportion of renewable energies. If the energy transition targets are to be achieved, however, emissions also have to be reduced beyond the electricity sector, which is why we are expanding our activities to encompass in particular the transport sector. There is an urgent need to make our transport systems more efficient and to rethink our concept of mobility long-term. We are continuously monitoring and assessing further possible fields of action.

Work conducted in recent years has shown how important the interactions between different political levels are when it comes to achieving a successful energy transition in Germany. This is particularly true when we look at the European context: although the proportion of renewable energies in Germany is growing, energy-related emissions continue to rise. This is largely due to the way the European emissions trading system functions. International collaboration is therefore needed for the energy transition in Germany to succeed. In future, we will be concentrating even more on such interdependencies.

“It doesn’t cost the world to save the planet.”

Professor Ottmar Edenhofer Director of the Mercator Research Institute on Global Commons and Climate Change

CULTURAL EDUCATION

Objective

Active participation in our diverse society requires the ability to deal creatively and confidently with ever new challenges. An education that allows children and young people to become self-determined, open-minded and responsible individuals entails the acquisition not only of linguistic, mathematical and scientific abilities but also of artistic and creative skills. It is therefore of central importance for children and young people to also receive cultural education.

Engaging on an artistic level with life and social issues – for example in the form of theatre, music, film, dance, painting, sculpture, poetry or literature – enables children and young people to better understand and play an active role in shaping themselves and the world around them. At the same time, employing artistic methods in the teaching of all subjects gives rise to a new and creative culture of learning.

Stiftung Mercator therefore wishes to play its part in ensuring that all children and young people have equal opportunities to access cultural education of high artistic quality. We focus our attention particularly on schools, as this is where all children and young people can be reached, including those for whom access to cultural education outside school cannot be taken for granted for socio-economic reasons. This is why we are committed to ensuring that the importance of cultural education as an integral part of general education is acknowledged in schools and that its quality and effectiveness are guaranteed.

Challenge

The potential offered by cultural education is increasingly being recognized by many school heads, teachers, parents and pupils. Nonetheless, children and young people from different socio-economic backgrounds still have unequal opportunities to access quality cultural education – as is the case with educational opportunities in general. There is a considerable need for change here: cultural education must be more firmly anchored in lessons, school development and teacher training.



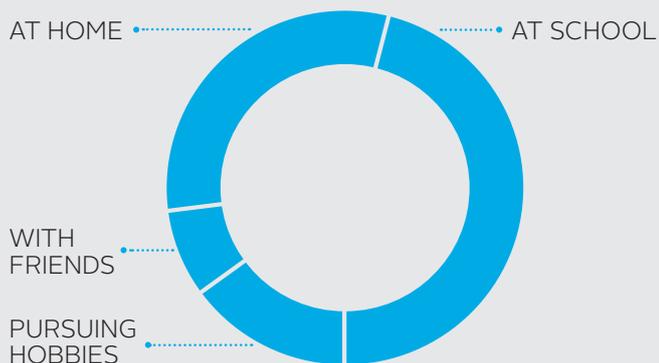
This is due in part to the way in which cultural education has evolved historically in Germany. On the one hand, cultural education enjoys a relatively low profile in schools, being offered in the form of subsidiary subjects (music, art and in some cases drama lessons) and voluntary after-school clubs (choir, orchestra, theatre etc.). On the other hand, a whole host of cultural education activities is on offer both in and outside schools: these are run by cultural education institutions for children and young people (for example music schools, youth art schools, libraries, youth theatre groups etc.) and, increasingly, by cultural institutions (museums, theatres, orchestras etc.) and independent artists, but are not incorporated into the school curriculum (see graph).

For cultural education to be structurally anchored in schools, this situation gives rise to the following key challenges: firstly, there needs to be a new awareness in schools and among the public of the fact that cultural education is not a subsidiary but a central element of school education. Secondly, new ways need to be found to ensure that school and non-school actors accept joint responsibility for providing all children and young people with high quality and effective cultural education.

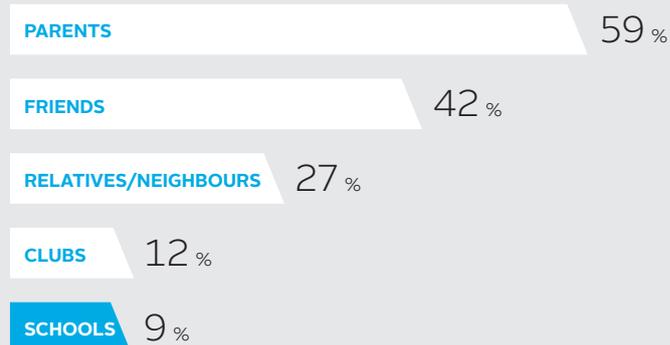
Inspiring creative abilities, enhancing personal development: we want to increase the profile and quality of cultural education in schools for all children and young people.

SCHOOLS MUST BECOME MORE IMPORTANT AS PLACES OF CULTURAL EDUCATION

Time children/young people spend each day



Cultural facilitators for children/young people

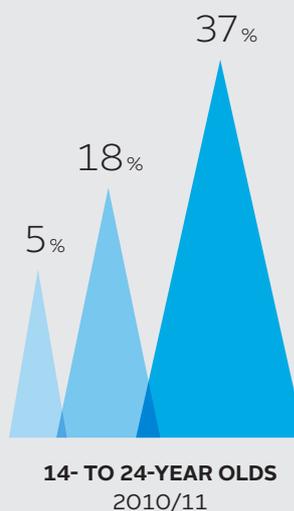
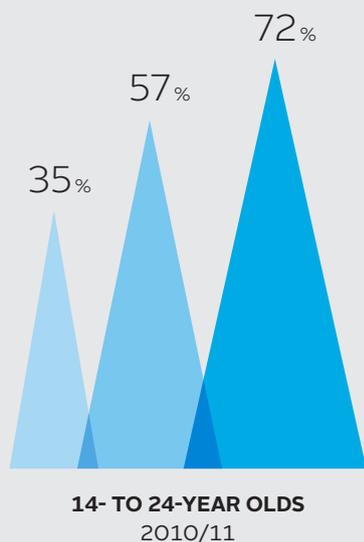


Together with partners, our aim is to support those actors responsible in schools, youth education and culture in their efforts to anchor cultural education as an equally important part of general education in schools.

OPPORTUNITIES TO PARTICIPATE IN CULTURAL EDUCATION ARE INSUFFICIENT AND NOT EQUALLY

Young people with a high educational level are active in an artistic or creative way twice as often as young people with a low educational level

Only 5 percent of young people with a low educational level are offered cultural education, as compared with 37 percent of those with a high educational level



Classification of educational levels of young people:

- low
- medium
- high



Strategy

Together with partners, our aim is to support those actors responsible in schools, youth education and culture in their efforts to anchor cultural education as an equally important part of general education in schools. We want to consolidate existing capabilities, make potential utilizable and support the development of innovations. We take a systemic approach to our work, and focus on synergies through cooperation and coordination among the different actors.

We focus especially on the central teaching and school development frameworks specified by the education ministries in all of Germany's federal states. The criteria set out in the respective quality frameworks constitute the basis for both the external evaluation and internal curricular development of all schools in a particular federal state. To ensure that the arts are firmly anchored within the curriculum and that good and effective cultural education is made available, including criteria for cultural education in the quality frameworks is of crucial importance. Our goal is to achieve this in at least four federal states by 2015 and in all 16 federal states by 2025.

In this way, all schools will be officially entitled to accord central importance to cultural education in their curricula and educational programmes. With a view to supporting this endeavour in schools, we are funding the development of instruments and models which can be used by school heads and teachers to establish high quality cultural education activities and methods in their schools. In addition, we want to promote the development of advice and training activities in the regional- and local-level support structures in the areas of school inspection, school development consulting and teacher training and continuing education.

Implementation

We have developed a strategic project portfolio for our work that comprises four fields of action: practice; advocacy; findings and recommendations, and transfer. Within this framework we develop and support projects that make specific contributions to consolidating cultural education in schools and that complement one another.

The practice action field involves promoting the development of innovative instruments and models. These show examples of how cultural education can be successfully organized in schools and anchored as a part of general education (e.g. the Culture Agents for Creative Schools and ArtLab programmes).

We support the institutional actors responsible for cultural education in the policy fields of school, culture and family through projects in our advocacy action field. Our aim here is to establish strategic partnerships at the political and administrative levels with a view to permanently anchoring cultural education in schools (e.g. the Creative Potential and Strengthening Strengths programmes).

The findings and recommendations action field provides political decision-makers, stakeholders in practical and academic fields, and the expert and general public with scientifically founded arguments and expert reports (e.g. the Cultural Education Research Fund and the Council for Cultural Education).

In our transfer action field we take experience from proven practical models and scientifically founded findings and recommendations, prepare them in such a way as to make them readily comprehensible, and make them available to the respective user groups.

SCIENCE AND HUMANITIES

Science influences almost every aspect of our lives. How we work and learn, how we communicate, how we use mobility and agriculture – everything is based on scientific findings. Increasingly, decisions in politics and business, in the legal system and in education are also grounded in science.

As the importance and accomplishments of science grow, so too do our expectations of it: science is supposed to offer benefits that are as direct as possible and to make a key contribution to resolving the major challenges facing society. Furthermore, science is expected to provide a basis for finding answers to questions raised by tomorrow's world.

Against this backdrop, we promote science and the humanities with two distinct objectives in mind:

on the one hand, we engage in scientific and academic projects within our four cluster themes and cooperate to this end with academic institutions, civil society actors and ministries.

On the other hand, our work seeks to influence the structural and institutional relationships within science and the humanities with a view to

- › improving the framework conditions for successful studies,
- › promoting regional cooperation between universities in the Ruhr region,
- › and analysing the interaction between science, politics and civil society.

One of our strengths as a foundation is our ability to communicate science and the humanities with socio-political objectives across party-political lines. In this context, we always respect the autonomy of academia, as this is a fundamental prerequisite for a credible promotion of science and allows us to team up with the best partners.

Framework Conditions for Successful Studies

Education and research are the key to social progress and cohesion. Studying at higher education institutions is at the heart of the academic education system. When it comes to obtaining a place at university, however, equal

opportunities can by no means be taken for granted, which is why we promote projects that smooth the transition from school into higher education. For example, we support new models for the university entry phase, innovative forms of teaching and learning, and projects which take into account the cultural and religious diversity at universities. We are additionally committed to reducing the number of people who abandon their studies.

Regional Cooperation between Universities in the Ruhr Region

Universities increasingly find themselves in competition with one another. This is part and parcel of the process of institutional differentiation within the German higher education system that requires institutions to take strategic decisions concerning their profile and long-term cooperative partnerships. Stiftung Mercator is convinced that academic achievement and attractiveness will depend in the future not only on individual universities, but increasingly on regional clusters of education and research. Establishing such clusters requires close cooperation between the institutions of higher education in the region – processes which we are monitoring very attentively. Our goal is to establish the Ruhr region as a cooperative and above all effective education and research hub that offers equal opportunities to everyone.

Interaction between Science, Politics and Civil Society

Being a foundation that promotes science and the humanities with socio-political objectives, we focus intensively on the interfaces and interaction between science, politics and civil society. We want to establish a constructive and solution-oriented dialogue between the various sectors and networks. Specific questions such as the following need to be addressed: which forums would be suitable for sharing experience and knowledge between science, politics and public administration? How can scientific and academic findings be presented in such a way as to enable politicians to take decisions on the best possible scientific basis? Which framework conditions are needed so that science can pursue not only the findings it is interested in but also those that are of interest to society? Which opportunities and limitations does this result in for foundations and other civil society actors?

Education and research are the key to social progress and cohesion.

OUR HOME: THE RUHR REGION

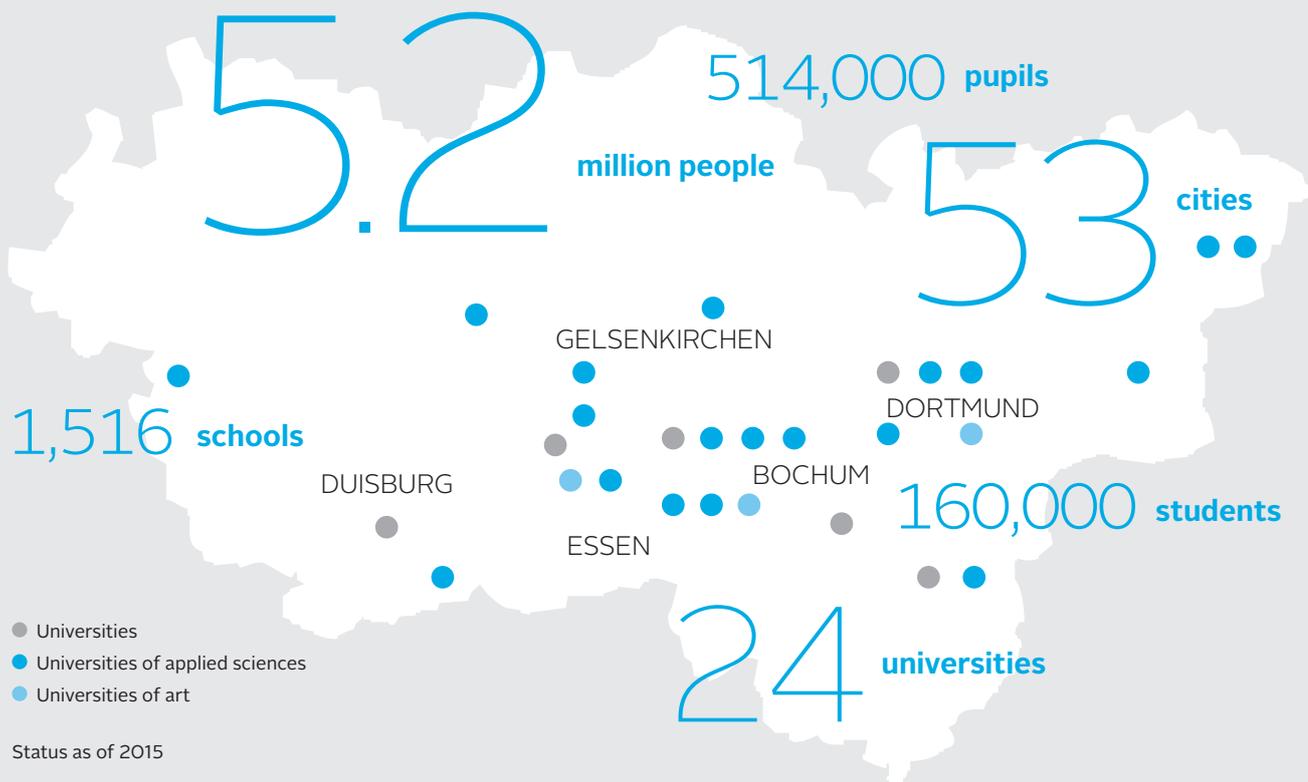
The Ruhr region is the home of our founding family and the area in which application of our strategy is given preference.

The Ruhr metropolitan region faces the major challenge of how to handle its structural transformation: how can the Ruhr region, which traditionally was characterized by the coal and steel industry, become a thriving area in which people enjoy living and have excellent job prospects?

We are convinced that education and science are the keys to a successful structural transformation. The educational landscape of the Ruhr region has changed rapidly in recent decades: while it did not have a single university just fifty years ago, the region now boasts the highest density of higher education institutions in Europe. This yields huge potential for regional development. In addition, the structural transformation and decades of immigrant integration have given rise to social diversity and an openness to new ideas. These are strengths we must continue to utilize.

Our goal is to help actively shape a cooperative and, above all, effective “Ruhr Region of Education and Research” that offers equal opportunities to everyone. We are focusing on the entire educational pathway – from nursery school to university. Our projects aim to interlink the relevant actors and institutions and to foster systemic change.

RUHR REGION OF EDUCATION AND RESEARCH



Two Examples of Our Projects for the Ruhr Region

RuhrFutur

We established the **RuhrFutur** programme in cooperation with the state government of North Rhine-Westphalia, five cities and five universities from the Ruhr region. The initiative aims to improve sharing of knowledge and experience between universities, municipalities and their institutions and to support joint and regionally-oriented action. Furthermore, the platform is intended to promote the transfer of successful educational services and make existing knowledge generally accessible, while at the same time using concrete analyses to review the effectiveness of measures taken.

Mercator Research Center Ruhr

We set up the **Mercator Research Center Ruhr** (MERCUR) to support the University Alliance Ruhr, the institutional partnership between the region's three major universities. By providing funding for joint projects in research and teaching, MERCUR fosters collaboration between Ruhr-Universität Bochum, TU Dortmund University and the University of Duisburg-Essen. With the Global Young Faculty programme, MERCUR offers a platform for the region's outstanding young researchers to network and carry out joint projects in interdisciplinary working groups.

EDUCATION

Education for a Future-ready Society

Stiftung Mercator is committed to fairness and to ensuring that everyone can participate in central areas of society's life. Equal opportunities to access education are key prerequisites for this. We are convinced that education is a civil right and that it plays a crucial role in any society in which social justice goes hand in hand with environmental protection and economic development. We are therefore dedicated to ensuring that all young people are given access to education that allows individual and autonomous learning in groups and enables students to make full use of their potential. This is all the more important given that social participation requires not only conventional knowledge but also a portfolio of additional skills such as the ability to develop creative strategies, deal with diversity and apply knowledge in different situations.

Active and Creative Participation

The overarching objective of the Education Division is to tap into the individual potential of young people and enable them to take part in a heterogeneous society.

In our Education Division we strive to achieve the targets we have set ourselves in our four cluster themes: to firmly anchor cultural education in schools; to shape Germany's immigration society by promoting integration; to ensure a Europe that is united and capable of acting; and to prevent dangerous climate change. Incorporating these targets into the education policy debate and educational practice and using them to resolve social problems is one of the most important challenges for foundations in general and for Stiftung Mercator in particular.

Programmes for Equal Opportunities of Educational Success

A systemic approach is necessary to make educational success possible and thus to achieve our goals. All the relevant groups must be involved and different strengths combined, for example by having schools work together in regional educational networks. We and our partners jointly develop our projects and programmes on the basis of a humanistic view of mankind. They are designed to value and appreciate the teachers and students taking part, while at the same time reflecting their interests and needs and taking their individual resources and potential into account.

Against this backdrop, our work in the Education Division focuses on three fields of action in which we believe we can achieve the greatest impact on our goals:

› **Structures and institutional framework conditions**

Education can only be successful at the local level, in individual educational institutions and for each individual child. If they are to foster pupils individually in a heterogeneous learning environment, teachers require dependable and supportive structures – from regional educational networks and state-wide initiatives to national funding programmes. Ensuring systematic cooperation between all these actors and establishing models for efficient and coordinated processes is one of the central elements of our work – in some cases working together with other foundations. We are committed for example to making cultural education a core part of learning processes in schools, to strengthening social cohesion across the boundaries of social milieus and to overcoming the disadvantages inherent in the federal education system.

› **Educational processes**

We support educational institutions in establishing a creative culture of teaching and learning that fosters the individual within the framework of existing quality management structures. We promote heterogeneous networks in which participants can learn from and with one another. We believe it is particularly important for them to find solutions to ease the transitions between the different stages of the education system. Our goal

is to strengthen existing structures and devise solutions for sustainable, system-intrinsic development.

› **Training of key individuals**

In Germany, success in education still depends to a considerable extent on social background. The teachers and heads of educational institutions play an important role in accompanying young people on their path towards individual educational success. It is crucial that they receive training and continuing education to prevent structural discrimination and to ensure that young people of migrant origin are not disadvantaged. This is why we train information disseminators and consultants in the area of education, building on the experience gained in successful practical projects.

Structural and Practical Transfer

We pursue activities throughout Germany with a view to achieving our ambitious objectives. In this context it is essential for good and successful models to be transferred across municipal and state boundaries. Transfer within social systems has been insufficiently researched, however, which is why we are committed to exploring the scientific basis for transfer and to trying out successful foundation programmes in different contexts.

To this end, we cooperate with established state- and nationwide organizations which share our understanding of systemic impact. Our preferred partners here are the ministries and authorities responsible for the structural further development of the education system in question.

Education can only be successful at the local level, in individual educational institutions and for each individual child.

INTERNATIONAL AFFAIRS

Many challenges can no longer be resolved at the national level in a globalized world. They can only be tackled jointly by international partners. Mutual understanding and trust are basic prerequisites for successful cross-border cooperation. This conviction forms the basis of our work in our International Affairs Division, where we pursue activities relating particularly to our overarching cluster theme of Europe. In view of the current situation, we wish to strengthen European cohesion and help ensure that Europe is capable of taking action on contemporary and future issues. We believe it is particularly important for Germany and Europe to cultivate sustainable relations with Turkey.

In our International Affairs Division we combine intercultural skills with an ability to understand complex international relationships. The division additionally makes its intercultural skills available to the foundation as a whole. Our programmes promote a dialogue between individuals that aims to increase mutual understanding and trust and to eliminate prejudices and misperceptions. We wish to bring together people who – across national and cultural boundaries – work on solutions to the pressing challenges of our time.

In this context, we apply three methods in particular:

- › We analyse social and political dynamics in Europe and between Germany, Turkey and China.
- › We foster communication with a view to using facts to invalidate prejudices and misperceptions, and we work towards greater mutual understanding.
- › We promote exchange and cooperation in order to eliminate bias and to generate mutual understanding as the prerequisite for joint action.

The divisional theme of International Affairs is particularly important to Stiftung Mercator since it establishes the basis for pursuing the foundation's other objectives. No society and no government can overcome challenges such as climate change without international cooperation. International understanding therefore has great social and political significance. At the same time, it serves as a particularly effective lever because it is the condition for achieving goals in all other areas with international dimensions.

Exchange Programmes

Through our international projects, especially our exchange programmes for young people, we hope that participants will acquaint themselves with and better understand other cultures, that their prejudices will be eliminated and that they will acquire a greater understanding not only of the differences between them but also of what they have in common. For this to happen, personal encounters are essential, for international understanding does not come about between states or cultures, but between individuals. This is why we established “Mercator Exchange” as a framework for our exchange programmes. In line with our motto of “exchanging people and ideas”, we want to give as many people as possible the opportunity to acquire international experience and enhance their own intercultural skills. We bring pupils, students, academics, teachers, professionals, young leaders and journalists from Germany, Turkey and China together within the context of various exchange programmes.

China Programme

Besides Europe and Turkey, China also plays a key role in the International Affairs Division. As a “new global power”, China is a country with which Germany can and must cooperate for the benefit of both countries and with a view to resolving global issues. The way each country views the other is frequently marred by prejudice and stereotypes. Mutual understanding that gives rise to trust and cooperation is therefore the central objective of our China programme.

Here, too, we apply our three methods of analysis, communication and exchange. We develop our own projects and support third-party initiatives within three programme lines: “Understanding Social Correlations”, “Enhancing Intercultural Skills” and “Jointly Pursuing Sustainable Climate Change Mitigation”. Stiftung Mercator is represented by an office in Beijing, allowing our China projects to be implemented even more effectively and our networks to be further expanded.

Intercultural Skills

In our International Affairs Division, we wish to promote intercultural skills, this being a core competence of relevance to the foundation as a whole. Intercultural skills are a prerequisite for successful action in a globalized world; they are a necessary tool for understanding and cooperating with people from other cultural backgrounds and help solve problems which need to be jointly tackled. One fundamental aspect of intercultural learning is the realization that one's own culture is not the yardstick by which to measure all others. Successful action requires that we be respectful and appreciative in our dealings with others.

Mutual understanding and trust are basic prerequisites for successful cross-border cooperation.

Sources:

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