

The National Plan of Action

The National Plan of Action states the key goals of the UN Decade in Germany, and contains the contributions and commitments of individual stakeholders in a Catalogue of Measures. The Plan was drafted by the National Committee in consultation with members of the Round Table, and was presented at the nationwide start-up conference on 13 January 2005. It is regularly updated, evaluated and adapted to new knowledge. It was last updated in 2008.

The Plan of Action defines the overarching aim of the Decade to be the integration of the idea of sustainable development into all areas of the education system. More specifically, this is to be achieved with the help of four strategic goals:

1. Further develop the concept of Education for Sustainable Development and broadly spread good practices;
2. Forge stronger links between individual players and stakeholders in Education for Sustainable Development;
3. Increase public visibility of Education for Sustainable Development;
4. Strengthen international cooperation.

The Catalogue of Measures that completes the Plan puts these goals into practice by naming specific stakeholders and describing the way towards integration into the whole education system.

In the following, the text of the National Plan of Action in its second edition is reproduced. In addition, all entries from the Catalogue of Measures are listed.

1. Introduction

The United Nations have proclaimed the years 2005 to 2014 as a “World Decade of Education for Sustainable Development”. UNESCO has been designated the lead agency for the UN Decade.

The global vision of the UN Decade of Education for Sustainable Development is a world where everyone has the opportunity to benefit from education and learn the values, behaviour and lifestyles required for a sustainable future and for positive societal transformation (cf. UNESCO 2004, p. 4).

With this vision, the United Nations and UNESCO have made clear that sustainable development is relevant for everyone. There is an undeniable need to develop, strengthen and spread sustainable approaches and actions world-wide. To this end, a comprehensive, global education initiative is needed. This National Plan of Action shows how Germany will take up this challenge; it includes the targets defined by the stakeholders as well as the tasks to be dealt with.



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What is sustainable development?

Sustainable development is a “development that meets the needs of the present without compromising the ability of future generations to meet their own needs.” (WCED 1987)

Sustainable development is an ongoing, comprehensive social process of change that makes it possible both to protect the current generations’ quality of life and to safeguard future generations’ own life options. Today, sustainable development is universally recognised as the way to improve individuals’ opportunities and to achieve social prosperity, economic growth and environmental compatibility. Sustainable development is thus a comprehensive concept for modernising living and working patterns in the 21st century.

The concept of sustainable development, which was developed by the “Brundtland Commission” in 1987, is based on the insight that “business as usual” in industrialised societies will, eventually, dramatically increase ecological risks, economic disparities and social injustices on

our planet. The conventional model for industrialised societies is now considered unsustainable – and, thus, as an unacceptable option for the future. What is needed, therefore, is a forward-looking perspective that is open to change and that is marked by an awareness of environmental, economic and social needs. Such a concept must link work on the ongoing challenge of practising good stewardship of our planets’ resources, and acting in an environmentally sustainable manner, with the urgent need to contribute to the improvement of living conditions in poorer countries. In order to achieve sustainable development in the interests of future generations and of global justice, we must strive to balance environmental, economic and social needs, think globally and give every person a substantive voice in political decision-making processes. The UN Decade of Education for Sustainable Development has been proclaimed by the United Nations as a World Decade. For some time a world-wide debate has been going on about the concept of sustainable



development. The debate on Education for Sustainable Development in other countries and regions often sets emphases that differ from those in Germany. While sustainable development is understood as an ecological, social, economic and intercultural topic in Germany and Europe, the focus in less developed countries is more on the satisfaction of basic needs, as it is in the United Nation's Millennium Development Goals (UN 2000). That means that in many places the main topic is securing basic needs, basic education for everyone, while Germany discusses, for example, questions of long-term sustainable consumption or wider admission to universities. Common themes – such as gender equality – have different implications in different national and regional contexts. The awareness of these different aspects of sustainable development

depending on the cultural and socio-economic context is crucial for the concept of sustainability.

A common theme in the various perspectives on sustainability is the concept of justice and fairness: Fairness between generations, and fairness between nations, cultures and regions of the world. In addition to social, environmental and economic concerns – the three “classical” dimensions of sustainability – the concept of sustainability also extends to global responsibility, cultural diversity and political participation.

“We are at once citizens of different nations and of one world in which the local and the global are linked. Everyone shares responsibility for the present and future well-being of the human family and the larger living world.” (Earth Charter, 2001)



What does “Education for Sustainable Development” mean?

Around the world, people agree that there is no time to lose in introducing sustainable approaches and actions. And yet sustainability cannot be centrally mandated through a top-down strategy. Sustainable development is a process of social change that affects all people and in which all individuals must participate locally. The Agenda 21 cites the “commitment and genuine involvement of all social groups” and, consequently, “new forms of participation” as keys to sustainable development (UNCED 1992). This orientation applies to individual citizens – in the places where they live – as well as to society’s institutions and to our nation’s democratically sanctioned organs. But effective commitment and participation will not come about automatically. It is the task of education to give people the tools they need to shape the development of their societies in a sustainable manner. It is education that must pave the way to sustainability.

“The aim of Education for Sustainable Development is to put people in a position to play an active role in shaping an ecologically sustainable, economically efficient and socially just environment, while remaining mindful of the global dimension.” (BMBF 2002, p. 4)

Schools are the only institutions that reach all people in this country. More and more children attend kindergar-

tens and other elementary institutions and most people complete a professional training course after school, study at colleges of higher education or take part in vocational training courses. Germany has many different educational institutions outside the school system: there is a very rich informal learning sector. Germany’s current educational reforms are furthermore providing new opportunities to influence education plans, to establish new learning methods and to promote cooperation with local partners. We need to make the best use of all these resources to enhance the UN Decade, since Education for Sustainable Development is relevant for everyone and calls for a change in methods, for cooperation and for integration of new subjects into education plans. Only this will make the changes of attitudes, opinions and behaviours possible which are necessary for sustainable development.

Education for Sustainable Development will provide necessary competences to shape one’s own life as well as society in general for the future. In a wider sense, this means firstly supporting access to comprehensive education for all. Education for Sustainable Development will then provide participatory skills. On the one hand, this means gaining knowledge of ways to promote sustainable development by social, ecological, economic and technical

means and how to recognize developments which are not sustainable. On the other hand, having participatory skills means the ability definitely to enhance sustainable development independently and together with others.

Gaining competences alone, however, is not sufficient. Education for Sustainable Development also means innovation in institutions. Educational institutions must also meet the requirements of sustainable development – with reference to subject matter, the qualifications of staff, participation of teachers and students in decision-making processes, as well as their teaching and learning culture.

Principles of Education for Sustainable Development:

- Education for Sustainable Development is relevant for everyone;
- Education for Sustainable Development is an ongoing, continuous process and promotes acceptance of processes of societal change;
- Education for Sustainable Development is a cross-sectoral task that has an integrative function;
- Education for Sustainable Development is aimed at improving the contexts in which people live;

- Education for Sustainable Development creates new opportunities for individuals, society and economic life;
- Education for Sustainable Development promotes global responsibility.

Education for Sustainable Development is relevant to all levels of learning: learning in day-care institutions, schools, universities, continuing education and cultural institutions or research institutes. Educational institutions need to be open to new forms of cooperation among the different types of facilities and settings in which learning takes place. Education for Sustainable Development also takes place outside educational facilities and institutions. Informal and lifelong learning grow in importance as traditional education institutions and formal educational sectors need to be redefined in the light of processes of rapid change. Education for Sustainable Development is relevant for municipalities, associations, clubs, companies and families. It enriches individuals' lives and it opens up valuable future opportunities, by imparting participatory skills.

2. The UN Decade in Germany

The World Summit for Sustainable Development, held in Johannesburg ten years after the Rio conference, reaffirmed the need for a global change of course toward sustainability. As a consequence, in December 2002 the United Nations proclaimed the years 2005–2014 the World Decade of “Education for Sustainable Development”. UNESCO, the United Nations Educational, Scientific and Cultural Organization, was designated the lead agency for this effort. In Germany, the German Commission for UNESCO (DUK) has acted on the United Nations resolution and has taken the first steps toward its implementation. In summer 2003, it adopted the “Hamburg Declaration”, an important reference document that formulates central aims for the pending Decade. In May 2004 DUK convened a National Committee for the implementation of the UN Decade in Germany. On 1 July 2004, the German Parliament unanimously voted to initiate the development of a Plan of Action for the UN

Decade of Education for Sustainable Development as part of the Federal Government’s sustainability strategy (Drucksache 15/3472).

“From the Bundestag’s perspective, teaching of basic skills and knowledge regarding interrelationships between people, nature and technology is an indispensable part of giving people relevant skills and, thereby, of enabling them to participate in society’s efforts to achieve permanently sustainable development.” (Drucksache 15/3472)

The objectives of the German stakeholders in the UN Decade and those of this Plan of Action both build upon the aforementioned resolution of the German Parliament and the “Hamburg Declaration”. At the same time, the international context must be taken into account. For this reason, German activities for the UN Decade are built upon the International Implementation Scheme presented by UNESCO



(UNESCO 2005) and the UNECE Strategy for Education for Sustainable Development (UNECE 2005). The formulation of the concept of sustainability contained in these documents, and their objectives with regard to Education for Sustainable Development, provide key orientation for the formulation of the National Plan of Action.

In 2005 the UN Decade was opened in Germany with the objective of making ESD a focus in all fields of education. The UN Decade can link up with existing international and national initiatives and make use of synergies.

At an international level, a total of 180 governments, meeting at the United Nations Conference on Environment and Development in Rio de Janeiro in 1992, agreed to undertake key changes in economic, social and environmental policy. Specific projects and measures to this end were then defined in Agenda 21. The Federal Republic of Germany's own policies are explicitly oriented towards the ideal of sustainable development as set forth in Agenda 21. Germany is one of 53 members of the Commission on Sustainable Development (CSD). This body, which was founded in 1992 as a sub-organ of the



United Nations Economic and Social Council (ECOSOC), is charged with facilitating effective implementation of the Agenda 21 – and, now, of the Johannesburg Action Plan – and with developing proposals for the further promotion of sustainability.

The United Nations Millennium Declaration represents another international starting point. It was adopted by the international community in 2000. The Millennium Development Goals based on that declaration, along with the expressed aims of the World Summit on Sustainable Development 2002 serve as orientation for international policy and cooperation.

In the context of global learning, and with respect to this country's special international responsibility, the international goals play a key role in Germany's path toward a sustainable future.

On a national level and with reference to German education policy, the Standing Conference of Ministers of Education and Cultural Affairs (KMK) of the Länder and the former Bund-Länder Commission for Educational Planning and Research Promotion (BLK) issued resolutions on sustainable development in 1998. Meanwhile the KMK adopted two

further milestones for ESD: In June 2007 the recommendations on "Education for Sustainable Development in Schools" (Bildung für nachhaltige Entwicklung in der Schule) which had been prepared together with DUK in the context of the UN Decade were published. At the same time the "Cross-Curricula Framework for Global Development Education in the context of Education for Sustainable Development" (Orientierungsrahmen für den Lernbereich Globale Entwicklung im Rahmen einer Bildung für nachhaltige Entwicklung) was presented. Both documents decisively contribute to embedding the concept of sustainability in schools.

The policy of the Federal Government also offers several points to be taken up in the UN Decade: In 1998 the German Parliaments' Commission of Inquiry on the "Protection of People and the Environment" published its final report entitled "The Concept of Sustainability" (Konzept Nachhaltigkeit). Two years later the German Parliament adopted a resolution on "Education for Sustainable Development". In 2001, the Federal Government established a "Committee of State Secretaries for Sustainable Development", and appointed a "Council on Sustainable Development" (Rat für nachhaltige

Entwicklung). And in that same year, steps were initiated for the preparation of a national sustainability strategy. Meanwhile the draft for a second report on the progress of the sustainability strategy has become available. In 2004, in an effort to support the strategic process, and to do justice to the interdisciplinary nature of the concept of sustainability, the German Parliament established a parliamentary advisory board for sustainable development.

In 2002, the Federal Ministry of Education and Research (BMBF), acting on the basis of the Parliaments' resolution, presented the first "Report of the Federal Government on Education for Sustainable Development". This report summarised the progress made in Germany's various educational sectors in the years 1997–2001 (BMBF 2002). In the second report from 2005 the Federal Government summarizes the progress made from 2001 to 2005 (BMBF 2005) while the third report, to be published in 2009, is dedicated to all activities and trends since 2005.

The Hamburg Declaration of the German Commission for UNESCO states: "Orientation of cultural and educational institutions, and of educational curricula, to the ideal of sustainable development is a trans-boundary, world-wide joint task, a task for which experience and ideas must be gathered from all countries. [...] Industrialised societies in particular are called upon to develop sustainable economies and new patterns of consumption. At the same time, account must be taken of the interactions between ecological, economic, social and cultural processes. The aim is a generational contract in which people alive today promise, as they meet their own needs, to provide for similar options for future generations."

3. The Objectives of the National Plan of Action

The overarching objective of the National Plan of Action for the UN Decade is the comprehensive orientation of the education system towards the concept of sustainable development. To achieve this objective, Education for Sustainable Development must be integrated, cross-sectorally, in all policy areas that are relevant to sustainable development. Such efforts are expected to enable Germany to make substantial progress toward sustainability, both until 2014 and beyond. While this applies on the national level, it also applies to Germany's special international responsibility. Efforts to achieve the overarching objective will comprise work toward the following four strategic objectives:

1. Further develop the concept of Education for Sustainable Development and broadly spread good practices

Germany already disposes of a broad spectrum of initiatives and good practices in the area of Education for Sustainable Development. Innovative

and successful activities have been taking place in all educational areas, and throughout the entire country. The intensity of such efforts can vary from activity to activity, however, and not all activities have been spread and disseminated to the necessary degree. Over the next years, it will be necessary to refine such activities, to emphasise their interrelationships and to integrate them into the entire educational sector. In the process, such efforts must reach all types of educational institutions – from children's day-care centres to schools, universities and continuing education facilities – and be spread throughout the broad spectrum of informal learning. Sustainability must be established as a subject for lifelong learning.

These aims call especially for efforts to achieve the following sub-aims over the coming years:

- Since the start of the UN Decade in Germany several Länder, the German States, have prepared a Plan of Action for their Federal Land. The Plans of Action of the Federal Länder will be continuously refined and Länder without individual Plans



of Action will be motivated and supported to prepare one by the mid-decade, i.e. by the end of 2009.

- Concepts for Education for Sustainable Development need to be refined for the area of early education in order to be implemented in children's day-care centres. For this reason ESD will become part of the curriculum for elementary education and qualification of staff will be intensified. In order to intensify ESD in the elementary sector a recommendation will be prepared for educational institutions;
- ESD is being systematically established in schools for general education on the basis of the recommendations of the Standing Conference of Ministers of Education and Cultural Affairs (KMK) of the Länder and the German UNESCO Commission (DUK) issued in 2007 with regard to "Education for Sustainable Development in Schools". This refers to both refinement of guidelines and curricula and support for school progress and profiling schools with reference to ESD. A further objective is the comprehensive education and training of teachers in ESD. Cooperation with partners outside the school sector will be intensified and quality creation and assurance instruments implemented. Schools that are particularly active in the field of ESD will be certified;
- Good practices, especially regarding model projects and research in the area of Vocational Education and Training, and as developed in Vocational Education and Training and relevant applications in companies and in schools, need to be communicated to a broad audience, on the basis of the existing so-called Orientational Framework for Vocational Education and Training. An important emphasis of such efforts must be on integrating suitable content within training regulations;
- A further objective is a common recommendation regarding ESD in universities to be adopted by DUK together with the responsible bodies for Higher Education Institutions in Germany to intensify ESD in universities;
- Integration of sustainable development issues needs to be

intensified in the area of further training/continuing education. Public participation in shaping the public sphere and future policies, need to be expanded as important areas of lifelong learning. Initiatives from independent educational institutions and in the context of projects need to be systematically clarified and refined by means of quality indicators;

Along with formal education sectors, informal education will play a major role in Education for Sustainable Development. Sustainability needs to be communicated more intensively in the mass media, in the workplace and in leisure/recreational sectors. The purpose of such efforts is to make the public more aware of sustainability concepts and issues, and to foster a willingness to act accordingly;

Education for Sustainable Development also comprises numerous cross-sectoral issues. No single educational area can be assigned full responsibility for teaching personal skills for promoting justice, or for assessing the sustainability of products and services and of one's own lifestyle. Communication of

such cross-sectoral issues needs to be intensified. These spread knowledge about sustainability and support the public's willingness to act accordingly by means of extensive public relations work;

- The web portal www.bne-portal.de communicates examples of good practice, innovative ideas and plans, ESD stakeholders, activities in the context of the UN Decade, results from corresponding research and international activities and news.

2. Link individual players and stakeholders in Education for Sustainable Development

As an integrative educational concept, ESD is supported by a wide range of stakeholders from administrations, business, Non-Governmental Organisations (NGOs), different areas of politics – including policy areas such as education, foreign aid, the environment, consumer affairs and economics. Networking between such stakeholders, and relevant communication to the general public, needs to be further improved. In



keeping with Germany's federalist educational system, the Länder, or federal states, have a major role to play in this area. At the regional and Land levels, special opportunities for integrating specific local stakeholders present themselves.

These aims call especially for efforts to achieve the following sub-aims over the coming years:

- Existing networks (e.g. UNESCO Associated Schools, International Agenda 21 schools and other initiatives, particularly at Land level) need to be expanded and used intensively for wider transfer;
- Partnerships with business, an important basis for Education for Sustainable Development, need to be intensified. Sustainable student companies and other forms of cooperation, for example, with municipalities and NGOs provide a good basis;
- Local networks need to be expanded as public-private partnerships, bringing together local government, business, youth-/adult-education facilities outside of the school sector, associations, foundations and social and cultural organisations.

The so-called "Learning Regions" provide a good model for such partnerships;

- The various educational subject areas that contribute substantially to Education for Sustainable Development and their stakeholders (from educational subject areas such as the intercultural relations, consumer affairs, democracy education) need to be more strongly interlinked, in keeping with the necessarily inclusive approach of Education for Sustainable Development;
- Stakeholders need to be supported by central, specialised services agencies, as well as by trained "multipliers", in the areas of Vocational Education and Training, universities, extracurricular education and informal learning;
- Research and ESD need to be linked more closely.



3. Increase public visibility of Education for Sustainable Development

The basic principles of sustainable development are supported by nearly everyone. Education helps promote such support. By imparting relevant knowledge and values, it facilitates implementation of such principles in everyday life, in the workplace and in society as a whole. The UN Decade of Education for Sustainable Development, acting through projects, persons and organisations throughout Germany, is expected to enhance public understanding of the fact that each and every person can support and help shape sustainable development.

To this end, the following sub-aims will be pursued over the coming years:

- The country's citizens need to become more aware of the importance of sustainable development, and they need to recognise the options available to them for promoting sustainability. Consequently, they need to intensify their support for integration of

sustainable development issues and content in education;

- Experts in all educational areas need to be conversant with the main elements of Education for Sustainable Development;
- Decision-makers at the Federal and Länder, levels, and in companies, Non-Governmental Organisations, associations and municipalities, need to identify with Education for Sustainable Development and to actively support integration of such education in all educational levels;
- The media need to intensify their coverage of this topic, and they should refer directly to the UN Decade in their reporting;
- The achievements of initiatives and projects, and of municipalities and cities, in relation to Education for Sustainable Development, need to be made visible by granting the title of Official German Cities and Local Authorities of the UN Decade.

4. Strengthen international cooperation

Successful international cooperation plays a more important role in sustainability than it does in virtually any other political endeavour. One of the priorities in implementing the UN Decade in Germany is thus to integrate Germany's relevant projects, both existing and emerging, within the global discussion on Education for Sustainable Development – and, thereby, to learn from the experience and positions of other countries and cultures. As a

world-wide initiative, the UN Decade offers us the opportunity to be internationally effective and to contribute to a global perspective and to global cooperation.

The following sub-aims will play an especially important role in the coming years:

- The topic of "Sustainable Development" needs to be integrated more strongly in educational projects and programmes at the European level; the EU Commission will establish relevant thematic emphases;



- International cooperation and partnerships need to be expanded and intensified with a view to contributing to the international success of the UN Decade. The World Conference on Education for Sustainable Development in 2009 in Germany organized by UNESCO and BMBF in cooperation with DUK particularly aims at this objective;
- In Germany's bilateral and multi-lateral development cooperation with partner countries in Africa, Asia and the Americas, and with so-called "countries in transition", emphases on "education" and "environment and sustainable use of resources" need to be further expanded, particularly with regard to the Millennium Development Goals;
- Examples of good practice from other countries need to be presented to the German education sector. A strengthened global perspective and international exchanges will substantially enrich the German education sector;
- Germany's contributions to the UN Decade need to be internationally

highlighted – for instance, via the global network of UNESCO National Commissions and the UNESCO Secretariat in Paris.

In the next years, these four strategic objectives will serve as guidelines for strengthening Education for Sustainable Development in Germany. The National Committee for the UN Decade which was appointed by the German Commission for UNESCO is charged with monitoring relevant activities on an ongoing basis and with assessing progress. The four strategic aims are detailed in a Catalogue of Measures (see pages 161). The Catalogue of Measures identifies relevant visions and specific sub-goals, describes the outset situation, specifies the developmental steps to be taken and the stakeholders involved, and provides precise criteria for assessing progress toward the aims. The strategic aims and the detailed Catalogue of Measures have been prepared with the help of responsible parties from the Federal, Länder and local levels, from the business and science sectors and from relevant groups of society.

4. The next steps, and a look ahead ...

The UN Decade of Education for Sustainable Development is a process that is open to all stakeholders and interested parties. The present Plan of Action will be updated on a regular, ongoing basis. New experience, insights and current events will influence the UN Decade's progress – and, thus, the general aims and the manner in which the strategic aims are formulated.

What are the next steps?

- Ongoing updating of this Plan of Action will, in particular, affect the Catalogue of Measures, which details the four strategic aims. During the course of the UN Decade, it will be continually updated and reviewed;
- The German coordination office of the UN Decade (the Bonn Secretariat along with the Berlin Office of the National Committee's Chairman) will support stakeholders in their efforts to enhance networking. Efforts to this end will include among other things the operation of a web portal, as a platform for communication and networking (www.bne-portal.de). The web portal is designed to enable the largest possible number of stakeholders to participate in the ongoing implementation of the UN Decade;
- Round Table discussions, with varying groups of participants, will meet at regular intervals. Their purposes include making new projects and promising initiatives available for broad implementation within the context of the UN Decade, alongside proven and established programmes and projects;
- The UN Decade of Education for Sustainable Development will be carried out on a non-centralised basis. And it is to be prominent throughout all of Germany. Local activities, municipalities and projects can still be included in the UN Decade as "Official German Projects"/"Cities and Local Authorities of the UN Decade". This option appropriately reflects Germany's highly diverse educational landscape, and it will promote local involvement;
- Intermediate results of the German implementation of the UN Decade are communicated internationally via UNESCO, the UNESCO National Commissions and the UNECE Steering Committee for ESD;
- From 31 March to 2 April 2009 Germany will host the UNESCO World Conference on Education for Sustainable Development. The conference is organised by UNESCO and BMBF in cooperation with DUK and will take place in Bonn. The conference will be held on the occasion of the mid-term of the UN Decade, it will review current implementation and recommend strategies for further action.

5. Catalogue of Measures

The Catalogue of Measures is an integral part of the German National Plan of Action for the UN Decade of Education for Sustainable Development. It was developed as an implementation scheme, based on the Driving Force-State-Response-Model of the Commission on Sustainable Development. The Catalogue of Measures lists in detail the contribution which each stakeholder intends to make to the four objectives of the Plan of Action, within a fixed time-frame. It sets indicators and thus allows for progress to be evaluated meaningfully. The Catalogue is to be expanded as the UN Decade progresses, and currently contains over 60 clearly defined, concrete measures aimed at steering education in the direction of sustainability.

The following pages list the entries into the Catalogue of Measures. In the German original, each entry contains details on the objectives of the measure, the sequence of implementation, and evaluation criteria. This abridged overview lists only the titles of each measure and the responsible stakeholder.

The Catalogue of Measures comprises the following entries:

Objective 1: Further develop the concept of Education for Sustainable Development and broadly spread good practices

1. Federal Ministry of Education and Research (BMBF): Research for Sustainability – Framework Research Project (FONA)
2. Federal Ministry for Family Affairs, Senior Citizens, Women and Youth (BMFSJ): Volunteer Services Create Skills
3. Federal Ministry for Family Affairs, Senior Citizens, Women and Youth (BMFSJ): Technology - Diversity - Equal Opportunity Centre of Competence Girls' Day – Girls' Future Day
4. Federal Ministry for the Environment, Nature Conservation and Nuclear Safety (BMU): Education Service of the BMU
5. Federal Ministry of Economics and Technology (BMWt): Sustainability in Vocational Edu-



cation and Training: Sustainability aspects of all training regulations

6. Federal Ministry for Economic Cooperation and Development (BMZ), InWEnt – Capacity Building International: Training programme – Development-related Education for the Economy, Government Institutions and Media
7. Federal Ministry for Economic Cooperation and Development (BMZ), Standing Conference of the Ministers of Education and Cultural Affairs (KMK) of the Länder, InWEnt – Capacity Building International: Global Development Education in schools
8. Federal Institute for Vocational Education and Training (BIBB): Good practice training agency for Vocational Education and Training
9. Federal Institute for Vocational Training (BIBB): Regulations of Vocational Education and Training
10. Federal Agency for Civic Education (BpB): Internet dossiers, research software and teaching materials
11. Land of Baden-Württemberg: “Learning Sustainability” Network

12. Land of Bavaria: "Forest Education – Forest Education Guide not just for Foresters"
13. Land of Bavaria: The Sustainable Cities and Local Authorities Learning Network
14. Land of Brandenburg: Education for Sustainable Development in Brandenburg's All-day Schools
15. Land of Hesse: Environmental School – Learn and Act for Our Future
16. Land of Hesse: Kita21 – Fit for the Future
17. Land of Hesse: Hessian UN Decade web portal on the Federal Land's website www.hessen.de
18. Land of North Rhine-Westphalia: "School of the Future – Agenda 21 in Schools" Campaign
19. Land of North Rhine-Westphalia: Agenda 21 at Early Childhood Education and extracurricular youth work
20. NUN: Länder of Hamburg, Mecklenburg-Western Pomerania, Lower Saxony, Schleswig-Holstein: North German Partnership in Support of the UN Decade (NUN)
21. Land of Rhineland-Palatinate: Transfer of Education for Sustainable Development into School Education
22. Land of Saxony-Anhalt: Designing, implementing and updating a Plan of Action "Learning Sustainability in Saxony-Anhalt"
23. Land of Schleswig-Holstein: Certification of Extracurricular Learning Institutions
24. Land of Thuringia: Thuringia Plan of Action
25. National Working Group of State-funded Education Sites for Nature Conservation and Environmental Protection (BANU): transfer to extracurricular work
26. National Working Group of State-funded Education Sites for Nature Conservation and Environmental Protection (BANU): transfer to regional planning and development processes
27. German Association for Environmental Education (DGU): International Agenda 21 Schools
28. German Savings Bank Association (DSGV): Managing the income – money and financial advisory service
29. German Commission for UNESCO (DUK): UNESCO Associated School Project Germany
30. Free University Berlin: Multipliers Training "Education for Sustainable Development at All-day Schools"



- 31. Regional Federation for the Protection of Birds (LBV): Learning to Shape Life
- 32. Association of German Non-Governmental Development Organizations (VENRO): Millennium Development Goals: teaching materials and events
- 33. Association of German Non-Governmental Development Organizations (VENRO): Global Learning: Shaping Globalisation

Objective 2: Link individual players and stakeholders in Education for Sustainable Development

- 34. Federal Institute for Vocational Training (BIBB), Federal Ministry of Education and Research (BMBWF): Pilot Projects for Vocational Education and Training for Sustainable Development
- 35. Federal Ministry for Family Affairs, Senior Citizens, Women and Youth (BMFSFJ), Technology – Diversity – Equal Opportunity Centre of Competence; New Ways for Boys
- 36. Federal Ministry for Economic Cooperation and Development (BMZ), InWEnt – Capacity Building International: Service Agency Communities in One World: consulting and capacity building for local community decision-makers
- 37. Federal Agency for Civic Education (BpB): Team Global
- 38. Land of Bavaria: Bavaria-wide Working Group “Education for Sustainable Development”
- 39. Land of Hamburg: “Hamburg Learns Sustainability” Initiative (HLN)
- 40. Land of Hesse: Transfer-21 Hesse – network reinforcement to support schools development
- 41. Land of North Rhine-Westphalia: Agenda 21 in schools and youth work
- 42. Land of North Rhine-Westphalia: Forum “Learning Future Action”
- 43. Land of Saarland: We Invent the Future – Plan of Action on Education for Sustainable Development in Saarland
- 44. Land of Schleswig-Holstein: Plan of Action for the UN Decade of Education for Sustainable Development in Schleswig-Holstein
- 45. Association of Nature and Environmental Education in Germany (ANU), Bavarian Regional Association: Plan of Action for Bavaria

46. Ecumenical One World Initiative, German Co-ordinating Agency for the International Earth Charter Initiative: Building of an Network on Education for Sustainable Development of religious communities
47. Saxon Regional Conservation Foundation: Saxony Environmental Education Network (NIS)
48. Association of German Non-Governmental Development Organizations (VENRO): Civil society as partners of schools
49. Federal Ministry of Food, Agriculture and Consumer Protection (BMELV): Federal Organic Farming Program (BÖL)
50. Federal Ministry for Economic Cooperation and Development (BMZ), InWEnt – Capacity Building International: ASA programme
51. Federal Ministry for Economic Cooperation and Development (BMZ), InWEnt – Capacity Building International: Action Group Programme (AGP), Global Development Education Support Programme (FEB)
52. Federal Ministry for Economic Cooperation and Development (BMZ), InWEnt – Capacity Building International: School Competition of the Federal President for Global Development Education
53. Federal Ministry for Economic Cooperation and Development (BMZ), InWEnt – Capacity Building International: Development Policy School Exchange Programme (ENSA)

Objective 3: Increase public visibility of Education for Sustainable Development



54. Land of Bavaria: Public performance of Extracurricular Educational Institutions, marketing for Environmental Education
 55. State of Mecklenburg-Western Pomerania: Federal Land Environmental Competition: Distant Views – Local networks for a liveable Mecklenburg-Western Pomerania
 56. Association of Nature and Environmental Education in Germany (ANU): Media Network Education for Sustainable Development
 57. Association of Nature and Environmental Education in Germany (ANU): Qualification and Training of Extracurricular Environmental Education Institutions in the field of Education for Sustainable Development – main subjects: Water and Biodiversity
 58. National Working Group Voluntary Ecological Year (BAK-FÖJ): Education for Sustainable Development in the Voluntary Ecological Year
 59. Association for Environment and Nature Protection of Germany (BUND), Bread for the World, Church Development Service (EED): “Future-oriented Germany in a Globalised World”
 60. German Savings Bank Financial Group, German Savings Bank Publisher: Savings Bank Schools Service
 61. German Savings Bank Financial Group, German Savings Bank Publisher: Financial Pass
- Objective 4: Strengthen international cooperation**
62. Federal Ministry for Economic Cooperation and Development (BMZ), InWEnt – Capacity Building International: Global Education Network Europe (GENE)
 63. Federal Ministry for Economic Cooperation and Development (BMZ): “weltwärts” – Development Policy Voluntary Service
 64. Land Hesse: SUPPORT – a network of the EU 2007–2010 – Management of the German implementation in support of schools development for ESD
 65. Ecumenical One World Initiative, German Earth Charter Affiliate Initiative: Linking ESD stakeholders in the field of youth and education work in Germany to the international network of Earth Charter Youth Initiative (EC4I)
 66. Association of German Non-Governmental Development Organizations (VENRO): North-South partnerships