

(Please note: this is a draft translation; original: German.)

The following resolution was passed unanimously by the German Bundestag on 1 July 2004.

Proposal

presented by the Members of Parliament Ulla Burchardt, Jörg Tauss, Ulrike Mehl, Brigitte Wimmer (Karlsruhe), Monika Griefahn, Dr. Hans-Peter Bartels, Klaus Barthel (Starnberg), Sören Bartol, Uwe Beckmeyer, Ute Berg, Petra Bierwirth, Gerd Friedrich Bollmann, Willi Brase, Marco Bülow, Hans Büttner (Ingolstadt), Detlef Dzembritzki, Siegmund Ehrmann, Petra Ernstberger, Dagmar Freitag, Dieter Grasedieck, Gabriele Groneberg, Anke Hartnagel, Reinhold Hemker, Monika Heubaum, Jelena Hoffmann (Chemnitz), Christel Humme, Renate Jäger, Klaus-Werner Jonas, Ulrich Kasparick, Ulrich Kelber, Hans-Ulrich Klose, Astrid Klug, Karin Kortmann, Nicolette Kressl, Horst Kubatschka, Ernst Küchler, Ute Kumpf, Gabriele Lösekrug-Möller, Lothar Mark, Markus Meckel, Dr. Rolf Mützenich, Gesine Mulhaupt, Volker Neumann (Bramsche), Dietmar Nietan, Johannes Pflug, Dr. Sascha Raabe, Dr. Carola Reimann, Walter Riester, Rene Röspel, Dr. Ernst Dieter Rossmann, Rudolf Scharping, Dr. Hermann Scheer, Siegfried Scheffler, Horst Schmidbauer (Nuremberg), Dagmar Schmidt (Meschede), Wilhelm Schmidt (Salzgitter), Heinz Schmitt (Landau), Carsten Schneider, Swen Schulz (Spandau), Gert Weisskirchen (Wiesloch), Dr. Ernst Ulrich von Weizsäcker, Andrea Wicklein, Uta Zapf, Dr. Christoph Zöpel, Franz Müntefering and the SPD (Social Democrat) parliamentary group,

and by the Members of Parliament Grietje Bettin, Volker Beck (Köln), Cornelia Behm, Franziska Eichstädt-Bohlig, Hans-Josef Fell, Winfried Hermann, Peter Hettlich, Ulrike Höfken, Thilo Hoppe, Michaele Hustedt, Undine Kurth (Quedlinburg), Dr. Reinhard Loske, Friedrich Ostendorff, Irmingard Schewe-Gerigk, Albert Schmidt (Ingolstadt), Ursula Sowa, Dr. Antje Vogel-Sperl, Katrin Dagmar Göring-Eckardt, Krista Sager and the Bündnis 90/Die Grünen (Green Party) parliamentary group.

Towards a plan of action for the UN Decade of Education for Sustainable Development

The Bundestag may decide:

The German Bundestag establishes:

The plan of action adopted at the Johannesburg Summit, the World Summit on Sustainable Development, held from 26 August to 4 September 2002 recognises the outstanding importance of education for the promotion of sustainable development. The plan of action includes detailed recommendations which are in accordance with the overall objective to considerably improve access to education especially in developing countries and “to integrate sustainable development

in the education systems at all levels and, thus, increasingly make education the decisive catalyst for change.”

By adopting the resolution 57/254 on 20 December 2002, the UN General Assembly declared the years 2005 to 2014 the World Decade of Education for Sustainable Development and thus implemented one of the main recommendations of the World Summit on Sustainable Development.

The UN General Assembly resolution on the UN Decade of Education for Sustainable Development lends weight to the recommendations for action of the Johannesburg Summit, and it underlines the political commitment of the UN Member States to further the promotion of education for sustainable development (ESD) at national and international levels and to rigorously pursue the goals of educational policy already defined in the UN Millennium Declaration and at the World Education Forum in Dakar in 2000. The Millennium Declaration approved by the international community and the corresponding Millennium Development Goals provide a politically binding normative framework designed to improve access to education for the extremely poor and to enhance gender equality in education. The United Nations have thus confirmed the results of the 2000 World Education Forum in Dakar.

The German Bundestag welcomes the decision of the UN General Assembly to give the promotion of ESD highest priority in educational policy and development co-operation by declaring the UN Decade.

It is now essential to make use of the impetus provided by the decision on the UN Decade of Education for Sustainable Development and to improve and combine the varied approaches to the promotion of ESD.

According to the German Bundestag, basic skills and factual knowledge regarding the interrelation between man, nature and technology are indispensable conditions for endowing people with the necessary competence for decision-making and responsibility and thus for social participation when creating lasting development. In this context it is vital to emphasise the interdependence of ecology, economic potential and social justice in keeping with a broad conception of sustainability. Education should aim at multidimensional and intercultural learning, and should especially aim at creating awareness of the global consequences of one's actions and of one's responsibility with regard to the use of natural resources. Cultural education and intercultural learning are vital for mutual understanding.

UNESCO has been entrusted, as lead agency, with the preparation and co-ordination of the UN Decade. By adopting the “Hamburg Declaration” on 11 July 2003, the General Assembly of the German Commission for UNESCO decided on far-reaching recommendations for a national plan of action as German contribution to the upcoming UN Decade, and called upon the responsible stakeholders from federal government, federal states and local communities, business, science and academia, and other civil-society groups to form an “alliance for the learning of sustainability” in order to develop a common plan of action for the UN Decade.

The Federal Government is called upon to participate in this process and, in close co-ordination with the German Bundestag, to develop German contributions to the UN Decade of Education for Sustainable Development. In this context, the importance of cultural education to development co-operation should be emphasised.

The Report on Education for Sustainable Development issued by the Federal Government in 2001 gives evidence that education for sustainable development has already been implemented as an integrative educational concept in all areas of education, albeit to varying degrees of intensity. ESD is supported by a large number of stakeholders from administrations, the non-governmental sector, and different political areas.

With regard to the integration of the overall concept into all levels of the educational system as well as with regard to the promotion of basic education as a central dimension of a strategy for sustainability, numerous and various activities and measures that have been initiated in recent years – significantly supported by the German Bundestag – provide a substantial basis:

- “BLK 21”, the pilot programme of the federal government and the federal states, has produced significant results with regard to the integration of the philosophy of sustainability into the German school system; it offers conceptual foundations as well as a variety of practice-relevant products and qualified stakeholders in schools and further education institutions for the further dissemination of the ESD concept.
- The network of the 160 German schools of the UNESCO Associated Schools Project, along with the world-wide network of the UNESCO Associated Schools Project comprising more than 7000 institutions, has produced important results with regard to the integration of the philosophy of “global learning communities” into German school education and offers conceptual foundations as well as practical examples of global education for other schools.
- Consideration of ESD-relevant learning goals in the modernisation of training regulations and with regard to the training regulations for new professions; development of practice-oriented concepts in pilot projects related to specific branches of trade and industry; other preparatory and supporting measures, e.g., the feasibility study “Vocational training for sustainable development”.
- Promotion of sustainability in research and teaching at higher education institutions, e.g., through fellowship programmes and supporting measures for young scientists in social-ecological research networks; development of concepts for the integration of sustainability into higher education institutions, in particular through support of the project UNI21.
- The initiative for the creation of the Open University for Renewable Energies (OPURE) at the International Conference for Renewable Energies in June 2004 in Bonn. OPURE’s mission will be to develop educational and training programmes for all stages of education, and foster international co-operation and networks with regard to the support of research. OPURE should thus decisively strengthen the knowledge transfer in the area of renewable energies.
- Promotion of projects in the areas of “Nutrition education/sound nutrition”; the pilot project “Reform of nutrition and consumer education in general education institutions (REVIS)”; further education of educators in day care centres with a focus on sound nutrition and physical exercise.
- Special measures in the agricultural sector which aim at imparting technical expertise in sustainable farming methods or support the introduction into the market of renewable raw materials.
- 14 German biosphere reserves as model regions for sustainable development. As part of the world network of UNESCO biosphere reserves (440 in 97 countries) they contribute to further developing the philosophy of sustainable development. Biosphere reserves are examples of how the protection of bio-diversity and natural resources can be brought into harmony with their sustainable use. The Seville Strategy adopted in 1995 stresses, among other things, the educational function of biosphere reserves and offers suggestions for their realisation.
- The goals agreed upon in the Millennium Declaration and the World Summit in Johannesburg to improve access to education and gender equality for the extremely poor. In achieving these objectives the “Education for all Fast Track Initiative” of the World Bank plays a central role. The initiative is now supported by the World Bank as well as G7, the other important bilateral donor organisations, the EU, UNESCO, and UNICEF. At the same

time, Poverty Reduction Strategies have been implemented by the developing countries, these strategies have met with massive support from the donor community. The Poverty Reduction Strategies usually include basic education as a central element. The promotion of basic education has thus become a common task of the international community, with responsibility in the hands of the developing countries. The conditions for a lasting achievement of these goals have thus improved.

The German Bundestag calls upon the Federal Government to carry out the following measures

1. at national level:

- support the transfer of a wide concept of sustainability that draws out the interdependence of ecology, social justice and economic potential, placing special emphasis on the responsible use of natural resources and the importance of future technologies for sustainable development;
- make sure, in cooperation with the federal states, that the results of “BLK 21”, the pilot programme of Federal Government and federal states, including innovative learning material, organisational frameworks, participation models, curricular modules as well as further education concepts for teachers and disseminators, have widespread effects and are integrated in the school systems. Therefore, the Federal Government and the federal states should jointly develop a transfer concept for the BLK programme “Education for Sustainable Development”;
- provide appropriate financial assistance to the federal states for the implementation of said transfer concept; budgetary and funding questions should be dealt with in close co-operation with the federal states;
- ensure transfer research and the provision of an information platform, regularly report on the evaluation of the transfer project;
- keep track of developing and testing programmes for the integration of sustainability in vocational training in selected practice fields at corresponding places of learning; intensify applied vocational training research in this area; promote documentation and dissemination of good-practice examples;
- support the establishment of a transfer co-ordination agency for ESD-related projects, research enterprises, and good-practice examples from the fields of trade, business and industry, and pilot projects in vocational training as a common platform for information, communication, and co-operation, linking it to the general education platform;
- promote, in close co-operation with the federal states, the development of qualification measures and training material for the training staff in businesses and vocational training institutions;
- examine, in order to systematically integrate the varied measures in the field of vocational training for sustainable development, the promotion of an action programme that is oriented towards the action fields defined by guidelines for the integration of sustainability in vocational training;
- aim to enhance, in co-operation with the federal states, the contribution of higher education institutions to the promotion of sustainable development at the levels of creation, teaching, dissemination and use of knowledge. To this effect, it is necessary to extend interdisciplinary training and research programmes, intensify fellowship programmes and supporting measures for young people and initiate partnerships across universities;

- make sure, in the field of general continuing education, that themes of sustainable development are better integrated in educational work, that further education and qualification offers for disseminators are created, and that local Agenda 21 processes are further extended with the participation of federal states and communities;
- aim to extend and disseminate nutrition knowledge, especially with children and adolescents, in particular through initiatives for training and further education of teachers and through public relations activities;
- promote, through linking research projects and development efforts with the development of educational concepts, the transfer of outcomes from sustainability research to different educational domains and use the experience of the biosphere reserves as model regions for sustainable development;
- connect developmental aspects regarding ESD in Germany with strengthening the awareness of the global effects of one's actions. This implies that Germany and its citizens assume their responsibility for sustainable patterns of production and consumer behaviour in industrialised countries;

2. at international level:

- enhance the efforts to implement the Millennium Declaration and the international development goals, particularly with regard to basic education and gender equality. The Federal Government should make good use of its developmental focus and act as a driving force in both the "Education for All Fast Track Initiative" and the implementation of national poverty reduction strategies;
- align, on the basis of a recommendation of the OECD Development Assistance Committee and the so-called Rome Declaration on the harmonisation of donor procedures, German development co-operation with regard to ESD-promoting programmes and measures in order to improve the quality of result orientation and Germany's developmental achievements;
- make efforts to improve the implementation of developmental co-ordinating tasks in the co-operating countries and to further intensify the co-ordinated approach of the governmental implementing organisations;
- offer, in close collaboration with other donor organisations, assistance to co-operating countries in order to integrate the aspects of sustainable development in curricula and school subjects;
- participate in the development of the UNESCO implementation plan for the World Decade with own suggestions and initiatives. In the responsible UNESCO committees and bodies the Federal Government should insist that the international implementation plan be duly adopted at the 59th session of the UN General Assembly in autumn 2004;
- form new alliances with civil society groups in Germany as already envisioned in the "Action Programme 2015, The Federal Government's contribution to halving extreme poverty in the world," in order to enhance social support for the implementation of ESD in the world and, in particular, to reach the international development goals of basic education and gender equality;
- support the Open University for Renewable Energies (OPURE), which has been initiated at the International Conference for Renewable Energies, and gain further support for this initiative from other governments and institutions, taking into account the links with existing institutions and programmes at the international level.

3. entrust the German Commission for UNESCO with the co-ordination of national activities related to the World Decade Education for Sustainable Development that go beyond direct governmental action and provide it with sufficient financial means for this task;
4. combine the activities for the promotion of ESD at national and international levels in a plan of action which is the Federal Government's contribution to the UN Decade of Education for Sustainable Development and designed to become an integral part of the Federal Government's Sustainability Strategy. The fields of general education, vocational training and higher education should each be represented by adequate contributions.

Berlin, 30 June 2004

Franz Müntefering and the SPD parliamentary group

Katrin Göring-Eckardt, Krista Sager and the Bündnis90/Die Grünen parliamentary group