

INFORMAL COUNTRY REPORT

(Germany)

Questionnaire for 2014 informal country reporting on the implementation of the priority action areas

I. Priority action area (a) to promote the introduction of ESD into teacher education: Advances made and challenges encountered since the eighth Steering Committee meeting in March 2013

1. Has there been any significant advancement made with regard introducing/ extending ESD as a part of educators' initial training?

Yes X No

- *Please specify*

A growing number of universities and faculties integrate lessons on ESD either in the general studies for all teacher students or in the didactic lessons and studies as part of the subject studies at university. Additionally the second face of initial teacher training after the university studies at training schools and accompanying regional teacher training seminars is on the way to integrate ESD on a larger level, this is supported either by nationwide programmes e.g. in the field of changing the energy system as a topic based example or by state and seminar based approaches to integrate ESD as a background topic in general. Some Federal States have already started to implement ESD in pre-school teachers training.

- *Please indicate if you wish to make a presentation on this topic/if there is an outstanding initiative in your country on this topic*

2. Have there been any significant advances made with regard to introducing/ extending ESD as a part of educators' in-service training?

Yes X No

- *Please specify*

As part of an international project of GIZ (German Association for international cooperation) ESD-Expertnet (www.esd-expert.net), a systematic Train of Trainers (ToT) course for multipliers, has been developed together with experts from India, Germany, Mexico and South-Africa. After a pilot face the ToT is on the way to be implemented in these four countries. In Germany all 16 federal states will implement the programme step by step, Northrhine-Westfalia and Hesse have already started, Berlin, Brandenburg are in the planning phase, Baden-Wuerttemberg will integrate parts of the ToT in teacher training.

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If possible we would like to present the modules mentioned above at the Steering Committee Meeting.

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3. Are there any recently produced materials/resources that are accessible to a wider audience (e.g., online)?

Yes X No

- *Please specify and, if applicable, indicate the language and website address*

Train of Trainers Manual for ESD and additional material on the different modules of the training.

Available in English and Spanish, German version coming soon

Download under:

<http://esd-expert.net/materials/trainers-manuals/>

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II. Priority action area (b) to ensure that there is an ESD school plan in every school by 2015: Advances made and challenges encountered since the eighth Steering Committee meeting in March 2013

1. Has the number of schools adopting a “whole-institution approach” to sustainable development (SD)/ESD increased?

Yes X No

- *Please specify*
- *Please indicate if you wish to make a presentation on this topic/if there is an outstanding initiative in your country on this topic*

2. Have any (additional) incentives and assistance measures (guidelines, award scheme, funding, training, technical support) been made available that support ESD school plans?

Yes X No

- *Please specify*

All states in Germany have already implemented networks, support-systems, or awards to assist schools to implement ESD in their school-programs, school-plans or school based curriculum. In some states ESD has become part of quality development guidelines and school inspection. Others have implemented ESD as part of management training for school principals and staff.

All these activities follow the issue of the UN-Decade ESD in Germany: From project to structure!, which is the main issue in 2013 and 2014.

All measures of the UN-Decade ESD and the ESD Cities and communities in Germany are also supporting the whole institutional approach for ESD.

<http://www.bne-portal.de/engagement/ausgezeichnete-massnahmen/>

<http://www.bne-portal.de/engagement/ausgezeichnete-kommunen/>

As an example for new ways to implement ESD within a whole school approach, a project for primary education “School year for sustainability” was developed and after testing implemented in one federal state, other states are already interested to implement it in the future. (more information and presentations are available under:

http://www.youtube.com/playlist?list=PL4jZxRIWmYtvBE_rRkvFgb3OTwPGvqk0

(Video documentation on the project, available in English and German, an could be shown at the Committee Meeting, it offers a good insight in ESD at primary schools)

To support the whole institutional approach in all stages of education some federal states have developed and already implemented a system of certification for institutions with the main focus in ESD. Other states are on the way to implement similar systems by 2015.

- *Please indicate if you wish to make a presentation on this topic/if there is an outstanding initiative in your country on this topic*

We would like to offer a short presentation on the certificate which includes all elements of sustainable development on the topic area and elements of institutional and didactical approach.

3. Are there any recently produced materials/resources that are accessible to a wider audience (e.g., online)?

Yes X No

- *Please specify and, if applicable, indicate the language and website address*

But mainly in German, some are available in English)

School year for sustainability:

http://www.youtube.com/playlist?list=PL4jZxRIWmYtvBE_rRkvFgb3OTwPGvqk0

http://esd-expert.net/assets/poster_workshops_final_web-13.pdf

Certificate ESD for institutions:

http://www.schuleundgesundheit.hessen.de/fileadmin/content/Zertifikat/Broschuere_Das_Zertifikat_A4.pdf

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1. Has there been advancement towards a structural reorientation of technical and vocational education and training (TVET) towards ESD?

Yes No

- *Please specify*

Funding of projects on federal, state and regional level is currently the main strategy in order to introduce and implement ESD in TVET. However, in the ESD community it is broadly agreed that it is indispensable to transfer the projects into the legal framework, structures and institutions to foster ESD in TVET.

e.g. <http://www.bne-portal.de/engagement/ausgezeichnete-massnahmen/berufliche-bildung-fuer-eine-nachhaltige-entwicklung-in-der-zweiten-haelfte-der-un-dekade-bildung-fuer-nachhaltige-entwicklung-2005-2014/>

<http://www.bibb.de/de/56741.htm>

- *Please indicate if you wish to make a presentation on this topic/if there is an outstanding initiative in your country on this topic*

2. Have any incentives and assistance measures been made available that support the reorientation of TVET towards SD?

Yes No

- *Please specify*

There are governmental funded projects aiming at ESD-competences regarding technical / pedagogical / didactical skills of training personnel and curricula development as well as organisational development of schools and training facilities. Evaluation of evidences and knowledge acquired in these projects are in progress

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3. Are there any recently produced materials/resources that are accessible to a wider audience (e.g., online)?

Yes No

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The projects in the pilot programme “Vocational Training and Education for sustainable development” - which is supervised by the Federal Institute for Vocational Training and Education and funded by the Ministry of Education and Research – has produced important training materials and curricula to be used in IVET in several sectors, such as construction, chemistry, nutrition and energy (<http://www.bibb.de/de/56741.htm>)

- Further materials mainly focussed on CVET are
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III. Priority action area (c) to reorient technical and vocational education and training in support of sustainable development and the transition to a green economy: Advances made and challenges encountered since the eighth Steering Committee meeting in March 2013

accessible on <https://www.fona.de/>

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IV. Implementing education for sustainable development beyond the United Nations Decade of ESD

1. Is there already a political commitment/indication that ESD implementation will continue to be supported after the United Nations Decade of ESD?

Yes No

Both the Federal Government and all federal states have given indications to continue with the implementation of ESD.

- <http://www.bne-portal.de/un-dekade/folgeaktivitaeten/> (a translation in English will follow)

2. Is there an indication of what will (continue to) be the priorities of your country for future ESD implementation?

Yes No

In accordance with the recent coalition agreement by the German government ESD remains a priority in all levels of education. Implementation beyond 2014 will take on board the five priorities as named in the proposal for a Global Action Programme by UNESCO.
