

GERMANY

1. National reporting on the progress achieved in the implementation of the United Nations Economic Commission for Europe (ECE) Strategy for Education for Sustainable Development offers a valuable opportunity for countries to learn from each other and to share newly produced resources and materials within and beyond the ECE region.
2. In preparation for the thirteenth meeting of the ECE Steering Committee on Education for Sustainable Development, countries are requested to fill in the questionnaire below, reporting on progress made and challenges encountered in implementing the selected three priority action areas since the twelfth Steering Committee meeting (Geneva, 20-21 April 2017).
3. Additional sub-section in this questionnaire refers to the alignment of the national strategies for ESD with the Global Action Programme on Education for Sustainable Development, contributing to the implementation of the 2030 Development Agenda in terms of achieving the SDG 4.7 on education and as an instrument to achieving all 17 SDGs.
4. Countries are kindly requested to submit this information in writing to the secretariat via e-mail (esd@unece.org) by **15 March 2018**.
5. The secretariat will review all the information submitted and deliver a synthesis presentation at the Steering Committee's thirteenth meeting. The presentation will be followed by an interactive discussion.
6. Recognizing the importance of celebrating champions of education for sustainable development, Steering Committee members are in particular invited to indicate if there are any outstanding initiatives on the implementation of the priority action areas in their countries that they wish to share and/or present. Countries might also wish to report on how the implementation of the national strategies for ESD contributes to the achievement of the Goal 4.7 and the 2030 Agenda at the national level, and also on mainstreaming gender aspect in the national ESD policies.

Questionnaire for 2018 informal country¹ reporting on the implementation of the three “vertical” priority action areas²

Advances made and challenges encountered since the twelfth Steering Committee meeting in April 2017

I. *Priority action area (a)*

Encouraging whole-institution approaches by establishing education for sustainable development school plans, or embedding education for sustainable development in existing school plans, for every school by 2019

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

Yes No

- *After the formal adoption of the National Curriculum Framework for ESD, which contains an own chapter on WAS*
-

¹ Countries with a federal structure are free to provide several inputs or questionnaires from different states or entities, if appropriate.

² See framework for the future implementation of the UNECE Strategy for Education for Sustainable Development (ECE/BATUMI.CONF/2016/11), subparas. 20 (a)-(c). Available from <http://www.unece.org/environmental-policy/environment-for-europe/efe-conferences/batumi-conference/documents-and-materials.html>.

(ESD as a task for the whole school) several states (Länder) have started with programs on WSA and implementing the Curriculum framework, this is realized in different ways: some define ESD as a overall principal for all schools, some other ask the schools to implement ESD as part of their school based curriculum, another example are special guidebooks how to integrate ESD at school level, or support schools by implentind ESD as a basic concept for a whole grade, as a result the number of schools who implement WSA increased,

- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic I would like to present the “schoolyear for sustainable development” for primary schools in Germany, as an example for supporting whole school development for ESD*

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

Yes No

- *The federal government is funding a coordinating person in every part state for several years, those persons have already started in some part states, other will follow in the next years / additional there is a specific funding scheme for so called Länder-projects to implement the curriculum framework for ESD / as a result nearly 40 different teaching material, developend by schools are available*
- *P we would like to present some specific examples of those teaching materials*

3. Are staff and students in schools with ESD plans more environmentally and ecologically aware than staff and students in schools without ESD plans?

Yes No

- *There are studies on this available in German they showed that there is a difference between schools who join ESD programs*
- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

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

Yes No

- *mainly in German at:
<http://www.globaleslernen.de/de/bildungsmaterialien/alle>*

5. Have you implemented or are you planning to implement any assessments or evaluations that will measure the impact of the actions taken to date in this area?

Yes No

- *The National Council for sustainable development is developing specific indicators and criteria for SDG 4.7.*
- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

Encouraging whole-institution approaches by establishing education for sustainable development school plans, or embedding education for sustainable development in existing school plans, for every school by 2019

6. Additional comments on implementing the UNECE Strategy for ESD in your country (please specify, if any):

II. Priority action area (b)

Promoting the extension of education for sustainable development in teacher education and in the training of all educators

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

Yes No

- *Since 2016 there is a specific country wide working group defining instruments and specific training structures to implement ESD at all levels of teacher training*
- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

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

Yes No

- *see number II.1*
- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

3. Are beginning teachers who have been in teacher education that has introduced ESD more likely to teach from a sustainability perspective?

Yes No

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

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

Yes No

- *mainly in German language at : <http://www.globaleslernen.de/de/bildungsmaterialien/alle>*
- *Some of them are specific for teacher training*

5. Have you implemented or are you planning to implement any assessments or evaluations that will measure the impact of the actions taken to date in this area?

Yes No

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

6. Additional comments on implementing UNECE Strategy for ESD in your country (please specify, if any):

III. Priority action area (c)

Strengthening technical and vocational education and training in support of sustainable development and the transition to a green economy

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

Yes No

- Since 2016 there is a specific program: called "Grenzenlos, ESD at vocal training" which is already implement in some states (Länder) Brandenburg, Baden-Württemberg, Hessen, Rheinland-Pfalz and Saarland.
- Please indicate if you wish to make a presentation on this topic or 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 sustainable development?

Yes No

- Please specify See III.1 "Grenzenlos" is a specific training program for vocational schools how to implement ESD at school level, specific material for different professional training is available (mainly in German language) could be offered as pdf for free use
- Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic

3. Are students who have been in TVET oriented to sustainable development finding jobs related to sustainable development?

Yes No

- Those students who have attended specific trainings on e.g. renewable energy or sustainable resource management have very good choices on the labour market in Germany and beyond
- Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic

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

Yes No

- mainly in German language; please choos "Berufliche Bildung" at the search options <http://www.globaleslernen.de/de/bildungsmaterialien/alle>

5. Have you implemented or are you planning to implement any assessments or evaluations that will measure the impact of the actions taken to date in this area?

Yes No

- There is a certificate for those schools which attended the "Grenzenlos#" program
- Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic

6. Additional comments on implementing UNECE Strategy for ESD in your country (please specify, if any):

IV. Monitoring SDG 4 (Targets 4.7 and 4.a)

SDG 4: “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”

Target 4.7: “By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.”

Target 4.a: “Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all”

(Note: According the UNESCO methodology (see report “Historical efforts to implement the UNESCO 1974 Recommendation on Education in light of 3 SDGs Targets, <http://unesdoc.unesco.org/images/0024/002472/247275E.pdf>), the agreed global indicator measures the extent to which (i) global citizenship and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment.)

1. Does your country have a stand- alone "sustainable development", "global understanding", "international understanding" policy/plan/law in place, all of them using “sustainable development” language?

Yes No

- Following the National Strategy for Sustainable Development “Deutsche Nachhaltigkeitsstrategie” all stakeholders and the different ministries follow one concept which is based on the Agenda 2030, the recent document from 2017 is already based on the SDGs
- Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic

2. Is ESD reflected in your country’s current education policy/ies and frameworks?

Yes No

- There is a nation wide curriculum framework decided by all 16 Ministers of education, some of them have already implemented elements of it in the state based school laws and/or educational standards and syllabusses
- Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic

3. Is ESD reflected in your country’s current school curricula?

Yes No

- Some part states define ESD as an overall educational concept / some others integrate it into several subjects like: Geography, Politics and economics, ethics and religious education, nature science... and even language education
- Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic

4. Is ESD reflected in the curriculum of pre-service and/or in-service teacher training?

Yes No

- As teacher pre-service teacher training is organized by independent universities it differs between them, but most of them integrate parts of it, a working group of

different stakeholders is working on the further development

5. Which of the following dimensions of learning is your country planning to reinforce in student assessment/examinations in the next five years, in relation to ESD? (please tick all that apply)

(a) Knowledge

Yes No • *Please specify*

(b) Skills and competencies

Yes No • *Please specify*

(c) Values and attitudes

Yes No • *Please specify*

(d) Behaviours

Yes No • *Please specify*

(e) None

Yes No • *Please specify*

(f) No information available

Yes No • *Please specify*

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

6. Are the other core elements of the Target 4.7 part of education in your country?

– Sustainable lifestyles

Yes No

– Human rights

Yes No

– Gender equality

Yes No

– Promotion of a culture of peace and non-violence

Yes No

– Global citizenship

Yes No

– Appreciation of cultural diversity and of culture's contribution to sustainable development

Yes No

Yes No • *it is part of the national curriculum framework which is oriented on SDG 4.7.*

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

7. Additional comments on implementing SDG Goal 4.7 in your country (please specify, if any):

8. Is Target 4.a (see above) part of education policy in your country?

Yes No

- *There is a specific funding scheme to the further development of schools in preparation which will integrate Target 4.a.*
- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

9. Is climate change education/environmental awareness mandatory at any level of education in your country?

Yes No

- *Nearly all new curricula within the 16 part states integrate this topic very prominent*
 - *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*
-
-