

TRANSFORMATIVE EDUCATION FOR SUSTAINABLE DEVELOPMENT

PRE-CONGRESS OF THE CLOSING EVENT OF THE UN
DECADE OF EDUCATION FOR SUSTAINABLE DEVELOPMENT

19.- 20.09.2014, BERLIN



BERLIN DECLARATION



Organisational realisation:



With financial support of:



BERLIN DECLARATION ON THE LAUNCH OF THE GLOBAL ACTION PROGRAMME “EDUCATION FOR SUSTAINABLE DEVELOPMENT”

SEPTEMBER 20, 2014

We, the participants of the Berlin Congress
of the Association of German Development NGOs - VENRO

“Transformative Education for Sustainable Development”
(Contributions of civil society to the Global Action Programme
“Education for Sustainable Development” and to the
“Zukunftscharta” (Charter for the future) of the Federal
Ministry for Economic Cooperation and Development)
preceding
the national conference concluding the UN Decade
“Education for Sustainable Development”

- > **emphasise the necessity** for everyone and especially those in responsible positions in politics, society and business to consistently orientate their thinking, decisions and actions towards the goal of inclusive sustainable global development,
- > **are convinced** that Global Learning / Education for Sustainable Development (ESD) makes a crucial contribution to this goal,
- > **affirm** the many positive effects of the UN Decade “Education for Sustainable Development”,
- > **stress** that Global Learning/ESD can only have a transformative effect if a reorientation of content is accompanied by a change in the learning style towards participation, inclusion and multiple perspectives, and
- > **declare our readiness and determination** to actively contribute to the national and international implementation of an Global Action Programme on ESD.

The end of the ESD decade this year and of the big global programmes “Education for All” and “Millennium Development Goals” next year presents an opportunity for an integrative reshaping of the Rio process that was initiated in 1992 at the United Nations Conference on Environment and Development.

We want to use this chance to successfully counteract the threatening global developments in many central areas of life and make transformative education create the foundation for the goals of a global post-2015 agenda of the United Nations and thus of sustainable development for all.

Beyond the implementation of the following recommendations for shaping the national priorities of the Global Action Programme,

we seek a common process,

which is characterised by open and respectful cooperation of governmental and non-governmental actors and an understanding of being a community of equal partners with different responsibilities,

in which collectively binding national goals and indicators are established and verifiably realised – modelled after the process of developing Sustainable Development Goals at the international level,

in which the German UNESCO Commission, after having been tasked with implementing the national Global Action Programme, appoints the members of a national steering committee (National Committee) and determines their responsibilities with the participation of all relevant groups in society in an open and transparent process.

In addition to the federal ministries particularly relevant to ESD, the German Länder and municipalities, civil society actors, science and business should be represented in this committee. In addition to its steering responsibilities, it should also have an advisory role in legislation and government decisions relevant to ESD,

and in which a master plan coordinated among governmental and civil society actors presents the projects and the responsible actors including binding financial commitments. Furthermore, a future fund is needed for financing projects and structures across issues and sectors.



We conceive Global Learning that we (and others) advocate as an essential area of Education for Sustainable Development (ESD) in the sense of the UNESCO draft for a Global Action Programme on ESD. The initiative “Global Education First” initiated by the Secretary General of the United Nations with its focus on Global Citizenship requires strengthening the view onto the growing global challenges as Citizens of One World inherent in Global Learning.

On the basis of the VENRO discussion paper “Global Learning as Transformative Education for Sustainable Development”, we want to call at the end of the ESD decade for a broad discussion on shaping the new Global Action Programme on ESD within the framework of the post-2015 agenda, and we will support the efforts to expand and strengthen the alliance “Bündnis Zukunftsbildung”.

With respect to the five priorities of the national implementation of the Global Action Programme on ESD in the coming five years (2015 - 2019), we contribute the following recommendations on the basis of our experience and as a result of our two-day congress:

Policy support

1. ESD is integrated systematically and coherently in all policy areas at all levels. To strengthen this process, ESD rapporteurs with clearly defined responsibilities are appointed and integrated in all parliamentary committees at the federal, Länder and municipal level (similar to the present practice in the Bundestag with respect to the Committee on Education and Research and in the Conference of Ministers of Education).

Whole-institution approaches

2. Representatives, management and bodies of educational institutions are called upon to implement a holistic ESD approach (whole-institution approach) in their institution in an appropriate participatory process. To this end, goals and minimal standards are established and exemplary implementations distinguished under the coordination of the national steering committee (National Committee).

Educators

3. Based on the update of the “Orientierungsrahmen für den Lernbereich Globale Entwicklung” (Cross-Curricular Framework for Global Development Education in the Context of Education for Sustainable Development), in cooperation among institutions of higher education, governmental and non-governmental institutions and in an international exchange, core ESD

competencies for the education and training of educators of all formal and non-formal educational institutions are developed, and their respective standards are rendered binding. The portals established and intensely utilised during the ESD decade (www.bne-portal.de und www.globaleslernen.de) are to be further developed as central platforms for purposes of education and training.

Youth

4. Adolescents will not be a marginal or “target group” in the future discourse, but will have a key role as active change agents. To this end, in all ESD activities an understanding of diversity will be strengthened and entry barriers will be reduced. The integration of youth in ESD bodies and activities (e.g. in the National Committee) is supported in every possible form (e.g. through youth advisory boards and autonomous budget responsibility) and reviewed at regular intervals.

Local Communities

5. The declaration of the mayors of distinguished ESD municipalities and the resolution of the Conference of the Länder Prime Ministers on June 12, 2014, on the contribution of the German Länder to the post-2015 agenda for sustainable development will be the basis for all municipalities in strengthening their ESD activities, developing local sustainability strategies and taking administrative decisions. ESD structures and measures that strengthen sustainable municipal development are to be integrated in all public cultural and educational institutions. ESD education and training modules shall be developed and implemented for all administrative sectors in cooperation with non-governmental actors. High importance is attached to the One World Promoters Programme and to coordination offices.

In the name of the congress participants
Berlin, September 20, 2014





Official contribution

National conference



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