



# ESD VISION 2030

A concept for Munich



**BNE VISION 2030**



**MÜNCHEN LERNT**  
gemeinsam  
nachhaltig  
zukunfts-fähig

## Notice

This brochure is an English translation of the summary of the City of Munich's Education for Sustainable Development (ESD) concept entitled BNE VISION 2030. BNE stands for Bildung für Nachhaltige Entwicklung (Education for Sustainable Development). It is the German equivalent of ESD.

The comprehensive action programme, which includes more than 300 individual measures, is not presented in this summary.

Background information on the BNE VISION 2030 can be found at [pi-muenchen.de/bnevision2030](https://pi-muenchen.de/bnevision2030).

The original German version of the concept (as of July 2022) can be found at [pi-muenchen.de/wp-content/uploads/2021/02/LHM\\_BNE-Vision\\_2030\\_barrierefrei\\_26-10-2022.pdf](https://pi-muenchen.de/wp-content/uploads/2021/02/LHM_BNE-Vision_2030_barrierefrei_26-10-2022.pdf).



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## Preface

The present concept, ESD VISION 2030, aims to structurally anchor Education for Sustainable Development (ESD) in all areas of education and to contribute to the achievement of the global Sustainable Development Goals (SDGs).

For many years, the City of Munich has been aware of not only the local, but also the global consequences of its actions. Munich has committed itself to implementing the 17 global Sustainable Development Goals of the 2030 Agenda. Another key goal of the city is to become climate neutral by 2035. The ESD VISION 2030 aims to promote the participation and awareness of the entire urban society in order to achieve these ambitious goals.

The concept was developed in a participatory process with city departments, ESD stakeholders, educators and other experts. Together, we have succeeded not only in raising awareness of the importance of ESD, but also in creating a practical and sound plan for citywide implementation.

We thank all those involved for their commitment and hope that many stakeholders will continue to participate in the implementation and contribute to making Munich more sustainable. In order to lay the foundations for a sustainable Munich, we rely on political, ideological and financial support, both now and in future updates of the ESD VISION 2030. The real work starts now.

## Our vision

At the beginning of the process, stakeholders developed a shared vision of what they would like to see for Education for Sustainable Development (ESD) in Munich by 2030.

The vision for 2030 describes a municipal educational landscape in which ESD is firmly embedded in both formal and non-formal education. All citizens of Munich should regularly and continuously deal with sustainability issues and acquire the necessary competences to act sustainably. ESD is implemented not only through isolated projects, but as a lived practice in all education sectors. Educational stakeholders, such as educators and teachers, are adequately trained to shape their pedagogical everyday life accordingly. This is supported by clear guiding principles and curricula in which sustainability is embedded.

Learners experience a sustainable lifestyle and actively contribute to shaping their learning environment and surroundings. ESD is integrated beyond schools, kindergartens and educational institutions into businesses, administration and cultural institutions, enabling Munich's citizens to experience ESD in their daily lives and to critically reflect on their lifestyles and consumption patterns.

All educational stakeholders as well as city employees receive regular training and further education on ESD in order to increase their action competence and to promote sustainable development in their areas of work.



# I. Background and introduction



# 1. Development of an ESD concept for Munich

## Mandate and objectives

On 27 November 2018, the City Council of Munich commissioned the Department of Education and Sport and the Department of Climate and Environmental Protection, together with other municipal departments and ESD stakeholders, to develop a comprehensive Education for Sustainable Development (ESD) concept for Munich. The aim of this concept is to structurally embed ESD in all education sectors in order to support the SDGs and achieve the city's climate protection goals.

## Background

ESD promotes future-oriented thinking and action, participation and solidarity. It helps individuals understand the impact of their actions and make responsible decisions, while providing key competences for a sustainable society.

Since 2015, Germany has been participating in the implementation of UNESCO's World Action Programme for ESD (WAP ESD). The framework for this initiative consists of the 17 SDGs established by the United Nations. Municipalities play a crucial role in the implementation of the SDGs and ESD, as they are close to citizens and directly influence their actions. Munich has committed to implementing the SDGs at the local level, signing the German Association of Cities' Agenda 2030 resolution in 2016. The city aims to become climate neutral - its administration by 2030 and the entire city by 2035. This requires not only technical solutions, but also a change in the awareness and behaviour of citizens. The integration of ESD in all education sectors is essential to provide the necessary competences for sustainable action.

The City of Munich has been recognised several times for its ESD initiatives, including being designated by the German UNESCO Commission as the "City of the UN World Decade for ESD" in 2012 and 2019. These awards serve as motivation and commitment to continue and strengthen the existing commitment to ESD.

Furthermore, the Munich Education Conference in 2017 and a City Council hearing on ESD in 2018 paved the way for the development of the ESD VISION 2030. Participants explored how ESD can be integrated into the city's society to promote future-oriented thinking and action.



Impression from the Congress Hall





Impression from the structural development workshop

## 2. The process of developing the ESD VISION 2030

The process of developing the ESD VISION 2030 started in spring 2019 with a structure development workshop attended by about 20 key people from administration, educational institutions, civil society, academia and business. The aim was to establish the basic structure of the process, gather key insights and identify relevant stakeholders.

### Project Management and Process Support

The project management team consisted of four staff from the Department of Education and Sport and the Department of Climate and Environmental Protection, supported by an external process facilitator who provided design and facilitation support. The entire process was carried out using existing resources, with many participants contributing on a voluntary basis.

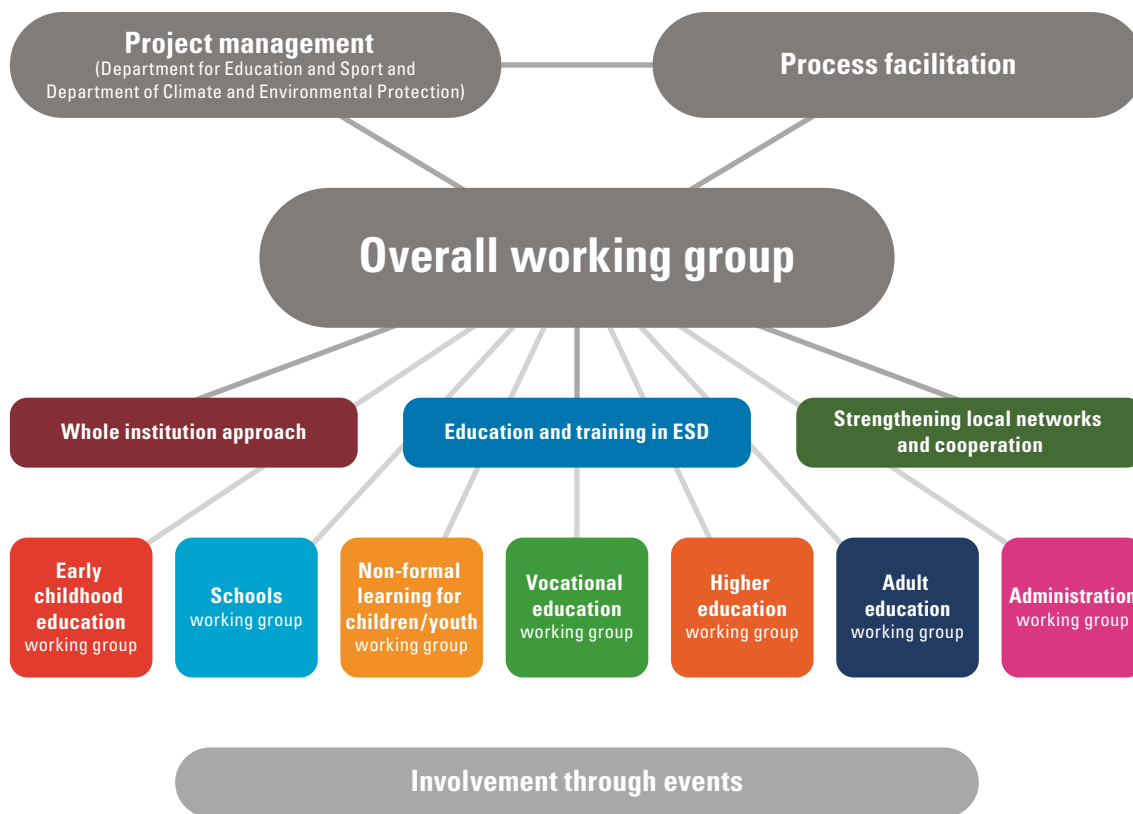


Figure 1: Working structure in the ESD VISION 2030 development process

## Working groups

Seven working groups were formed, based on the education sectors of the National Action Plan for ESD (NAP ESD):

- Early Childhood Education
- Schools
- Non-formal Learning for Children/Youth
- Vocational Education
- Higher Education
- Adult Education
- Administration

Each working group was led by a tandem of a representative from the administration and a representative from civil society to ensure a collaborative approach. On average, 20 professionals participated in each working group, including ESD experts familiar with the structures, provision and needs of their respective education sectors.

In order to facilitate communication and coordination between the education sectors and the project management team, a cross-cutting committee, known as the overall working group, was established. Regular meetings were held to discuss current developments and coordinate next steps.





Impressions from the kick-off event in 2019

Impressions from the 2020 ESD Days

### Cross-cutting education issues

During the process, cross-sectoral educational themes were identified that were relevant to all sectors. Some of these themes were dealt with in separate working groups:

- Whole institution approach: Designing educational institutions as models of sustainability
- Educational landscapes and places of learning: Strengthening local networks and cooperation
- Out of the bubble: Reaching new target groups
- Creating a central ESD platform for Munich
- Education and training in ESD

### Involvement of municipal cross-cutting offices and councils

Municipal cross-cutting offices and councils, such as the Equal Opportunities Office and the Migration Advisory Board, were also involved. Their expertise was sought in 2020 on the topic of "Out of the Bubble", which resulted in the "Recommendations of the Municipal Cross-Sectional Offices for ESD Measures", which served as a working basis for the working groups. In addition, aspects such as accessibility, diversity and plain language were considered in the working groups.



### Evaluation of the development process

The development process was intended to provide insights for future similar projects and for the further development of the ESD VISION 2030. Therefore, a qualitative evaluation of the process and a final quantitative evaluation of the participation process were carried out.

### Public events

All interested citizens of Munich were offered the opportunity to inform themselves about the progress of the ESD VISION 2030 and to contribute their ideas at annual public events. The documentation of the events is available online. The process started on 5 November 2019 with a kick-off event, where around 200 participants learned about the initiative and its stakeholders and shared initial ideas for the education sector.

The 2020 ESD Days were held digitally due to the pandemic, allowing for an exchange of interim findings and perspectives. The results were presented at a public closing event with up to 140 participants participating digitally.

The digital ESD Expert Day in 2021 included nine workshops where contributions and cross-cutting issues were discussed and feedback was collected. More than 150 participants took part.

### Public Relations

A logo was developed to ensure graphic recognition of the ESD VISION 2030 and its resulting measures and projects.

## BNE VISION 2030



The logo of ESD VISION 2030:  
Munich learns - together, sustainable,  
fit for the future

The ESD VISION 2030 website ([pi-muenchen.de/bnevision2030](https://pi-muenchen.de/bnevision2030)) will provide ongoing information on the process. In addition, the newsletter "Munich Learns Sustainability" was launched in October 2020 to provide regular information on ESD activities.



Figure 2: Pyramid of objectives of the action programmes

### Procedure in the working groups

The working groups followed a structured process that included establishing a common understanding of ESD, formulating a vision for 2030, conducting an analysis of existing offerings, and developing strategic and operational goals. Actions were specified and documented in action sheets.

The action programmes of the working groups were continuously coordinated in order to exploit synergies and clarify overlaps. Lead projects were initiated to gather practical experience and to link ESD provision at transitions between education sectors.

### Focus on structural measures

The focus has been on the structural integration of ESD in the education sectors. In the coming years, it will be examined which areas of ESD have not yet been sufficiently addressed in the respective education sectors in order to develop new measures or projects.

## 3. Education for sustainable development

### Definition and educational understanding

Education for Sustainable Development (ESD) is a holistic concept that empowers learners to make informed choices in the context of global, environmental, economic and social challenges. The aim of ESD is to promote the competences necessary for sustainable action. This requires experiential spaces and reflective forms of learning that enable engagement with the complexity of global change.

Core criteria for ESD actions include:

- Inter- and transdisciplinary knowledge
- Participatory learning
- Innovative structures
- Promotion of shaping and action skills
- Transfer of knowledge for sustainable action into the living and working environment of the learners

Central themes of the sustainability discourse, in particular the 17 Sustainable Development Goals (SDGs), are relevant for ESD provision. The focus should not only be on knowledge transfer, but also on analysing trade-offs and developing action-oriented solutions.

### National and international context

The reference framework for the ESD VISION 2030 consists of the UNESCO World Action Programme for Education for Sustainable Development (WAP ESD, 2015-2019) and the National Action Plan (NAP ESD) adopted on 20 June 2017. The NAP ESD aims to structurally embed ESD in all areas of education in Germany, with a total of 130 goals and 349 recommendations for action.

UNESCO's ESD 2030 programme is the successor to the NAP ESD, and focuses on the implementation of the SDGs by 2030. It emphasises the role of ESD as a key to achieving all the SDGs.

In the coalition agreement of 2021, the German government commits itself to the Agenda 2030 and the SDGs as guiding principles of its policies. It also expresses the intention to strengthen and embed the NAP ESD in all phases of education.

## II. Action Programme of the ESD VISION 2030



## Working groups

The action programmes for the seven education sectors and three cross-sectoral educational themes form the core of the ESD VISION 2030. The following chapters briefly describe the education sector or educational theme, address the focal points of the action programme and present findings and perspectives from the perspective of the working group.

The education sectors:

- Early childhood education
- School
- Non-formal learning for children and young people
- Vocational education
- Higher education
- Adult education
- Administration

The cross-sectoral educational themes:

- Whole Institution Approach
- Structural embedding of ESD in education and training
- Strengthening local networking, cooperation and projects on ESD



# 1. Early childhood education



## The education sector

The Early Childhood Education working group focuses primarily on children aged 0-6, as defined in the National Action Plan for ESD (NAP ESD). However, the measures for Munich in the field of early childhood education relate to all childcare facilities for children from birth to the end of secondary school. The overall aim of the working group is to establish a holistic understanding of ESD in Munich's childcare facilities and to integrate ESD structurally into the (educational) daily routine. The working group consisted of 18 members, including representatives from independent providers, municipal academies for social pedagogy, ESD educational institutions, as well as leaders and staff from municipal kindergartens, bringing a wide range of expertise and experience in early childhood education.

The vision for the education sector and the relevant fields of action are largely in line with the fields of action listed in the NAP ESD. These include issues such as the structural embedding of sustainability and ESD within service providers, sustainability in procurement and management, the integration of ESD in the education and training of professionals, and the relevant educational plans and guidelines, as well as the implementation of ESD in everyday educational practice. This illustrates that the implementation of ESD in childcare centres can only be successful through a holistic approach, known as the Whole Institution Approach (WIA), as outlined by the NAP ESD Expert Forum on Early Childhood Education. The aim is to adapt this framework to the childcare structures in Munich.

As of November 2021, the city of Munich operates 53 crèches (0-3 years), 167 kindergartens (3-6 years), 124 after-school care centres (school children, 6-10 years) and 147 facilities for children (school children, 0-10 years). In total, there are around 42,000 childcare places available and around 5,700 people employed in these facilities (as of 31 December 2021):

- Professionals: 2,794
- Supplementary staff: 1,773
- Social educators: 143
- Domestic staff: 782
- Cooks: 59
- Household assistants: 2
- Household managers: 71
- Administrative staff: 58

As of January 2022, there are 1,039 facilities run by non-municipal providers, comprising 531 organisations with a total of 58,085 childcare places. These include 226 parent-child initiatives and 305 non-profit and other providers. The distribution of places is as follows:

- 267 crèches with 8,388 places
- 191 nursery schools with 9,913 places
- 45 after-school and cooperative all-day care centres with 4,516 places
- 536 facilities for children with a total of 35,268 places, including crèches (9,493), kindergartens (18,839), after-school care (3,010) and 3,926 mixed-age places

The working group carried out an inventory of educational institutions in Munich that deal with environmental education, nature education and ESD for all target groups aged 0-10 and for multipliers. It became clear that a significant part of the offer includes primarily nature experiences. In Munich, there are several stakeholders that are recognised as “Learning Sites of the UNESCO World Action Programme for Education for Sustainable Development” and/or bear the quality seal “Environmental Education Bavaria” of the Bavarian Ministry of the Environment. Both seals serve as a benchmark for quality educational work in the field of ESD.

An examination of the publicly accessible educational landscape in the field of ESD shows that the stakeholders mainly offer one-off or temporary programmes for children of kindergarten and primary school age. Almost all ESD themes are represented to varying degrees in these offerings, with a particular emphasis on nature and environmental experiences. The target group of nursery school children is underrepresented. Only a few providers offer training for multipliers and educational staff. It would be desirable to expand the offer to include the target groups of crèche children, educational and other professionals in childcare facilities as well as parents, and to focus more on additional dimensions of sustainable development. In terms of better networking, the already planned central municipal ESD platform is a promising step forward.

### **The action programme**

The Federal Ministry of Education and Research (BMBF) is in charge of implementing the ESD WAP in Germany. The Expert Forum for Early Childhood Education is one of six expert forums that have formulated recommendations for action, goals and implementation strategies for their respective education sectors. The reference framework developed by this expert forum serves as the basis for the work of the Working Group on Early Childhood Education.

The National Action Plan (NAP) for ESD outlines the following five fields of action for early childhood education:

- Embedding ESD in curricula
- Establishing ESD as an institutional mandate for providers
- Integrating ESD in the education and training of educational professionals
- Supporting ESD as a basis for professional action
- Establishment of networking structures for informal and formal places of education

The working group has formulated around 80 measures for these five fields of action, ranging from the training of professionals to the development of continuing education and the Whole Institution Approach (WIA). The key aspects and priorities of the fields of action are presented below.

#### **Field of action I: Embedding ESD in curricula**

The integration of ESD in the Bavarian Education and Childcare Plan and in the Regulation for the Implementation of the Bavarian Childcare and Education Act is necessary in order to structurally anchor ESD in the field of early childhood education. A recommendation to this effect is urgently needed in order to establish binding commitments.



### **Field of Action II: Establishing ESD as an institutional mandate for providers**

ESD must be embedded in the mission statements and quality management concepts of all providers and implemented on a mandatory basis. To achieve real change, it is not enough to carry out individual educational projects and activities within institutions. The whole institution, including the provider level, needs to be assessed for sustainability and appropriate implementation policies need to be developed. In line with the WIA, it seems sensible to provide childcare centres with professional support over a longer period of time and to develop a holistic approach together. This includes staff training, services for families, educational programmes for children, and reflection and improvement of procurement and catering. In the summer of 2021, the lead project “Structural Embedding of ESD in Munich’s Childcare Centres” will be launched. The aim is to create a resource that enables other interested day-care centres to implement ESD in their own facilities on the basis of the WIA. In addition, further process support will be initiated to facilitate this complex process both technically and organisationally.

### **Field of action III: Integrating ESD into the education and training of (education) professionals**

Knowledge of ESD and sustainability issues is essential for practical implementation. Therefore, ESD needs to be integrated into training programmes and courses so that professionals can apply ESD from the beginning of their careers. For those who are already working, further training and support schemes are needed to enhance their competences in these areas. This includes not only educators in childcare centres, but also teachers in academies, trainers, domestic staff, cooks and administrative staff. Brochures, recommendations and resources are useful tools and valuable additions to training programmes.

### **Field of action IV: Supporting ESD as a basis for professional action**

In order to authentically impart Gestaltungskompetenz, childcare facilities must themselves act as role models for sustainable development. As places of learning and experience, they must therefore align their processes with the principles of sustainability. The WIA aims to integrate sustainability into all aspects of the institution. In addition to embedding ESD in guiding principles and policies, this includes the following aspects:

- Sustainable and resource efficient procurement and management
- Development of a waste management policy based on circular economy principles
- Extension of sustainable energy management concepts to all facilities

### **Field of action V: Developing networking structures for informal and formal learning settings**

The administration has a special responsibility in initiating networks for ESD. It should help to connect relevant stakeholders in the early childhood sector and institutionalise thematic networking efforts to establish ESD across the whole field of early childhood education, including the transition to primary school. This can be achieved through professional and networking events, practical resources and agreements on the transition from childcare centres to primary schools. In this context, an ESD coordinating body for the early childhood sector is essential.

### Insights and perspectives

Collaboration within the working group, like the whole process, was shaped by the unique circumstances of the COVID-19 pandemic. With the exception of the kick-off meeting in January 2020, all meetings took place online or through written communication. Nevertheless, productive work continued throughout the sub-working groups and the overall group. Many people contributed on a voluntary basis in addition to their day jobs, as time off was often not possible or only limited. This led to very productive discussions and work not only within the working group but also across working groups. The development of the ESD VISION 2030 resulted in close collaboration over an extended period of time between individuals who had previously had little or no interaction. As a result, the collaboration has been of great benefit to the participants in the working group and has led to increased knowledge and understanding of other education sectors. The networking that has taken place will continue to encourage close collaboration both within the education sector and across sectors. This is the only way to make transitions effective and meaningful and to implement the measures. From the point of view of the working group, the last two years are only the beginning of a significant and important joint task, which can only be continued through the commitment of all individuals and the allocation of resources.

The formulation of goals and measures has repeatedly shown how closely the issues of ESD and climate protection are intertwined. Particularly with regard to WIA and the creation of sustainable processes and frameworks, a number of measures are required in relation to the SDGs, for example in the area of climate protection. Examples include the installation and establishment of fresh kitchens in facilities, the promotion of environmentally friendly and health-promoting cycling and walking to/from the workplace, or the development of a construction concept for sustainable planning, tendering and implementation of new buildings and renovations. It is hoped that such measures can be implemented through the municipal climate protection budget.





## 2. School





## The education sector

The education sector of schools encompasses the target groups of children and adolescents or young adults aged 6 to 19 who attend public general education schools, municipal day-care centres, cooperative all-day schools or special education institutions. A specific aspect of the schools is the compulsory school attendance, which provides the opportunity to reach all children and young people equally. The City of Munich is the provider of all public general education schools in Munich. This includes 137 state primary schools, 14 state special schools, 44 state secondary schools and 26 state grammar schools. In addition to its role as provider, the city is also responsible for its own municipal general education schools and care facilities: 20 municipal secondary schools, 2 municipal special schools (one comprehensive school and one non-denominational orientation stage), 16 municipal grammar schools, 42 municipal day-care centres and 7 facilities for cooperative all-day care. As a result, the city of Munich is also the employer of various educational staff. The Bavarian State Ministry of Education and Cultural Affairs is responsible for the personnel management of state schools. ESD is explicitly mentioned in a few school-related publications, while it is often implicitly found under terms such as sustainability, participation, learning through engagement and student co-responsibility.

The working group consisted of around forty participants, including teachers and head teachers from primary schools, a special needs school, a secondary school, a grammar school, the management of a municipal day-care centre, as well as parent representatives from all types of schools, representatives of the pupils' council, experts from the Department of Education and Sport, Munich ESD stakeholders, partners from non-formal education, representatives of the State School Authority, the State Institute for School Quality, the Munich Migration Advisory Board, a foundation and the Munich Public Utilities. The diverse experiences and expertise were integrated into a holistic understanding of ESD and the description of fields of action and measures for implementing ESD.

The working group has developed a specific understanding of ESD in relation to the NAP ESD for its education sector:

ESD in schools is structurally anchored at all levels (NAP ESD action area I), is visible and is oriented towards the social, ecological, economic and political aspects of sustainability. The guiding principles of sustainable development and international human rights treaties form the basis of ESD and Global Learning and provide direction.

ESD, in the sense of a Whole Institution Approach, transforms the "school system" and acts as a driver for school development: the school environment and learning content are aligned, and teaching and learning take place in a team-oriented and interdisciplinary way.

Participation is implemented at all levels (NAP ESD Fields of Action III and V): in the sense of genuine participatory processes involving all stakeholders from the very beginning. The whole school community is involved in the design of the school (pupils, teachers, school management, parents, technical staff, secretaries, non-educational staff, cafeteria and kiosk operators, school providers, etc.).

The participatory development of a common ESD mission statement is based on agreed values and is authentically "lived", taking into account the global context. The content of the policy development includes: a respectful, solution-oriented attitude and atmosphere, shifting perspectives, promoting networked thinking and empathy, examining the global impact of one's own actions, including the life situations of marginalised groups, critically discussing discrimination, and encouraging participation in shaping a sustainable and just society.

Promoting design competence requires play and freedom as well as resources (time, space, finances). Quality criteria and standards for the implementation of ESD have been established and agreed upon (quality management, orientation framework for school quality, QSE teams in schools), and measures and projects are evaluated on the basis of ESD criteria.

Opening up schools (NAP ESD Action Area III) means: sustainable cooperation with external partners, networking with/in the local community (seeking interfaces with the realities of children and young people, parents, leisure activities, etc.), cooperation with external stakeholders (NGOs, companies, etc.), networking of learning locations and an ESD exchange platform.

At the beginning, an initial inventory of the implementation of ESD in the school context was carried out through a survey. This provided an overview of existing ESD activities in schools. Building on this, the mentioned projects and activities were classified with the help of a profile "From project to structure" under the guiding question "How can individual offers and projects be developed into a comprehensive ESD concept for schools and the associated all-day facilities for child and youth welfare? This showed how ESD can be embedded in structures (more information on the inventory can be found in the interim report on the ESD VISION 2030).

### The action programme

On the basis of the stocktaking, the following objectives have been identified for five fields of action.

#### **Field of Action I: Curriculum Development, Learning Culture and Educational Success**

##### **Objectives:**

- Students learn about comprehensive aspects of sustainability through participatory methods, develop corresponding value-based competencies and apply them with systemic thinking in practical actions.
- Students' design competencies in terms of content and methodological competence, social competence and self-competence will be promoted.

##### **Actions (examples):**

- Curriculum analysis in relation to ESD, possibly at departmental level
- School specific approaches to teaching in relation to ESD
- Interdisciplinary, cross-curricular and cross-grade collaboration between teachers, didactic-methodological approaches for active engagement with knowledge and values

- Information on action- and competence-oriented educational approaches to raise awareness of global problems and opportunities in a globalised world
- Strengthening teachers' and students' competences in systemic thinking

### **Field of Action II: Living Environment of the Classroom and School: Projects and Actions Beyond the Classroom**

#### **Objectives:**

- Pupils experience that the school operates according to the principles of sustainability and equity in as many areas as possible.
- The school is a living place of participation and democratic learning.

#### **Actions (examples):**

- Including sustainability issues in all-day care and after-school programmes
- Providing healthy, eco-fair meals in the cafeteria and during breaks, promoting nutrition education, e.g. through educational cooking
- Planning and carrying out field trips, class trips, school events and celebrations with a focus on sustainability
- Opening the school to volunteering and extracurricular activities, including in the local community
- Strengthening the political participation of children and young people, participation, getting to know the neighbourhood, leisure activities in the school and living environment, mobility and developing an awareness of the needs of others
- Involvement of parents and transfer of knowledge to their private environment

### **Field of Action III: Cooperation, School Partnerships, and Parental Involvement**

#### **Objectives:**

- Students broaden their perspectives, learn new approaches to socio-ecological transformation, and develop an attitude towards sustainability.

#### **Actions (examples):**

- Cooperation with external partners to implement ESD, also at non-formal learning locations
- Coordinating external partners in the ESD stakeholder's platform and establishing a contact point for schools
- Motivating students through external persons with other professions
- Involving parents (educational partnership and parents' association), support through their expertise and contacts
- Cooperation, networking and communication between schools in the neighborhood and with children's and youth centres, with the objective of establishing a local learning and education landscape
- ESD platform with high-quality offers from non-formal cooperation partners
- Continuing the implementation of ESD in all-day schools

### **Field of Action IV: School Development: School organisation, internal structures and resources**

#### **Objectives:**

- ESD is integrated into the school's mission statement and ESD quality criteria and standards are established to ensure that sustainability is implemented in all areas of the school.

### **Actions (examples):**

- Establishing an ESD Steering Group and an ESD Forum, similar to the School Forum, with representatives from all levels of school life
- Regularly addressing ESD issues, involving the whole school community in ESD processes and implementation
- Informing and involving non-educational staff (caretakers, technical facility management, secretarial staff, cafeteria and kiosk operators, cleaning staff)
- ESD is an integral part of the school development programme (state schools) and the quality report (community schools).
- Implementation of ESD and sustainability in the QSE process (quality assurance and development, see school quality framework)
- The school management is responsible for the ESD process.
- Monitoring the ESD process using ESD indicators (Are all pupils involved? Are teachers involved? Are the individual projects or measures socially just, i.e. are the living conditions of the families taken into account, or are the projects and measures planned with a critical view on discrimination? Are all projects and activities sustainable in terms of global justice?)
- Participation of the student body with sufficient space for their implementation ideas and participatory bodies (e.g. student council/climate council) to involve students in decision-making processes
- Sustainable procurement, cleaning, snacks, furniture, learning materials (such as notebooks or writing materials) and sustainable school travel

### **Field of action V: Human resources and staff development, education and training**

#### **Objectives:**

- Teachers, school leaders and non-educational staff are trained and educated in the understanding of ESD and in ESD issues and methods.

#### **Actions (examples):**

- Joint development of projects by teachers with sufficient time and space
- Trainings by the Department for Education and Sport and in cooperation with external ESD stakeholders
- Embedding ESD in teacher training and further education programmes
- Munich-specific working groups for different school types for networking and exchange on ESD

### **Insights and perspectives**

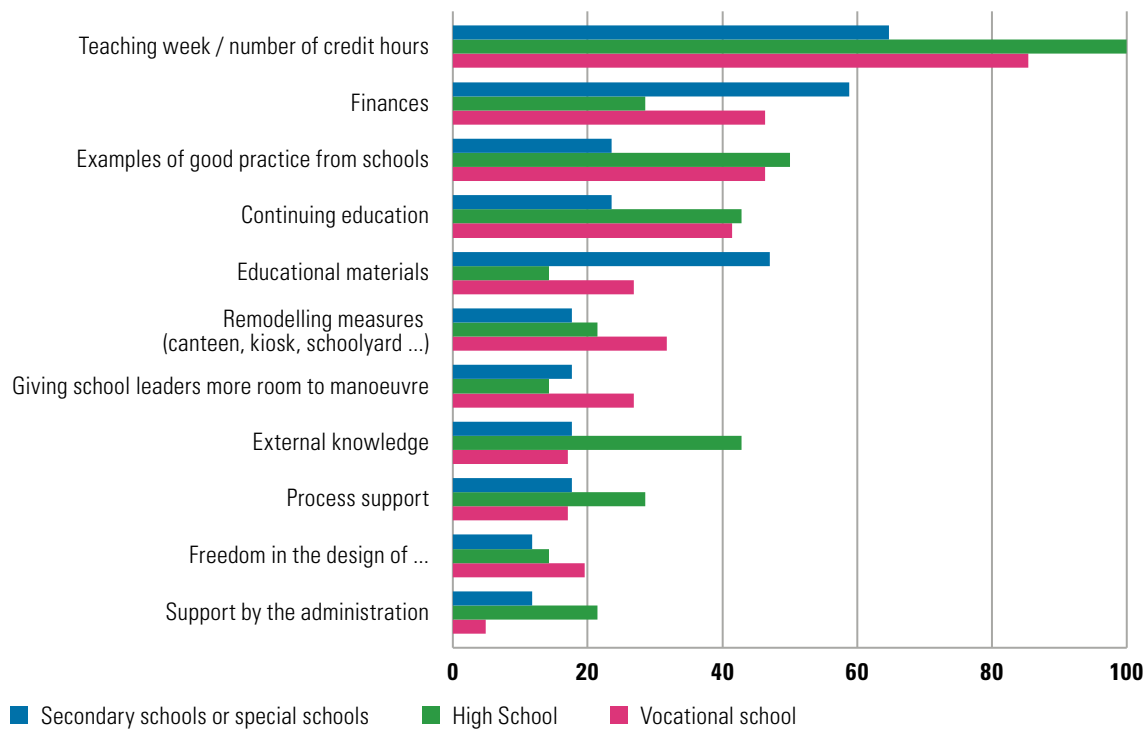
Collaboration in the working group on schools has developed an understanding of ESD that is relevant to the NAP ESD for the education sector. The action programme describes how ESD can be implemented, anchored and sustained in this complex area of education, particularly from the perspective of schools and the all-day facilities for children and young people associated with them. The experience gained in the development of ESD school profiles will be incorporated into a "Munich ESD Action Guide for Schools", which will be made available to all schools.



## ► Excursus: Munich Education Report 2022

The Munich Education Report 2022 will include a special chapter on ESD. As part of the development of this chapter, the Department of Education and Sport conducted a survey on ESD among the city's school principals from October to December 2021.

In terms of the specific needs of schools, the responses of the school leaders largely coincide with the needs identified by the members of the working group. The greatest need is for additional weeks or credit hours dedicated to ESD.

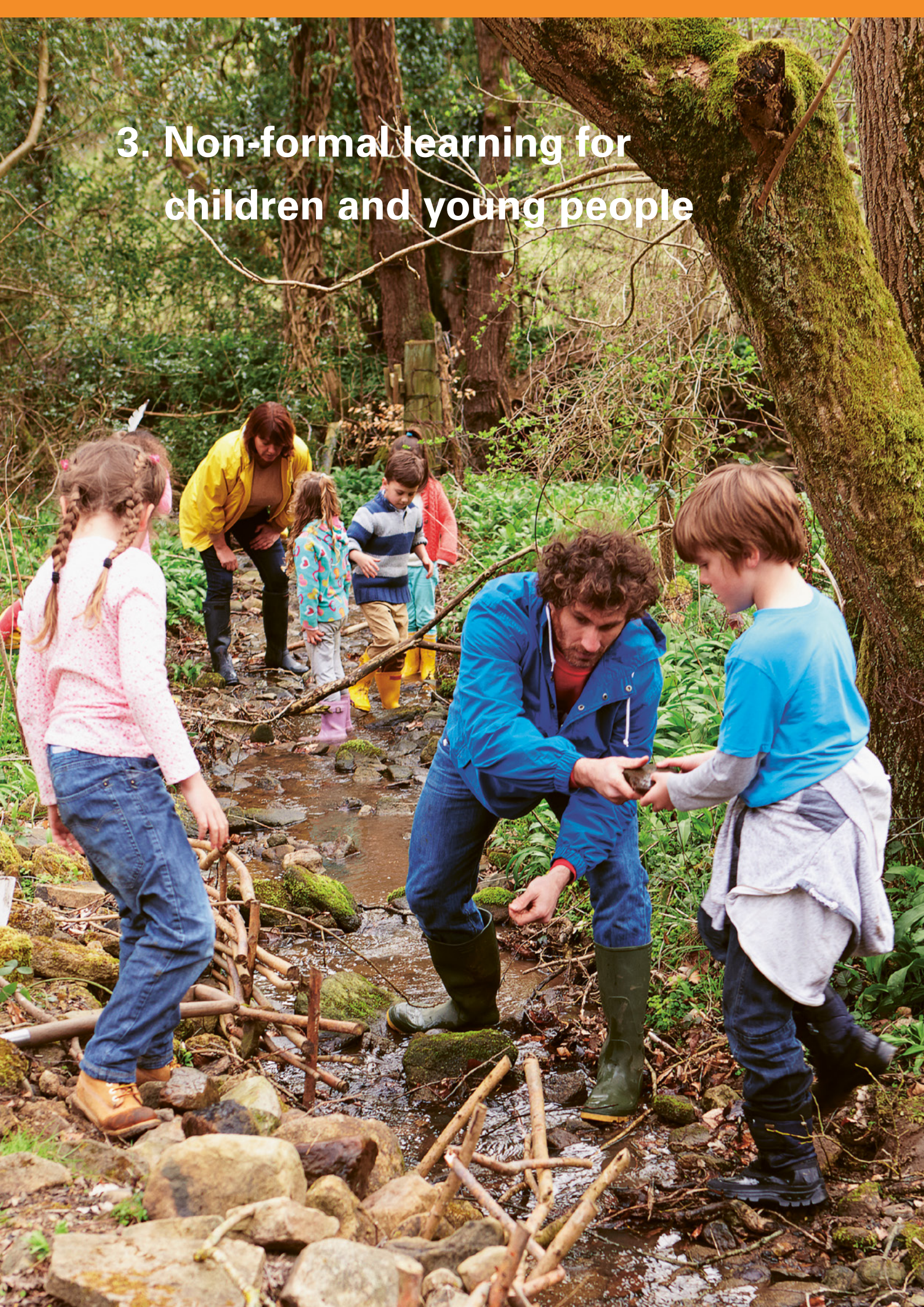


Source: ESD survey of municipal school headmasters 2021, Department of Education and Sport

Figure 3: Needs of municipal schools



### 3. Non-formal learning for children and young people





### The education sector

Non-formal learning encompasses educational opportunities for different target groups outside the formal education system. This sector is of immense importance given the need for lifelong learning, which is essential for transforming society in line with the SDGs. Non-formal education offers are characterised by their great diversity, creativity and independence, which offer a high potential for innovation in the implementation and realisation of ESD. Through open settings, different aspects and themes of ESD can be creatively and playfully integrated and pedagogically supported. If enthusiasm for sustainability issues can be aroused in young people and a positive emotional connection can be established, the likelihood of a long-term and sustainable embedding of sustainable lifestyles in society increases.

The working group on Non-formal Learning for Children and Youth focused on the extensive and diverse educational offerings for young people outside the formal education system in the City of Munich. There exists a wide range of different play and learning locations, as well as a variety of providers, institutions, and associations that offer these programmes and projects for young people in the city. While some of these offerings receive financial support from the city, they are not yet sufficiently structurally anchored.

The working group consisted of about 20 people from different sectors, including child and youth service providers and organisations, environmental associations, ESD stakeholders and the city's student council.

Due to the pandemic, the members of the working group were only able to meet virtually during the whole working phase. Nevertheless, the joint work was characterised by trusting cooperation, constructive discussions and a high level of commitment to the goal: to formulate a vision and develop an action programme for the field of non-formal education for young people in Munich. The vision envisages a common, cross-organisational understanding of ESD, as well as a comprehensive, joint professional development and networking of this sector, which also includes the City of Munich as an important funding body. The young people of this city feel empowered and taken seriously in this vision through the comprehensive implementation of ESD measures. They are increasingly encouraged to see themselves as a politically and socially effective part of this society and to visibly fulfil this role: Politics in 2030 will no longer be made for or about them, but with them as protagonists of a sustainability-oriented way of life - both in the present and in the future.

### The action programme

On the basis of the stocktaking, the working group identified four central fields of action for the non-formal education sector, which are detailed in the action programme with objectives and measures as follows:

#### **Field of action I: Involvement of target groups and extension to new target groups**

Young people are the key stakeholders in shaping the future. Therefore, the first field of action not only aims at the authentic participation of young people in the ESD process,

but also explicitly emphasises the inclusion of target groups that have not yet been sufficiently considered or reached in the context of ESD. Measures are identified for the initial recognition of these target groups by relevant institutions and programme providers, followed by the development of concepts for their involvement. Low-threshold access is achieved through consistently appreciative and target group-oriented sustainability communication (linguistically, culturally, developmentally, socially and gender-equitably). Professionals have access to sensitising training. New concepts are encouraged to consider a cross-target group approach from the outset. Appropriate funding will be made available to encourage this, particularly for approaches that target new groups and those that integrate both new and established target groups.

### **Field of Action II: Strengthening and recognising existing ESD multipliers and attracting more multipliers from new target groups**

Following the exploration of new target groups in Field of Action I, the focus here is on attracting new multipliers for ESD. An important strategic goal is the training and further education of multipliers, i.e. professional staff in non-formal education for young people as well as committed volunteers, especially young people from youth organisations. A differentiated ESD-specific training and further education programme is planned, targeting not only existing multipliers but also explicitly "new multipliers", and taking into account special topics and contexts such as educational support and street work. In order to motivate multipliers to implement ESD in their field of action, they will have access to a newly established ESD Advisory Office, which will support them in implementing ESD by developing guidelines or an ESD profile according to the WIA. Relevant networks and committees in the non-formal education sector will provide professional input to qualify and motivate for further work in their own areas. In order to integrate sustainability and ESD into the work of non-formal education and to make it visible as an integral part of pedagogical work, a regular format will be established to facilitate collegial exchange, networking and peer-to-peer learning. This will help to recognise and value the commitment of stakeholders and institutions in non-formal learning.

### **Field of Action III: Shaping discourses and narratives for a new understanding of non-formal ESD**

Images and narratives shape individual and collective actions in society and provide the basis for informal educational processes. The transformation of our societies requires new narratives to develop future visions and conceptual frameworks focused on ESD. This can change existing patterns of action and open new pathways for transformative sustainable action. The Programme for Action envisions that all young people in this city will have the opportunity to engage with sustainable development and align their behaviour with it. They should be taken fully seriously by the public or adult world within their horizons of experience and time. It is crucial that measures are tailored to their individual life contexts in an accessible way. The perspectives of children and young people must be taken into account in community decision-making processes. The Programme of Action calls for the development and implementation of formats that promote the exchange of perspectives among all participants, with a focus on making children's and young people's perspectives visible.

### **Field of action IV: Embedding ESD in the governance system and securing funding**

All of the previous strategic goals and measures naturally involve funding bodies in the non-formal education sector, with the City of Munich playing a key role. Accordingly, a specific field of action is dedicated to the implementation of ESD in the municipal governance and funding system. This refers in particular to the training of multipliers, including the relevant municipal organisational units and their staff, in ESD. Only if they have a basic knowledge of ESD can they professionally support and implement sustainable development within the framework of the funding programmes they oversee. They should therefore be trained to promote joint professional development, ideally in cooperation with other multipliers, and be given access to the ESD advice centre mentioned above. They have the responsibility to integrate ESD as an established topic in relevant committees within their fields of action and to include the topic in funding-related discussions and agreements. In the first instance, this is to assess the status quo in the institutions and offers of non-formal education work, and later for binding target agreements in terms of professional development. By 2025, ESD is to be firmly anchored in the self-image of the funding body, the City of Munich, which is why the relevant departments and offices are expected to develop ESD guidelines for their own areas of activity. In the long term, it is planned to give priority in public funding to those institutions, providers and projects that have implemented ESD and made a significant contribution to its development. In addition, the Programme for Action foresees a very low threshold for the allocation of public funds directly to young people for projects that focus on the process rather than the outcome, i.e. that do not require results with a public impact.

### **Insights and perspectives**

Many of the objectives and actions described overlap with those of other education sectors, or there are overlaps that cannot be clearly separated. This is also not in line with a common language and understanding of ESD in this city. Possible overlaps or synergies need to be identified and used throughout the process.

The main challenge in the field of non-formal education is to involve areas and target groups that have had little or no connection with sustainable development. For example, it is hoped that educational support services, which could not be represented in the working group, will become part of the implementation in the sense of the ESD VISION 2030.

Another important goal from the perspective of the working group is the joint development of new and 'old' target groups, promoting respectful and equal encounters. Paternalism towards less privileged groups, e.g. through mandates or demands for specific consumer behaviour or the devaluation of certain lifestyles, should be avoided. Instead, common development should be characterised by solidarity and moral courage. Accordingly, unjust and unsustainable conditions should be critically examined and changes pursued. The aim of sustainable development is to create good living conditions for all people. In this sense, ESD in Munich should focus not only on environmental education but also on human rights education, self-reflection on one's own privileges and the promotion of solidarity and civil courage.



## 4. Vocational education



### The education sector

Vocational education and training is a heterogeneous field comprising a total of seven types of school. In Germany, there are more than 300 recognised training occupations in the dual system, of which more than 130 are taught at vocational schools in Munich. In addition, there is training at vocational colleges and educational provision for the transition between school and vocational training. The 87 vocational schools run by the city of Munich maintain close contacts with training companies, internships and social institutions. Through this connection between school and vocational training, many aspects of ESD have already been established in everyday educational and vocational life. However, there is still considerable potential for expanding and sustainably embedding these aspects.

### The action programme

The Working Group on Vocational Education and Training has defined a series of objectives and developed corresponding measures to establish a Whole Institution Approach (WIA) in vocational schools and to achieve the climate goals of the City of Munich. The working group has planned actions based on the following strategic goals:

- SG1: ESD is embedded in the mission statements and quality management concepts of all vocational schools and is implemented on a mandatory basis.
- SG2: Vocational schools and their business partners are established as sustainable learning places (WIA).
- SG3: Development, implementation and evaluation of binding guidelines for management and procurement at vocational schools on behalf of the City of Munich in the sense of a WIA.

#### **Strategic goal 1:**

Since 2021, the municipal vocational schools have been working on the topic of ESD within their respective school-specific quality development processes and have integrated it for the first time (or continued to do so) in the school. By 2025, all schools will have established and maintained this process. An evaluation will take place every four years as part of an audit. This will also lead to a stronger integration of ESD in the annual didactic planning of each school and aims to integrate ESD across the curriculum. This process will be further supported by the planned involvement of external partners in the production of (teaching) materials, which will be made available on an online platform. Corresponding qualification opportunities for ESD representatives in the schools will be created within the city of Munich.

#### **Strategic goal 2:**

An important component in realising the goals of the working group is intensive cooperation between training companies and vocational schools. For this to happen, schools must function as sustainable places of learning. This means that each school site develops and implements a unified approach to classroom teaching and extracurricular projects and activities. To achieve this goal, the working group has already initiated a pilot project at the city's Rainer-Werner-Fassbinder Technical School for Social Services and the city's Vocational School for Horticulture, Floristry and Surveying. Together with a local ESD stakeholder, the schools will put the planned goals and measures into practice

from the school year 2022/23 and serve as role models for other vocational schools. Participating schools will be supported in the quality development and implementation of ESD. The aim is to embed ESD in the entire organisational structure and mission statement of the schools. The focus will be on training and motivating teachers in the content and methods of ESD. At the end of the two-year support period, the schools should be able to continue ESD on their own and expand it in their work, teaching and further education.

In cooperation with the Working Group for Early Childhood Education, another pilot project is planned with the Municipal Vocational School for Child Care, the Municipal Academy for Social Pedagogy in the Centre, the Municipal Academy for Special Education and the Municipal School for Elementary Child Care. This project will mainly focus on the cooperation between childcare institutions and vocational school education in relation to ESD.

### **Strategic goal 3:**

The working group aims to make the framework conditions for vocational schools more sustainable in cooperation with all municipal schools. For example, sustainability should be practised in the management of buildings, the procurement of equipment and the design of framework contracts. Furthermore, a continuous improvement process for structural measures should be established. The prerequisites for this need to be initiated and implemented in a city-wide context.

### **Insights and perspectives**

At present, there are very few human resources available for ESD in both schools and the vocational education sector. The dedicated teachers who work on ESD do so mainly in their free time. In order to coordinate all the measures necessary to achieve the above-mentioned goals, which are essential for the climate neutrality of the city of Munich by 2035, an increase in human resources at various levels is a crucial requirement. These resources are needed to provide advice to vocational schools and to facilitate exchanges with other departments within the Department of Education and Sport (RBS), other education sectors and external partners. In addition, an ESD coordination unit must effectively link different issues within the VET sector, such as quality development, public relations, construction, digitalisation and decision-making processes. Teachers at the respective vocational schools will lead ESD working groups and establish the WIA by steering curriculum development, implementing projects, promoting staff development and supporting renovation or procurement measures, as well as acting as multipliers for other teachers.





## 5. Higher education



### The education sector

The Higher Education Working Group consisted of interested professors, staff, students and educators from the Technical University of Munich, Ludwig Maximilian University and Munich University of Applied Sciences, as well as representatives from Munich NGOs. The participants met for a total of nine working sessions until the end of 2021.

During the conceptual phase, the working group developed a common understanding of ESD and a vision for the higher education sector, and discussed possible goals and measures in line with the NAP ESD that could contribute to structurally embedding ESD in Munich's universities.

The higher education sector does not fall directly under the action or responsibility of the City of Munich. However, there are numerous links and areas of influence with other education sectors in the municipal context. Munich's universities train leaders, multipliers, teachers and educators who will later work in Munich's institutions and beyond, contributing to sustainable development through their work. Professors, lecturers and students are important "change agents" for sustainable development. Therefore, ESD can contribute to the achievement of the SDGs, especially in the field of higher education as a key instrument.

The working group envisages a structural embedding of ESD by 2030 and sees the universities in Munich as educational transformers for sustainable development in society in the sense of a WIA, which includes the following key aspects:

- Sustainability and ESD are anchored in educational objectives and study regulations.
- All teaching staff have access to ESD and are supported in their continuing education in ESD.
- University operations are geared towards sustainability (e.g. through the implementation of circular economy practices, renewable energy, CO<sub>2</sub> neutrality, fair employment contracts, sustainable procurement and gender equality) and serve as a learning environment for ESD in teaching and research.
- Students act as multipliers for sustainability beyond their university environment and are capable of initiating sustainable processes and contributing to sustainable development in their future professions.

At present, ESD is only partially integrated into the structures of the higher education landscape in Munich. This is mainly due to the fact that ESD has not yet been anchored as a cross-cutting task. The implementation of ESD has so far depended on the commitment of individual departments and staff. However, there are isolated approaches and examples of good practice that can serve as templates for the structural embedding of ESD. One such example is the "elmundo" programme. The certificate programme "Education for Sustainable Development in Teacher Training" at the Ludwig-Maximilians-University is aimed at teacher training students from all school types and subjects. It is an additional course of study that prepares them for the challenges of a globalised world and sensitises them to sustainability aspects in teaching and school life. It thus contributes to embedding ESD as a cross-cutting issue in teacher training.



### The action programme

In the implementation of ESD structures, a whole institution approach is recommended, which includes the core areas of universities (teaching, research, operations, governance, transfer and student initiatives). These core areas are also reflected in the ESD fields of action for the higher education sector in the NAP ESD.

The working group has developed proposals in the form of objectives and measures for three fields of action for the structural embedding of ESD:

#### **Field of action I: Students and graduates**

Students can initiate sustainability processes at universities, contribute actively in cooperation with science and civil society and act as multipliers for sustainability and ESD in their future professional lives.

#### **Field of action II: Teaching and ESD**

Munich's universities train leaders, multipliers, teachers and educators who will later work in Munich's institutions and beyond.

#### **Field of Action III: Research and ESD**

As research institutions, universities are centres of (knowledge) innovation that should provide solutions for shaping a sustainable future for our society.

In Field of Action I, "Students and Graduates", there is already an active interface between the higher education landscape and civil society through BenE München e.V. In recent years, BenE München e.V. has established a network with various institutions in the Munich higher education landscape and cooperates with stakeholders in various projects (university days, student groups, sustainability awards, etc.).

In this field of action, therefore, measures have been formulated that build on existing activities and aim to strengthen and promote the exchange between local science and civil society on ESD.

In fields of action II, "Teaching and ESD", and III, "Research and ESD", which do not fall within the competence of the City of Munich, possible goals and measures have been discussed and proposed that can help to embed ESD in the structures of Munich's universities.

### Insights and perspectives

The higher education sector represents innovative (sustainability) impulses and plays a key role with cross-sectoral significance and impact with regard to research and teaching in education and training in Munich.

The results of the ESD VISION 2030 and the working group on higher education should serve as a basis for further cooperation between universities, civil society and the relevant education sectors in Munich with regard to ESD.



Munich's universities are thus invited to actively participate in the implementation of the action programme of the ESD VISION 2030 of the City of Munich and to initiate joint transformative contributions for a sustainable Munich through cooperation.

The newly established ESD Expert Office of the City of Munich will serve as a contact point, as will BenE München e.V., whose office is regularly funded by the Department of Climate and Environmental Protection. The RCE BenE Munich supports the LHM as an accredited partner of the United Nations University. RCEs are tasked with working closely with universities in their regions.

It would be highly beneficial if the cooperation between universities, civil society and relevant education sectors in Munich on ESD could be further developed within the framework of the ESD VISION 2030.

## 6. Adult education



### The education sector

The field of adult education is characterised by its diversity and heterogeneity in terms of the stakeholders operating in the educational, cultural, social and artistic fields. There is a wide variety of structures (from centralised to neighbourhood-based) and organisations (some large and many smaller) currently providing 'adult education' in different sub-sectors. This complexity requires the identification of relevant stakeholders and the establishment of a network to develop a common understanding of ESD in adult education. The diversity of this education sector justifies the need and provides the opportunity to test and evaluate different projects and methods in the context of ESD.

The target group for adult education is also very diverse and heterogeneous. Categories of differentiation include gender, age, marital status, socio-economic background, migration history, education and place of residence/neighbourhood. Existing ESD education provision is often effective in reaching interested individuals who are already informed, engaged and active - often academics and multipliers. Some target group specific organisations seem to reach not only the traditional educated middle class, but also people with a migration background, socio-economically disadvantaged people or people with health problems.

Relatively few organisations emphasise their neighbourhood links in their ESD work. However, it can be assumed that many organisations are active in neighbourhood work with ESD offerings without explicitly naming them or being known beyond neighbourhood boundaries. Important learning places with a neighbourhood focus include community libraries, neighbourhood cultural centres, educational places, community centres and senior and service centres. Community rooms in housing cooperatives could also be of interest for intergenerational learning.

Target groups in adult education need to be addressed individually. Only then can cognitive changes be initiated in individuals with sometimes ingrained personality structures that go beyond temporary effects. People with migration and refugee backgrounds need to be more involved. It is advisable to address them with relevant and practical issues. At present, much of the work is often carried out by volunteers.

The Adult Education Working Group's vision of ESD includes the following points: ESD is institutionally anchored at all levels of the organisation, i.e. it includes an institutional mission statement, quality criteria for events and quality management (WIA).

The following principles apply to the implementation of ESD in adult education:

- ESD takes place at all levels, in all social milieus and age groups, under the principles of (gender) equity, diversity, participation and empowerment, thinking globally - acting locally, with a critical perspective on power and questioning one's own privileges; "transformation is fun" is developed as a positive narrative.
- The programme is based on the quality criteria of participation, inclusion, interactivity, sustainability and interdisciplinarity.



The City of Munich is an important stakeholder in ESD by leading by example:

- It successfully implements ESD internally and creates conditions that promote and support ESD for all adult educators.
- It provides personnel, ideological and financial support, and has established sustainability-oriented funding criteria for ESD projects (e.g. funding for projects with a neighbourhood focus).
- It provides space and opportunities for the realisation of sustainable projects in public spaces.

There is a vibrant ESD network, growing from within, consisting of stakeholders, multipliers, participants and the city administration, equipped with sufficient human and financial resources:

- This network is open, easily accessible, unbureaucratic and free of hierarchical barriers (i.e. a horizontal network); information and contacts are easily available to all.
- The network serves as a platform for genuine participation and provides space and support for the development of further ESD projects, reaching out to disadvantaged groups.

The inventory is based on responses from more than 50 stakeholders, but it covers only a limited spectrum in the very diverse field of adult education, as the working group consisted mainly of organisations in environmental education. In particular, stakeholders in the (inter)cultural, artistic and social fields that work locally (neighbourhood-based) or project-based and address important target groups have so far been reached only to a limited extent.

Some of the responding organisations are already well networked and use each other's facilities for ESD provision, specific ESD learning locations such as environmental education stations or relevant retail outlets such as World Shops. However, there is generally a limited supply of affordable, easily accessible and attractive spaces. Temporary use of buildings (e.g. Köşk Art and Culture Centre) is at an early stage but could provide a creative solution to the shortage. Many organisations also carry out activities outdoors, using public spaces, especially natural areas (e.g. parks, the Isar river), and occasionally urban areas (e.g. the old town, recycling centres) or community gardens. Outreach environmental education also uses public spaces flexibly, sometimes in response to events, but was underrepresented in the working group. There were relatively few digital ESD education opportunities for adults, although this changed during the pandemic. It was noted that although many ESD topics were covered, they were often presented in very "conventional formats" (e.g. lectures, panel discussions) and methods (i.e. with little participation).

The following goals are to be achieved in the field of adult education in Munich:

- Establish and maintain a lively network in the field of adult education.
- Develop qualification offers.
- Create an adult-specific guide for the implementation of ESD.



### The action programme

Due to the diversity and heterogeneity of adult education (as mentioned above), a different logic of action is effective for ESD. Prioritising a trustful exchange of information within the network is crucial in order to develop and pursue common goals in the midst of this diversity. The significant potential lies in the goals that remain unknown to the individual or organisation.

- Promote qualified ESD contact points as well as informal/non-formal ESD learning places to ensure that all population groups, age groups, etc. have access to up-to-date ESD knowledge.
- Establish an ESD contact point for transformation in the city of Munich with systemic know-how that promotes the agile, dynamic development of ESD and remains open to the future, rather than sticking to rigid, traditional funding practices based on "safeguarding established profits".
- Provide support and space for civic engagement and participation. A solid foundation for ESD comes from the diverse methods, ideas and practical experiments of the entire city society.
- Strengthen an ESD network in Munich through trustful exchange and support by a qualified, free coordinating office with extensive, long-term experience in ESD networking.
- Create an ESD storytelling kiosk with a wealth of best practice stories, ESD training catalogues and spaces for "mobile ESD knowledge".
- Strengthen the self-efficacy of all ESD stakeholders in adult education through financial support, competitions (best ESD adult education in the city of Munich) and other effective incentives.
- Identifying and strengthening learning places through personal outreach in neighbourhoods. The aim is to uncover the wealth of ESD ideas for transformation in Munich and to strengthen rather than limit diversity. Special attention should be paid to the "fringes" of the neighbourhood and networking should be supported, as ESD does not end at the boundaries of the neighbourhood or the city.

### Insights and perspectives

The development of the ESD VISION 2030 has significantly advanced the process in the field of adult education. Many of the relevant stakeholders have come together and discussed during the various working group meetings and events. As a result, ESD work in adult education has been deepened and developed in many areas, despite the obstacles posed by the pandemic. Important stakeholders in Munich (e.g. the Munich Adult Education Centre) are now beginning to implement the initiatives of UNESCO and the national ESD Commission (Roadmap) in a structural way.

There are still many "untapped treasures" of ESD and hitherto unknown ESD learning places in Munich that need to be fully included. In addition, new ESD narratives of transformation need to emerge from the ESD VISION 2030, allowing other groups to form in a trusting exchange. It is essential that the city provides resources for ESD in adult education and other non-formal/informal areas in relation to all these points.

## 7. Administration



### The education sector

The focus of the working group on administration is on programmes and measures that can be implemented within the administration of the City of Munich (LHM) and on imparting ESD competences to employees at all levels. As a result, the ESD vision in the administration focuses on the areas of education and training, communication and the comprehensive embedding of ESD within the administration. A complete structural embedding, especially involving the city management and the city council, is essential.

There are already first approaches to embed ESD in the education sector of the administration, such as training offers on "Sustainable Procurement" or "Climate Protection and Sustainable Development for Managers", as well as the WiLMA page on "Climate Protection and Sustainability".

### The action programme

The action programme has been developed with the participation of many colleagues from different departments and comprises three areas of action, with a particular emphasis on training.

#### Field of action I: Education and training

The central field of action in the education sector of the administration focuses on training opportunities for municipal trainees and further education opportunities for municipal employees and pursues two strategic goals:

- Strategic goal 1: Sustainability/sustainable development, based on the Sustainable Development Goals (SDGs), is integrated as a cross-cutting theme in the training of junior staff.
- Strategic goal 2: ESD and sustainability issues are an integral part of the City of Munich's education and training programmes for all administrative staff.

In order to achieve this goal, the development of training and further education programmes as well as special events or theme days for the transfer of ESD competences have been developed as measures.

It has been ensured that there are low-threshold basic offerings to provide a broad knowledge base for all employees, as well as specialised offerings to acquire in-depth application-related knowledge. In addition, specific training programmes for managers are intended to create a multiplier effect. The existing training programmes on sustainable procurement, climate protection and sustainable development for managers mentioned in the description of the education sector are also part of the catalogue of measures.

### **Field of action II: Communication and role modelling at all levels, internally and externally**

The strategic goals of strand II are formulated as follows:

- Strategic goal 3: By 2030, all information on ESD will be accessible to staff and the public at all times.
- Strategic goal 4: By 2030, the appreciation of ESD will be practised at all levels of the City of Munich.
- Strategic goal 5: By 2030, the city of Munich will actively fulfil its role as a role model in the field of ESD.

Strategic goal 3 addresses the idea of a large city administration acting as a role model for the entire population, and aims to achieve this through related measures of active communication (use of appropriate platforms, information on ESD learning locations, and integration of ESD into departmental reporting).

The focus of strategic goals 4 and 5 is primarily on the importance of the role model function of the city leadership and senior management in communication and the importance of establishing a culture that promotes engagement in the field of ESD. The time aspect is particularly noteworthy; ESD requires a time budget in order for everyone to engage with the issue in the necessary breadth and depth.

### **Field of Action III: Integrating ESD into existing and future strategic programmes of the City of Munich**

Field of Action III focuses on a strategic goal at the level of urban development:

- Strategic goal 6: By 2030, ESD will be a component of all strategic programmes of the City of Munich for urban development and sustainable development.

At the operational level, ESD is to be firmly anchored in urban development planning and integrated into future sustainability strategies.

### **Insights and perspectives**

The action programme of the working group occupies a special position within the framework of the ESD VISION 2030, as the fields of action, objectives and measures are primarily aimed at the employees of the City of Munich as the target group, apart from the undoubtedly important interfaces with other education sectors. In this context, it is all the more important to impart ESD competences to all employees of the city administration and explicitly to the city management and the members of the Munich City Council, in order to subsequently influence civil society.

It is positive that in the course of the work on the ESD VISION 2030, the first training offers have already been designed, which are part of the action programme and the catalogue of measures. The next step will be to implement an online training programme whose intentionally low-threshold offerings will serve as a basis for a broad embedding of ESD competences in the city administration and will be complemented by in-depth, needs-oriented training.



The working group on administration developed a large number of measures which, when considered together, turned out to be cross-sectoral in nature and could therefore be classified under the relevant cross-cutting areas, such as communication/public relations or the whole institution approach. This clearly shows that the working group looked beyond the administrative boundaries and recognised the importance of an integrated approach. The challenge for the ESD VISION 2030 remains to establish a culture in which ESD is lived in everyday work and becomes an integral part of the daily routine of all colleagues, beyond the measures now identified and soon to be implemented.

## 8. Whole Institution Approach



### The educational theme

To encourage and empower learners to engage in sustainable development, the learning environment itself must be transformed. The whole learning environment needs to be aligned with the principles of sustainable development, so that learning content and pedagogy are reinforced by the way institutions are equipped, managed and decided upon. This institutional approach requires learning environments in which authentic sustainability learning is facilitated and transferred to learners' own living and working environments.

The holistic transformation of learning and teaching environments, known as the Whole Institution Approach (WIA), was already a focus of the previous ESD WAP and is also one of the priority action areas in the new ESD 2030 programme. This approach is a comprehensive ESD strategy that also considers the learning environment and the institutional framework - from the cafeteria to the energy supply - as important levers for the acquisition of competences by learners.

Learning places unfold their full innovative potential when they work holistically, i.e. when they take sustainability into account as a whole institution. When a learning environment, such as a school or an organisation, pursues a WIA, ESD is not only a cross-cutting theme in the curriculum - teaching processes and methods are also aligned with ESD. The learning environment adapts the management of its institution to the principles of sustainability, with learners, teachers and administrative staff being conscious of energy and resource use, tending a school garden or preferring locally and fairly produced organic products for meals. It also includes training for all staff and involving everyone in decision-making processes. Learning environments also cooperate with other stakeholders, such as local authorities or associations.

### The action programme

Based on the results of the workshop "Whole Institution Approach - How should educational institutions be designed as role models for sustainability?" held during the ESD Expert Day in September 2020, the working group first reached a common understanding of terms, which is reflected in the introduction above. It then identified the key issues and levers affecting all or several education sectors that need to be addressed in the context of a WIA. This led to the following six fields of action, each with a strategic goal:

- **Field of action I:** Develop and communicate quality standards for sustainable institutions (SG1: A Whole Institution Approach is implemented in all educational institutions in Munich).
- **Field of action II:** Sustainable procurement and management (SG2: Munich's educational institutions are places where sustainability is experienced in practice. They make a concrete contribution to climate and environmental protection and are places where future-oriented lifestyles are tested and demonstrated).
- **Field of action III:** Qualification/Training (SG3: The implementation of a Whole Institution Approach in Munich's educational institutions is supported by a comprehensive range of training and qualification opportunities.)



- **Field of action IV:** Addressing the Leadership Level  
(SG4: ESD is embedded as an important principle at all leadership levels of the LHM and the educational institutions, enabling them to create appropriate framework conditions for sustainable educational institutions. With its ESD VISION 2030 and accompanying measures, the LHM has assumed a role model function that extends beyond the city limits).
- **Field of action V:** Cooperation and networking  
(SG5: Cooperation and networking of educational institutions in the neighbourhood and with learning places in the city, as well as cooperation with ESD stakeholders, are firmly established and contribute significantly to a Whole Institution Approach).
- **Field of action VI:** Funding and resources, incentives and promotion, recognition  
(SG6: Sufficient financial and temporal resources are made available to educational institutions for the consistent implementation of a Whole Institution Approach).

Further work focused on Fields of action I, II, IV and VI, as Fields of action III and V were dealt with separately in the other two cross-sectoral working groups.

The working group formulated operational goals and measures corresponding to the strategic goals. Due to the diversity and complexity of the issues, it was sometimes difficult to formulate measures in depth. On closer examination, it often became clear that, for example, processes and rules in procurement and management, or funding structures, differ significantly between education sectors and require specific approaches and expertise. However, the intention of the working group was to develop overarching actions and to consolidate needs that emerged across different education sectors.

The measures include, for example, the creation of a quality standard (catalogue of criteria) "Whole Institution Approach for Munich Educational Institutions" based on the content already collected in the working group, or the collection and communication of good practice examples of sustainable management and procurement in educational institutions. Procurement played an important role in many of the working groups, which is why it is planned to set up an advisory and competence centre for sustainable procurement in the Department of Education and Sport, as well as to expand and specify the relevant training courses.

The continuation and expansion of successful pilot projects carried out during the conceptual phase of the WIA and the development of ESD profiles to support educational institutions in implementing the quality standards for the WIA have also been formulated as important measures.

With regard to resources and recognition, the review and adaptation of the City of Munich's funding guidelines and criteria with regard to the consideration of ESD and sustainability criteria were identified as important instruments. The focus here is particularly on projects and funding recipients from the education sector.



### **Insights and perspectives**

The holistic design of educational institutions in the sense of a WIA encompasses numerous topics and fields of action that cannot all be dealt with in detail within one working group. However, the results paint a picture of the levers that need to be adjusted in almost all education sectors in order to further develop learning places into sustainable learning environments in the context of ESD. Ultimately, it requires awareness and knowledge, sufficient resources and the willingness to integrate sustainability aspects among all those involved in the creation, operation, management, development and use of educational institutions and learning places.

## 9. Structural embedding of ESD in education and training





### The educational theme

In order for ESD to be actively integrated into structures, stakeholders in education and training in all education sectors must be empowered to actively understand and implement the concept and content of ESD. An appropriate framework for action is essential, as well as continuous provision and opportunities for learners and educators to acquire, deepen and broaden their knowledge and competences in relation to ESD.

The working group consisted of representatives from different working groups. Together, they developed key cross-sectoral fields of action and associated goals and measures for the structural embedding of ESD in education and training.

The working group started its work with the following objectives:

- Formulating the field of action and a common understanding.
- Sharing and consolidating the results of previous working groups.
- Identifying and formulating cross-sectoral educational goals and measures.
- Deriving general quality requirements for ESD in education and training.

### The action programme

Initially, a number of issues were identified that could contribute to strengthening education and training with and for more ESD, such as:

- Developing a verifiable catalogue of criteria for institutions to ensure the quality of teaching, content and methods in the sense of "quality" ESD.
- Extending team training to achieve a mutual understanding of ESD within institutions
- Developing specific content and didactic training and further training on ESD for different target groups working in educational institutions and for all hierarchical levels.
- Prominently place ESD in curricula and as a cross-cutting theme in educational plans.
- Expanding ESD modules in school and out-of-school education and training, as well as in the university sector.

The collected issues were gradually structured and systematically summarised in the Action Programme. The following key strategic goals were identified:

- The integration of ESD in all educational plans.
- The establishment of cross-sectoral offers for education and training.
- The positioning of ESD as a cross-cutting theme in terms of content/topics and providers/target groups in education and training (both formal and non-formal).

From this, operational goals were derived to be achieved through appropriate actions. The working group identified a number of highly relevant and resource-effective measures, such as:

- The establishment of a cross-sectoral expert committee to ensure and develop quality in ESD education and training (AW-M 1.1.1).
- The establishment of an annual budget for the development and implementation of cross-sectoral ESD training programmes, e.g. for the tendering of multiplier training on ESD didactics and pedagogy (AW-M 2.3.1).
- The development of cross-sectoral ESD modules for education and training with a transfer to local sustainability issues and challenges and for the implementation of the SDGs at the local level (AW-M 3.1.1).

### **Insights and perspectives**

Education and training play a crucial role in the cross-sectoral mainstreaming of ESD. For the ESD VISION 2030 to be a success, it is therefore important to involve the relevant ministries, local authorities, teacher training colleges, further education institutions and municipal and independent providers from the outset, so that they can help to embed and specify ESD in their policies and structures for education and training.

An important task of the ESD Coordination Unit will be to maintain regular communication with the overarching bodies, levels and programmes involved and to ensure the networking of education and training needs between schools, non-formal education and higher education.

In this context, the Action Programme of the Working Group on Education and Training also emphasises the importance of a Munich ESD Platform for information, exchange and networking in relation to ESD in education and training.





## 10. Strengthening local networking, cooperation and projects on ESD



### The educational theme

Strengthening local networking and cooperation should improve ESD offerings and access to these offerings in the social space. Relevant ESD stakeholders, educational stakeholders and multipliers in Munich's neighbourhoods are to be connected, experiences exchanged and joint projects initiated. The aim is to establish permanent, interdisciplinary cooperation on the topic of ESD, encompassing both formal educational locations and informal learning environments, based on the learner's perspective and relating to a defined local area.

Networking and cooperation at the neighbourhood level has several advantages:

- They enable structured exchange on ESD in the social space.
- Synergies are effectively used and the cooperative development of offers is promoted.
- Working with community partners is a good way to reach a wide range of target groups, including those who have had little or no access to ESD and sustainability issues.
- ESD offerings can be tailored to specific needs and interests arising from the circumstances of the social space.
- Hands-on and participatory learning is strengthened.
- The living environment can be actively involved in educational projects.

### The action programme

Firstly, the working group carried out an inventory of existing neighbourhood and community projects. Relevant stakeholders and ESD learning locations at neighbourhood level were identified, as well as centrally located ESD learning environments. Networking and cooperation in the neighbourhood, making different ESD learning places visible and reaching as many Munich residents as possible were identified as focal points.

Strategic goals were formulated for these three priorities:

- **SG1:** In the city of Munich, all relevant educational, cultural, social and sustainability stakeholders in all neighbourhoods are networked and qualified in the basics of ESD. Interdisciplinary and cross-sectoral cooperation on ESD exists in as many neighbourhoods as possible, including formal and non-formal educational institutions and informal learning environments.
- **SG2:** Appropriate learning places exist for all relevant ESD topics. These learning places are visible and accessible to all residents of Munich.
- **SG3:** It is ensured that citizens in all neighbourhoods in the city of Munich are reached with needs-based, practical ESD opportunities. There is an increase in knowledge, skills, attitudinal change and action competence in the social sphere, leading to an improvement in the living conditions of the target groups in their respective areas.

Finally, operational goals and measures were formulated for these three strategic goals. The measures include, for example, the establishment and expansion of local ESD networks in neighbourhoods, the creation of new ESD learning places in public spaces, the training of multipliers as well as specific, cross-institutional actions and projects in the social sphere.

In particular, the creation of new ESD learning places is seen as having great potential. By creating barrier-free, publicly accessible learning places on various ESD topics, many citizens can be reached in a low-threshold way in their everyday lives. Examples include setting up one or more World Cafés, placing action-oriented information boards on biodiversity in city parks or providing encouraging information on circular economy at recycling stations.

### **Insights and perspectives**

A wide variety of stakeholders are active in Munich's 25 districts. In addition to traditional education and ESD stakeholders, it is essential to involve multipliers from the fields of culture, social services and sport. There is a strong willingness and interest in networking and cooperation in the social sphere. At the same time, most of the neighbourhoods already have networks and structures (REGSAM, educational localities, etc.) that should be taken into account in the local networking for ESD in order to avoid duplication. Regular exchange and contact with municipal departments and processes (e.g. holistic neighbourhood approaches for climate-neutral and climate-resilient neighbourhoods as well as related infrastructure for civic engagement in the neighbourhood) is also important in this context. Therefore, the central ESD coordination unit also plays a crucial role in this context: it should be represented in all relevant networks and actively promote the topic. The need for a central municipal ESD platform was repeatedly emphasised by the working group participants, as it serves as a digital counterpart to analogue networking and cooperation.







# III. Governance and coordination of the ESD VISION 2030



# 1. Expert Office, Steering Group and organisational structure

A central ESD Expert Office will be established to oversee and coordinate the implementation of the ESD VISION 2030 in cooperation with the coordinating offices of the individual education sectors. It will be supported by an ESD Steering Group.

## ESD Expert Office

The ESD Expert Office serves as a central contact and competence centre. It is responsible for steering the implementation of the ESD VISION 2030, managing ESD resources and cooperating closely with educational stakeholders outside the administration.

The general tasks of the unit include:

- Supporting and monitoring the implementation of the ESD VISION 2030
- Evaluation and quality assurance
- Coordination of financial resources
- Initiation and management of the ESD Steering Group
- Public relations and information dissemination
- Further development of the ESD VISION 2030

In addition, specific tasks are assigned to the Department of Education and Sport, the Department of Climate and Environmental Protection and the Director's Office.

## ESD Steering Group

The ESD Steering Group will support the ESD Expert Office in the implementation and continuation of the ESD VISION 2030.

Its tasks include:

- Providing critical support for implementation
- Advising on necessary adjustments and prioritisation
- Prioritising and ensuring consistency of actions
- Developing future flagship projects
- Providing feedback on reports from the ESD Expert Office

The Steering Group is made up of staff from municipal departments and representatives from civil society.

### **Organisational structure**

The ESD Expert Office and the ESD Steering Group are part of a city-wide organisational structure for the implementation of ESD in Munich. Implementation is initiated and accompanied by specific coordinating offices in the respective education sectors.

Responsibilities are clearly defined:

- The Department of Education and Sport is responsible for the formal education sector (early childhood education, schools, vocational training).
- The Department of Climate and Environmental Protection and the Department of Culture coordinate adult education.
- The Department of Social Affairs is responsible for non-formal learning for children and young people.

The Steering Group provides for overarching coordination and exchange between the administration and civil society stakeholders. The existing working group for ESD will in future take on a coordinating role in the implementation of measures in the administrative sector and serve as a link to departments that do not have their own ESD Expert Office.



City of Munich ESD organisation chart

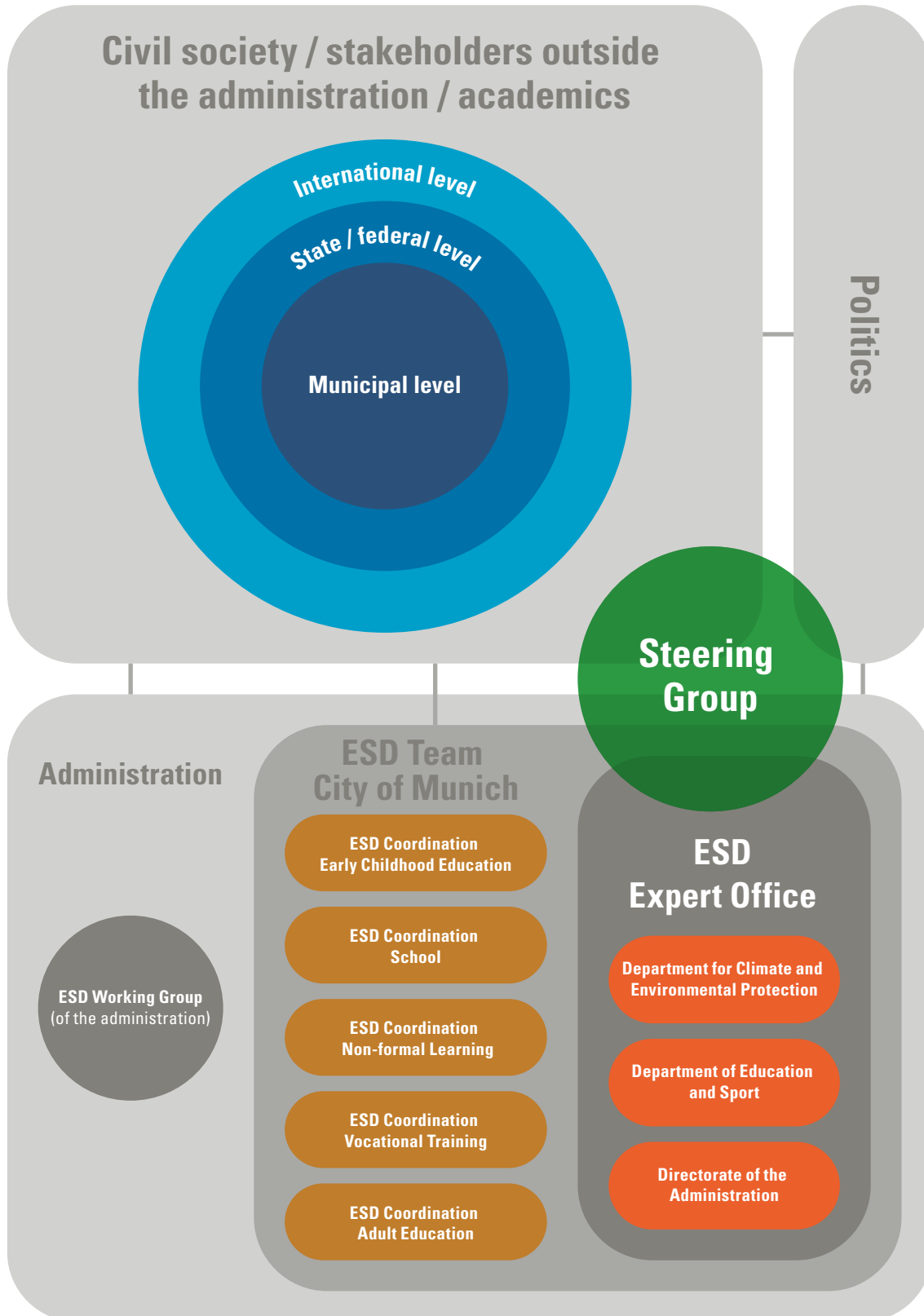


Figure 4: City of Munich ESD organisation chart

## 2. Evaluation and progression of the ESD VISION 2030

For an effective structural embedding of ESD in the local educational landscape, the elements of "evaluation" and "progression" are crucial. The implementation of the ESD VISION 2030 is seen as an agile process that requires continuous review and adaptation of measures in order to respond flexibly to changes.

A scientific evaluation will be commissioned to measure the implementation and impact of the measures and to suggest adjustments. This evaluation will be carried out externally, possibly in cooperation with a university or a suitable foundation.

The measures of the ESD VISION 2030 will mainly be formulated until 2027. Based on the scientific evaluation, an interim evaluation will be prepared, which will serve as a basis for the further development of the ESD VISION 2030. A renewed discussion by the City Council is planned for 2027.

## 3. Resources and funding

Nearly 400 actions were formulated during the development process. Approximately 100 actions require additional financial or human resources. The remaining measures can either be implemented with existing resources or are directed at non-local authorities and institutions and therefore fall outside the direct remit of the City of Munich.

For the year 2023, an additional resource requirement of about 1.3 million euros and about 30 positions has been identified. This need is spread across various departments, educational institutions and civil society organisations and will continue at a similar level in the following years. The calculation of resources is planned until 2027 and will be submitted to the Munich City Council for decision in autumn 2022. At the same time, opportunities to secure third-party funding will be explored. It is expected that additional resources will be needed as ESD VISION 2030 progresses.

ESD plays a crucial role in the implementation of the Sustainable Development Goals (SDGs) in Munich and supports the achievement of the city's ambitious climate targets. Investing in ESD creates the conditions for resilient and sustainable lifestyles, and helps avoid long-term costs associated with mitigation and remediation.



## Lead Project

### Structural embedding of ESD in day-care centres according to the Whole Institution Approach

#### 1. Education sector:

Early Childhood Education

#### 2. Target groups:

The pilot project is initially aimed at the kids, staff and parents of the two participating day-care centres.

#### 3. Project objectives:

The structural anchoring of ESD in the sense of a whole-institution approach is to be implemented as a model in two Munich day-care centres. The experience gained in this process will provide input for a framework concept for ESD for Munich day-care centres and will lead to a practical handbook in the form of a paper to be updated. This handbook will be supplemented and optimised by future process support, so that in the medium to long term a collection of instructions, good practice examples, methods, offers and further training opportunities will be created, from which interested teams from other day-care centres can draw their topics as required and implement them promptly.

#### 4. Project description:

One of the aims of the project is to carry out a sustainability check on all the building blocks of the 'company nursery' in order to achieve a step-by-step implementation of ESD in the form of a whole-institution approach. With the help of closed days, staff meetings, educational programmes and projects, as well as work with parents and guardians and the adaptation of structural processes and administrative structures, this holistic approach will be achieved step by step within the two-year project period.

#### 5. Contact:

- Olly Fritsch  
Management naturindianer-kids gUG
- Marc Haug  
Director of the Munich Environmental Centre in the Ecological Education Centre

#### 6. Documentation / website:

[oebz.de/data/download/Bildungsmaterialien/BNEinKita\\_Handreichung\\_final\\_web.pdf](https://oebz.de/data/download/Bildungsmaterialien/BNEinKita_Handreichung_final_web.pdf)  
(handbook)

#### 7. Period:

October 2021 to October 2023

4 QUALITY  
EDUCATION



THE PROJECT  
BEARS  
REFERENCE  
TO ALL  
17 SUSTAINABLE  
DEVELOPMENT  
GOALS



## Lead Project

### ESD school profile development at two secondary schools in Munich

#### 1. Education sector:

School

#### 2. Target groups:

The project is aimed at the whole school family: pupils, teachers, parents and non-teaching staff.

#### 3. Project objectives:

The project involves supporting and advising schools on their way to becoming a school where Education for Sustainable Development is the guiding principle. In the sense of a whole school approach, ESD is to be structurally anchored in the teaching and learning culture, in school life, but also in the areas of organisation and procurement, staff development and through the expansion of networks and partnerships.

#### 4. Project description:

In addition to support and advice, the project includes several workshops on various sustainability topics with pupils in one year group, internal teacher training and work with parents and guardians. The approval and support of the school management, the formation of a steering group ("Team N"), the participation of as many members of the school family as possible and the visualisation of ESD projects and developments are promising for the process towards an ESD school profile. In order for ESD and sustainability issues to find their way into the classroom and into all the above-mentioned areas, a common understanding of ESD among the teaching staff and structures that are not based solely on the voluntary commitment of teachers are useful.

#### 5. Contact:

- Ökoprojekt MobilSpiel e. V.  
Contact persons: Nicole Wendler, Steffi Kreuzinger

#### 6. Documentation / website:

[oekoprojekt-muenchen.de](http://oekoprojekt-muenchen.de)

#### 7. Period:

November 2019 to October 2022

4 QUALITY EDUCATION



11 SUSTAINABLE CITIES AND COMMUNITIES



17 PARTNERSHIPS FOR THE GOALS



## Lead Project

### BIOexperience in the neighbourhood



#### 1. Education sector:

Non-formal learning for children and young people

#### 2. Target groups:

The project is aimed at children between the ages of 7 and 12.

#### 3. Project objectives:

The children will learn about the challenges of the global food and learn about different aspects of sustainability. Through cooperation with local stakeholders, they can learn about existing structures for sustainable food in their neighbourhood and sustainable alternatives for action. The local networking of the cooperation partners with educational institutions should encourage further cooperation.

#### 4. Project description:

The Tasting Kitchen will be implemented in different neighbourhoods in public places. Children from the neighbourhood get to know a new place of sustainability, deal intensively with all aspects of nutrition and find out which places in their neighbourhood contribute to sustainable nutrition. They prepare a meal together using regional and seasonal ingredients and eat it at a table.

#### 5. Contact:

- Ökoprojekt MobilSpiel e. V. and Kultur & Spielraum e. V.  
Contact persons: Steffi Kreuzinger, Ludgera Ewers, Margit Maschek-Grüneisl, Bettina Neu

#### 6. Documentation / website:

[oekoprojekt-muenchen.de/projekte/bioerleben](https://oekoprojekt-muenchen.de/projekte/bioerleben)

#### 7. Period:

January 2023 to December 2023



## Lead Project

### ESD in vocational schools with a socio-educational focus

#### 1. Education sector:

Vocational education, early childhood education

#### 2. Target groups:

The target groups are the teachers of the seven participating vocational schools, their students and the cooperating institutions / training companies of the schools.

#### 3. Project objectives:

Based on the results and experiences of the pilot project "Structural anchoring of ESD in day-care centres", the participating teachers at the vocational schools should reflect on teaching contents and methods with regard to ESD. They will examine the attitudes underlying the concept of Education for Sustainable Development and should be enabled to adapt the content and methods of their teaching accordingly, if necessary, in order to contribute to ensuring that vocational school graduates learn to put ESD theory and methods into practice in their working lives.

#### 4. Project description:

1. Formation of a steering group (consisting of school / nursery management, staff, people responsible for the pilot project from the B and KITA departments).
2. stocktaking and rough formulation of objectives for implementation (organisation, staff (e.g. checking training opportunities), pupils, etc.)
3. develop a concept for cooperation with day-care centres/placements
4. develop a concept for teacher training and implementation of basic ESD training for all teachers involved
5. develop modules for teaching in the school (with selected teachers)
6. reporting / documentation / evaluation
7. creation of guidelines for other vocational schools in general and participating day-care centres / internship centres

#### 5. Contact:

- Olly Fritsch  
Management naturindianer-kids gUG
- Marc Haug  
Director of the Munich Environmental Centre in the Ecological Education Centre

#### 6. Documentation / website:

At the end of the pilot project, detailed documentation and an action guide will be produced. These will be available from the City of Munich from 2026.

#### 7. Period:

September 2023 to December 2025

4 QUALITY  
EDUCATION



THE PROJECT  
BEARS  
REFERENCE  
TO ALL  
17 SUSTAINABLE  
DEVELOPMENT  
GOALS

## Lead Project

### Thriving and prosperous neighbourhood



**1. Education sector:**

Adult education

**2. Target groups:**

Tenants and management of social housing estates

**3. Project objectives:**

The main objective is to stimulate tenants' interest in sustainable, communal gardening and to promote social interaction. Ideally, this will develop a positive sense of community. In addition, residents will be given ideas on other sustainability issues such as composting, promoting biodiversity, reducing waste, etc. Last but not least, doing things together promotes intercultural exchange and a sense of self-efficacy. In this way, both social and environmental sustainability goals are achieved. The project aims to tap the potential of such projects in "traditional" communal housing estates. If successful, it will be replicated in as many other locations as possible.



**4. Project description:**

As part of an interdisciplinary project with several interactive modules, the residents of the estate will have the opportunity to cultivate a garden area with raised beds together, to exchange ideas with each other and to develop and implement further ideas for joint activities (e.g. cooking activities, parties, garden workshops, excursions, etc.). Ideally, a process for a joint urban gardening project will be initiated in the common areas of Münchner Wohnen GmbH, which will be successfully continued by the residents after the end of the project period. The focus is on the tenants' wishes and suggestions, which they can bring to joint planning meetings. The project receives professional support. A facilitator and an organic gardener have been hired.



**5. Contact:**

- ESD Coordination for Adult Education at the Department of Climate and Environmental Protection  
Contact person: Astrid Engel



**6. Period:**

September 2024 to December 2025





## Lead Project

### Training of educational multipliers on ESD and the SDGs

#### 1. Education sector:

Structural embedding of ESD in education and training

#### 2. Target groups:

- Teachers from municipal and state schools in Munich
- Environmental educators, multipliers of ESD work, staff and multipliers of extracurricular educational institutions, initiatives and projects
- Interested parties, committed individuals, volunteers in sustainability initiatives

#### 3. Project objectives:

- Munich's educational multipliers in the school and extracurricular sector engage with ESD and learn about the relevance of the 2030 Agenda for their educational activities; they are empowered to align their educational work with the concept of ESD. Example: ESD multipliers have been trained in different training formats, ESD projects and approaches have been disseminated through the ESD project exchange in different formats (digital as "Act for SDGs" and in person) for different target groups, and teachers have received suggestions for their own project work on different aspects of the SDGs.
- By establishing and expanding networking structures, the diversity and quality of extracurricular ESD stakeholders in Munich becomes visible and both ESD stakeholders and other educational stakeholders gain qualifications.

#### 4. Project description:

The project developed and tested ESD qualification formats for different target groups: In one-day and multi-day qualification workshops, out-of-school education stakeholders and teachers strengthened their ESD competences. Formats for ESD beginners were offered and established and the popular series on transformative education for ESD stakeholders in Munich was continued. Networking of extracurricular education stakeholders: At ESD network meetings, multipliers from the fields of environmental education, ESD and global learning exchanged innovative ideas for their educational work and received Munich-specific suggestions in the ESD dossier and via the regular ESD newsletter. The Munich ESD Actors Platform bundled further education programmes on its website, and regular meetings of ESD actors ensured quality discourse, collegial agreements and joint lobbying.

#### 5. Contact:

- Ökoprojekt MobilSpiel e. V.  
Contact persons: Steffi Kreuzinger

#### 6. Documentation / website:

akteursplattform-bne.de  
oekoprojekt-muenchen.de/netzwerk/akteursplattform-bne

#### 7. Period:

October 2019 to December 2022

4 QUALITY  
EDUCATION



THE PROJECT  
BEARS  
REFERENCE  
TO ALL  
17 SUSTAINABLE  
DEVELOPMENT  
GOALS

## Lead Project

### Learning for the future in the neighbourhood



#### 1. Education sector:

Strengthening local networking, cooperation and projects on ESD

#### 2. Target groups:

Active people in the pilot districts of Sendling and Moosach, especially representatives of initiatives, companies and associations.

#### 3. Project objectives:

Qualification and empowerment of multipliers with a focus on systems thinking within an urban neighbourhood. The aim was to impart design skills and systems thinking to various stakeholders in a neighbourhood-based approach and to enable them to integrate and pass on what they have learnt in their everyday work, thus contributing to the sustainable development of their immediate environment in cooperation with other stakeholders.

#### 4. Project description:

Learning for the future in the neighbourhood is a pilot project of the Department of Education and Sport, which uses a neighbourhood approach to raise awareness of sustainable development. The Moosach and Sendling regeneration areas took part as pilot neighbourhoods. The project provided content and methods to enable participants to direct their own activities towards a sustainable neighbourhood and to network with other active people in the neighbourhood. All activities were free of charge for the participants. The concept, approach and results were documented in a handbook.

#### 5. Contact:

- Ouishare  
Contact persons: Chantal Ebelsheiser, David Weingartner
- ESD Expert Office  
Contact persons: Lila Schulz, Markus Mitterer

#### 6. Documentation / website:

[pi-muenchen.de/zukunft-gestalten-im-quartier](https://pi-muenchen.de/zukunft-gestalten-im-quartier)  
[library.ouishare.net/zukunft-gestalten-im-quartier-handbuch](https://library.ouishare.net/zukunft-gestalten-im-quartier-handbuch)

#### 7. Period:

June 2021 to August 2023

# Imprint

## **Published by**

City of Munich  
Department of Education and Sport  
Pedagogical Institute - Centre for Municipal Education Management  
Office for Municipal Education Management  
Bayerstr. 28 | 80335 Munich

## **Project Management**

Dr. Christoph Klebel, Department of Climate and Environmental Protection  
Markus Mitterer, Department of Education and Sport  
Lila Schulz, Department of Education and Sport  
Asya Unger, Department of Education and Sport

Typesetting and graphic design: Fa-Ro Marketing (fa-ro.de)

Cover illustration: Martin Cambeis (artofstorytelling.de)

Photo credits: kasto80 / iStock / Getty Images (p. 8), Christoph Mittermüller (p. 9), Ouishare (p. 10), Asya Unger (p. 12), Lila Schulz (p. 12), vgajic / E+ / Getty Images (p. 16), FatCamera / E+ / Getty Images (p. 18, p. 24), omgimages / iStock / Getty Images (p. 30), SolStock / E+ / Getty Images (p. 34), skyneshar / E+ / Getty Images (p. 38, p. 42, p. 54), ljubaphoto / E+ / Getty Images (p. 46), Jupiterimages / PHOTOS.com>> / Getty Images Plus (p. 50), PeopleImages / iStock / Getty Images Plus (p. 58), mapodile / E+ / Getty Images (p. 62)

Printing: dieUmweltDruckerei GmbH (dieumweltdruckerei.de)

Printed on paper that has been certified with the Blue Angel (100% recycled paper).

Status: March 2025, 1st edition

The online version is available at: [pi-muenchen.de/bnevision2030](https://pi-muenchen.de/bnevision2030)

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