



BNE
HAMBURG
MASTERPLAN
2030

Foreword

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Foreword

"In 2016, the Hamburg Senate expressed its support for the implementation of the UNESCO World Programme of Action on Education for Sustainable Development (ESD) in Hamburg. Our city looks back on a long commitment to education for sustainable development, and thus supporting the United Nations' objective was a matter of course for us. Hamburg is an attractive, dynamic and growing city that faces a variety of challenges. Environmental, nature and climate protection, fair trade and global as well as intergenerational justice are becoming increasingly important in maintaining and developing the quality of life in our metropolis. This is a gain for the city and for all those who call Hamburg their "home port". Especially nowadays, there is a growing awareness of global responsibility and the need of many to contribute to the preservation of the environment and to climate-friendly living. Numerous committed young people remind us how important future-oriented action is for today's, but especially for future generations.

Education for sustainable development starts precisely here: It enables people to understand the effects of their own actions on the environment - and the One World - and enables informed decisions and responsible action for a sustainable society. I am therefore pleased that Hamburg is able to present a catalogue of measures in the form of the ESD 2030 Master Plan, which offers Education for Sustainable Development for all generations - from daycare facilities to schools and adult education. My thanks go to Hamburg's many ESD stakeholders, many of whom have worked on a voluntary basis to develop the Masterplan, thus making Hamburg's contribution to UNESCO's World Programme of Action possible."

Jens Kerstan - Senator for the Environment, Climate, Energy and Agriculture

1. Introduction: What is the "Hamburg ESD Master Plan 2030" and who is it aimed at?

After the end of the UN Decade of Education for Sustainable Development (ESD) from 2005-2014, the United Nations launched the five-year "World Action Programme on Education for Sustainable Development" (WAP ESD, 2015-2019) and entrusted UNESCO with its leadership. The continuation of the programme "*Education for Sustainable Development: Towards achieving the SDGs (ESD for 2030)*"¹ started on 01.01.2020.

The aim of the WAP is to (re)orient education and learning towards the guiding principle of sustainable development in accordance with the leitmotif "From project to structure". I.e.: All activities are to be strengthened that structurally anchor ESD as a holistic educational concept in the formal and non-formal educational sectors. To this end, UNESCO presented a "roadmap" in which it outlines five priority fields of action: "Political support", "Transformation of learning and teaching environments", "Capacity building among teachers and multipliers", "Strengthening and mobilizing youth" and the "Local level".

Back in autumn 2014, the mayors of 21 German cities and municipalities - including Hamburg - signed a declaration calling on all municipalities and cities in Germany to step up efforts for their own ESD activities and to participate in the planned United Nations World Programme of Action from 2015.

On August 2, 2016, the Hamburg Senate decided to implement the "World Programme of Action on Education for Sustainable Development" in Hamburg and commissioned the Hamburg Authority for the Environment, Climate, Energy and Agriculture (BUKEA, formerly the Hamburg Authority for the Environment and Energy) to develop an ESD Action Plan for Hamburg. The present "*Hamburg Master Plan Education for Sustainable Development 2030*" (Master Plan ESD) is Hamburg's contribution to the implementation of the UNESCO World Programme of Action.

¹ Status of new program at: <https://unesdoc.unesco.org/ark:/48223/pf0000366797.locale=en> (accessed 2020-07-22).

The ESD Master Plan is aimed at stakeholders and providers of early childhood education (Kitas), schools, vocational training, universities, extracurricular education and district education, and thus at civil society and administration committed to promoting and implementing ESD in Hamburg.

2. Education for sustainable development in Hamburg

Hamburg has a large network of ESD activities and actors. More early than probably in any other German municipality, a large number of them networked in a joint initiative "Hamburg learns sustainability". This was noticed and honoured at a very early stage, both at federal and international level.

2.1 The Hamburg Learns Sustainability (HLN) initiative

The initiative "Hamburg learns sustainability" (HLN) was founded in 2005; it is an association of Hamburg authorities, institutions, associations, networks and individuals who are active in educational work for sustainable development. Through HLN, Hamburg actively participated in the United Nations Decade of ESD 2005-2014, in particular through its Hamburg Action Plan (HHAP), which contains around 170 good examples from all educational sectors, updated annually until the end of the UN Decade. In 2019, this form of presenting successful Hamburg projects will be reissued. In addition, numerous events and extensive public relations work took place. In 2012, HLN was also selected as one of 15 measures of the World Decade and was thus part of the National Action Plan.

2.2 Hamburg is committed

UNESCO has named Hamburg as one of only four cities worldwide, along with Mexico City, Barcelona and Okayama, to be a "Key Partner" for the World Programme of Action on ESD (2015-2019). In 2016, also due to the increasing emphasis on education in national and international agreements on sustainable development, the Hamburg Senate had recommended to continue and further develop the initiative HLN in Hamburg. The HLN initiative has thus been in existence since 2005 and, with this form of networking between authorities and civil society, is a model for many other municipalities.

As a Key Partner of UNESCO, Hamburg has made a commitment in the area of promoting sustainable development at the local level: Hamburg chairs a working group of 21 German cities and municipalities that were awarded for their contribution to ESD during the UN Decade and meet twice a year to exchange views on local implementation and financing of ESD. This working group became the official "Partner Network of ESD Municipalities" in the national WAP process. Currently, the Partner Network is developing a support structure to strengthen ESD at the municipal level in the form of regional ESD Competence Centres, thus participating in the implementation of the World Action Programme in Germany at the local level.

2.3 Hamburg is excellent

Hamburg has received many awards for its work, including four times as "City of the World Decade". The HLN initiative was also honoured as a "UN Decade Measure". In November 2019, Hamburg received the UNESCO Japan Prize on Education for Sustainable Development for its outstanding commitment to education for sustainable development.

Already at the start of the World Action Programme, the German UNESCO Commission and the Federal Ministry of Education and Research (BMBF) - at the first national ESD agenda congress on 11 July 2016 in Berlin - honoured four Hamburg (ESD) networks and one learning place. In 2017, Hamburg itself succeeded in being honoured as an ESD municipality (2017/2018), and a year later (2018/2019), a total of eight Hamburg networks and initiatives were also awarded. These address age groups along the entire lifeline and are listed below:

- KITA21" initiative of the S.O.F. Save Our Future - Environmental Foundation (2016/2017; 2018/2019)

- "creACTiv for climate justice" by KinderKulturKarawane (2016/2017; 2017/2018; 2018/2019).
- Centre for School Biology and Environmental Education (ZSU) (2016/2017)
- Local Sustainability Network HARBURG21 (2016/2017)
- University network "Hoch-N" of the Competence Center Sustainable University (KNU) Hamburg (2018/2019)
- Hamburg University Days (2018/2019)
- Forum for Exchange between Cultures e.V. (2016/2017; 2018/2019)
- NUN Network (North German and Sustainable) (2018/2019)
- Karlshöhe Estate (2018/2019)

Thanks in part to these outstanding initiatives, networks and actors, the City of Hamburg succeeded in 2018 in becoming the most awarded municipality in the field of Education for Sustainable Development in Germany. Thus, in 2019, the BMBF and the German UNESCO Commission again awarded Hamburg as a municipality (2019/2020) for its outstanding work in structurally anchoring ESD.

3. Implementation of the UNESCO World Programme of Action on Education for Sustainable Development in Hamburg

3.1 The UNESCO World Action Programme on Education for Sustainable Development (WAP)

The UNESCO "World Programme of Action 2015-2019 on Education for Sustainable Development" aims to initiate and intensify ESD activities worldwide. On the one hand, this means shaping education and learning in such a way that every person can acquire the knowledge, skills, values and attitudes necessary to contribute to a more just, peaceful and sustainable social coexistence. On the other hand, the role of education should be strengthened in all programmes that promote sustainable development.

The World Action Programme on ESD was launched by representatives of 150 countries in November 2014 at the UNESCO World Conference on Education for Sustainable Development in Aichi-Nagoya, Japan. The WAP is coordinated by UNESCO and is the official follow-up agenda to the UN Decade of ESD. The WAP makes a significant contribution to the implementation of the Sustainable Development Goals (SDGs).

In September 2015, the Sustainable Development Goals were adopted by the United Nations General Assembly in New York. The SDGs outline a new and ambitious global agenda, in particular to reduce poverty and hunger, improve health, enable equality and generally protect the planet. Quality education plays an essential role in achieving real progress, and has therefore been enshrined in a separate SDG target (SDG 4). Data from the UNESCO World Education Report in particular clearly show that education is essential for the implementation of all 17 Sustainable Development Goals.

SDG Target 4: Ensure inclusive, equitable and quality education for all, and lifelong learning opportunities for all

⇒ "Education equips learners of all ages with the necessary skills and values to be responsible global citizens. This includes respect for human rights, gender equality and environmental sustainability. Investing in education and strengthening the education sector is key to the development of a country and its people. " ²

The UNESCO World Programme of Action on Education for Sustainable Development (2015-2019) serves to implement sub-goal 4.7 of the UN Sustainable Development Goals:

²Source: German UNESCO Commission, "Education and the Sustainable Development Goals", at: <https://www.unesco.de/bildung/bildungsagenda-2030/bildung-und-die-sdgs> - accessed 12 May 2019

⇒ "By 2030, ensure that all learners acquire the knowledge and skills necessary for sustainable development, including through education for sustainable development, sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship education and appreciation of cultural diversity and the contribution of culture to sustainable development." ³

In order to achieve these goals and to promote ESD more strongly, UNESCO cooperates in the international implementation of the WAP with 86 international key partners who have joined together in partner networks. Until 2019, Hamburg was represented as a "key partner" in UNESCO's international partner network 5 (PN 5- "Accelerating Sustainable Solutions at Local Level") and was also co-chair of PN 5. In the course of the UNESCO successor programme "ESD 2030", the continuation of the partner network with the participation of Hamburg is aimed for.

3.2 The National Action Plan (NAP)

On 20 June 2017, the National Platform on ESD adopted the National Action Plan (NAP) for the implementation of the UNESCO ESD WAP (2015-2019) in Germany. 130 goals and 349 recommendations for action of the National Action Plan should lead to ESD being structurally anchored in the German educational landscape in the individual educational sectors.

In the national action plan, the education sectors

- Early childhood education
- School
- Vocational training
- University
- Non-formal and informal learning/youth
- Communities

identified and underpinned with fields of action and measures in order to show the way forward for ESD in Germany.

3.3 From the NAP to the Hamburg ESD Master Plan 2030

The starting signal for the WAP in Hamburg was given after the conclusion of the UN Decade in 2015. In the same year, the contents and objectives of the WAP and the effects and perspectives for Hamburg's ESD work were presented and discussed at the 1st WAP Annual Conference. The idea of creating an ESD Master Plan for Hamburg was born, and with the Senate's decision in July 2016, the authorities involved in the HLN initiative, under the leadership of the Ministry for the Environment, Climate, Energy and Agriculture (formerly the Ministry for the Environment and Energy), received the mandate to continue and further develop the initiative in support of the WAP for the years 2015-2019. This included, in addition to strengthening Hamburg's sustainable development through ESD, the implementation of the WAP in Hamburg, participation in national and international committees on the WAP, and the development of an ESD Action Plan for Hamburg.

At the 2nd WAP Annual Conference in 2016, the structures of the Masterplan and the support of the Hamburg SDG process through ESD were discussed. In 2017, following the federal process, six working groups formed along the educational sectors first developed the fields of action and goals of the Masterplan, which were presented and discussed at the 3rd WAP Conference in November 2017. On 14 November 2018, around 100 measures were presented at the 4th WAP Conference, which form the core of the ESD Master Plan.

³Source : <https://www.bne-portal.de/de/weltweit/gute-praxis-weltweit/unesco-monitoring-zu-sdg-47> - accessed May 12, 2019

4. The Hamburg ESD Master Plan 2030

Following the decision to develop a Hamburg ESD Master Plan 2030, the following section explains the stakeholders involved, the content-related development process and the fields of action, goals and concrete measures.

4.1 Structure and participation

An essential criterion of the master plan process was from the beginning the broadest possible participation of Hamburg's ESD actors in order to ensure the input of the active people and to fill the master plan with content that is oriented towards the real needs and requirements of ESD work. Therefore, Hamburg's ESD stakeholders were called upon several times in advance via various networks to actively contribute to the process by participating in the working groups.

In May 2017, six working groups were established, bringing together representatives from Hamburg's ESD stakeholder scene, civil society and public authorities. The working groups were each chaired by a tandem of official and non-official ESD actors.

The steering and coordination of the overall process was assigned to the Project Group Hamburg Learns Sustainability (Project Group HLN). During the UN Decade, this was staffed exclusively by representatives of the Hamburg authorities responsible for ESD. For the master plan process, the project group was supplemented by the respective heads of the working groups in order to ensure the participation of non-authority ESD actors and to integrate the working groups into the steering process.

In addition, an FÖJ working group was set up in the 2017/2018 cohort of the Hamburg Voluntary Ecological Year (FÖJ) in order to also incorporate the concerns of young people into the master plan.

4.2 The working groups

Working groups were set up for the following educational areas

- Early childhood education
- School
- University
- Vocational training
- Extracurricular education
- Districts (municipalities).

At the beginning of the process, the contents of the National Action Plan were reviewed for their transferability to the Hamburg situation. The working groups developed proposals for fields of action and goals, which were presented at the 3rd WAP Conference in November 2017 and discussed in workshops. Subsequently, the working groups developed proposals for measures, which were incorporated into the Hamburg ESD Master Plan after consultation with the respective responsible authorities, the HLN project group and the stakeholder groups and agencies concerned.

In total, more than 100 actors from over 70 institutions in Hamburg's ESD landscape participated in the working groups to develop the Hamburg ESD Master Plan.

4.3 Fields of action - goals - measures

In order to establish comparability with the structure of the National Action Plan, the HLN project group agreed on an analogous structure for the Hamburg ESD Master Plan, in which overarching fields of action are presented with associated goals and measures that are as concrete as possible. In many cases the measures are concretely

formulated as demands, in other cases they are to be understood as recommendations, e.g. in order to avoid interfering with the autonomy of schools and universities.

4.4 Supporting the Hamburg sustainability process through ESD

In order to implement the Hamburg process for the implementation of the United Nations Sustainable Development Goals (SDGs), which has been ongoing since 2017, four clusters have been formed, one of them for the area of "Education and Science". Since some members of the HLN project group are also members of the "SDGs for Hamburg" working group, an exchange between the SDG process and the process for developing the Hamburg ESD Master Plan is guaranteed. The Hamburg ESD Master Plan thus supports and complements the SDG process.

4.5 Results of the master plan process

The Hamburg ESD Master Plan addresses all areas of education and a large number of stakeholders. It describes the necessary fields of action, goals and measures of the implementation process in the coming years until 2030 and will shape Hamburg's ESD landscape. However, numerous measures require further consultation and participation of the target groups and responsible institutions in order to adapt them to the respective requirements and existing framework conditions, to supplement them and to develop them further. It is also a prerequisite that the structures developed for the preparation of the Hamburg ESD Master Plan continue to exist beyond its adoption until 2030, so that the necessary accompanying further development and updating of the Master Plan can be carried out.

4.5.1 Overarching areas

The results in the working groups show that some topics and areas were identified in all WGs. These were not listed in the results of the individual WGs, but were defined centrally across all educational sectors as overarching areas, as they represent essential success factors for the entire Hamburg ESD Master Plan. In addition to a **coordination office**, these are the **scientific monitoring of the overall process**, **communication and public relations**, **qualification** and **further training**, and the presentation of good Hamburg examples in the form of a **knowledge database**.

a. Coordination Office Hamburg Masterplan BNE

The establishment of a coordination office, which will accompany and coordinate the implementation of the measures contained in the Hamburg ESD Master Plan until 2030 and will be the contact point for the ESD actors involved, was requested by all participants in the master plan development process.

Essential criteria for the consideration of the future connection are factors such as the cross-educational function, the representation of the overall Hamburg activities for the implementation of the Hamburg ESD Master Plan, the acceptance by the participating and implementing agencies as well as the necessary financial and personnel resources.

The main tasks of the coordinating body include

- monitoring the implementation of the Hamburg ESD Master Plan and reporting,
- the administration and coordination of the awarding of grants
- the preparation of proposals for the regular adaptation of the Hamburg ESD Master Plan until 2030,
- support for the implementation of the SDGs in Hamburg,
- networking of actors from the individual educational sectors, higher-level organisations and the administration, e.g. by organising and conducting "round tables" to accompany the implementation of the Hamburg ESD Master Plan,
- the task of acting as a central point of contact and advice for stakeholders from all areas of education in the FHH as well as business, culture, sport, health, social affairs, the environment, etc. ,

- the development of new formats with stakeholders,
- the organisation and implementation of events,
- public relations work for the Hamburg ESD Master Plan.

Measure

The implementation of the Hamburg ESD Master Plan will be accompanied throughout its entire duration by a central coordination office for the support, networking and consolidation of ESD activities and actors. The coordination office is a partner for the actors who implement the contents of the Hamburg ESD Master Plan on site. It coordinates and networks the activities. It is responsible for the administration of the funding and the corresponding monitoring of the measures including the use of funds as well as the accompanying public relations work.

b. Scientific monitoring

The entire process of implementing the Hamburg ESD Master Plan 2030 is to be accompanied and researched in terms of its effects, quality and effectiveness on Hamburg's educational sectors. For process consulting and evaluation of the implementation of measures, the involvement of a scientific monitoring is therefore planned. This is to be done along the lines of the process at federal level, in which continuous monitoring of the procedure takes place.

Measure

For the entire implementation process of the Hamburg ESD Master Plan until 2030, a scientific institution is to be commissioned to carry out the evaluation and to advise the HLN project group and the coordinating body. The results will be reported publicly at least once a year at the annual conferences.

c. Communication and public relations

ESD encompasses all topics of human coexistence, from climate change and renewable energies to transport and mobility, consumption and finance, social coexistence in inclusion, integration and global justice. However, due to this complexity, the terminology and the overall concept of ESD are sometimes difficult to communicate.

The need for a strategy for broad communication and public relations has been highlighted both in the individual education sectors and for the Hamburg ESD Master Plan as a whole. In order to bring the actors in administration and society along in the process of implementing the Masterplan and to convince them of the necessity of transforming Hamburg's educational sectors, the contents and objectives must be communicated and conveyed in a comprehensible way. Target groups are first and foremost - in addition to the general public - decision-makers for Hamburg's education, teachers, but also the learners concerned. Last but not least, a target-oriented campaign is necessary to integrate parents and other relatives into the process.

The public relations work for the Hamburg ESD Master Plan is to be carried out by the coordination office to be set up.

The tasks include

- the development of an overall communication and public relations strategy,
- the communicative graphic representation of the Hamburg ESD Master Plan,
- the development of an own internet presence,
- the presentation of existing and planned individual ESD measures in Hamburg,
- the personalisation of ESD (presentation of actors - "ESD heads"),
- social media presence (photos, videos, blogs),
- the creation of a regular newsletter,

- coordinating and organising events (round tables, conferences, youth conferences),
- the implementation of ESD awards for the educational sectors.

Measure

During the entire duration of the Hamburg ESD Master Plan, it will be accompanied by communication and public relations work in order to make the complex ESD topic understandable and to increase acceptance. The coordination office is responsible for this activity.

d. Qualification and further training

In all working groups it has become apparent that, in addition to strong communication and public relations work, a change in the education system requires that the actors involved at all levels are enabled to understand and actively implement the contents of ESD. For this purpose, the appropriate education, training and further education of the actors is crucial.

The target group-specific training and further training courses are listed as measures under the educational areas. In order to make ESD an integral part of the actions of the administration and the public sector in particular, the following measures should also be initiated:

Measure 1

Anchoring ESD in the training courses of the FHH

ESD and sustainability are to be integrated into the curricula for junior civil servants at the FHH, the School of Administration (career group 1) and the University of Applied Sciences (career group 2).

Measure 2

Inclusion of ESD continuing and further education courses in the ZAF's offering

One of the tasks of the Centre for Education and Training (ZAF) is to promote the professional and personal skills of FHH staff. As part of this responsibility, training modules on the topic of ESD, SDGs and implementation strategies for sustainable development are to be created and regularly included in the training offered by the ZAF in order to offer all FHH employees access to these training courses.

e. Hamburg Knowledge Database ESD

Even though a central statement of the World Programme of Action on ESD is "from project to structure", experience from the UN Decade of ESD shows the high significance and signal effect that emanates from good practical examples. Good examples make the often abstract concept of "Education for Sustainable Development" more tangible. They inspire the imagination and encourage imitation. In addition, well-publicized examples offer advertising potential and represent an appreciation for the actors.

Measure

Based on the structure of the Hamburg ESD Action Plan, an updated and attractive project and knowledge database (good ESD examples from Hamburg) is to be created, as an internet version and also as a smartphone app. An event-related print version in a limited edition is also conceivable.

4.5.2 Contributions of the working groups according to educational sectors

For each area of education, the working groups (WGs) developed fields of action, goals and measures independently and without content-related specifications by the steering group, which are listed in the following section:

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I. WG Early Childhood Education

Child day care facilities and other forms of child day care are the first places of education outside the family. They make an important contribution to early education and, alongside the parental home, lay a foundation stone for children's individual educational careers and for lifelong learning. Implementing education for sustainable development in daycare facilities means creating opportunities and spaces for children aged zero to six years in which they can explore topics and issues relevant to the future in an exploratory and playful manner. They learn to take responsibility themselves and to help shape their immediate living environment in terms of sustainable development. The children's concrete everyday experiences, needs and interests are the primary reference points and starting points for dealing with and addressing the diverse topics of sustainable development, such as nutrition, waste avoidance, water, energy or justice. Varied learning approaches and open learning arrangements such as morning circles, project work, experimenting, philosophising, free play and many other activities characterise everyday life in the facilities and offer opportunities to experience sustainable development. As places of learning for sustainable thinking and action, child day care facilities are also actors in sustainable development and also take into account environmental and sustainability criteria in the procurement and management of the facility.

The following fields of action, objectives and measures define and concretize the tasks that are necessary to bring about a systematic change in the education system in accordance with the objectives of the World Programme of Action and to anchor education for sustainable development in the structures of early childhood education in Hamburg. On the one hand, these include desirable developments with a longer-term implementation perspective. On the other hand, however, they primarily include very specific tasks whose implementation in the coming years should make a clear contribution to anchoring education for sustainable development even more firmly than in the past as part of the professional activities of day care facilities for children, sponsors, associations and training and continuing education institutions. The guiding principle for action is a holistic understanding of education that builds on existing conceptual foundations and structures in the field of work of child day care facilities, takes into account social, cultural, economic and ecological dimensions as well as physical and cognitive competencies, and sees itself as an integral part of the existing system.

Field of action I: Anchoring ESD in the educational recommendations for day-care facilities for children

Objective

Education for sustainable development must be anchored more clearly than hitherto in Hamburg's educational recommendations.

The Hamburg educational recommendations for the education and upbringing of children in day care facilities aim to provide orientation for high-quality pedagogical work and at the same time to give impulses for continuous further development to the pedagogical specialists, day care centre managers, sponsors and all others involved in the day care centre system who are active in practice. They also form a good basis for discussing the goals and content of early childhood education with parents and for actively involving them in the concrete design.

With the revision of the Hamburg Education Recommendations in 2012, Education for Sustainable Development was already included as a cross-sectional task and with a special focus on the goals of ESD in the educational area "Nature - Environment - Technology". In the course of the revision of the educational importance of ESD and its linkage with the individual educational areas is to be emphasised even more clearly.

Measure 1

The Hamburg educational recommendations for the education and upbringing of children in day care facilities are to be revised. In this context, it is planned to anchor the concept of education for sustainable development

more clearly in the education recommendations as a cross-cutting task and with concrete links to the various educational areas. The ESD working group on early childhood education is to be involved in the corresponding revision of the Hamburg education recommendations.

Measure 2

After the publication of the revised Hamburg Education Recommendations, the Hamburg Ministry of Labour, Health, Social Affairs, Family and Integration (BAGSFI) will organise a specialist event for day-care centres, providers and associations, in which the Hamburg Education Recommendations will be discussed with the innovations in the field of Education for Sustainable Development. and implementation examples from practice are presented.

Field of action II: Establish ESD in the sense of an institutional mandate of executing agencies

Objective

Hamburg's daycare providers write sustainability in capital letters! They take sustainability criteria into account in their management and procurement, have incorporated ESD goals into their mission statement and framework concept, and promote the development of daycare facilities into learning sites for sustainable thinking and action.

Measure 1

The Contract Commission under the State Framework Agreement for Childcare Facilities (VK Kita) supports the structural anchoring of education for sustainable development in early childhood education. The VK Kita recognises the exemplary function of providers and associations and recommends the inclusion of corresponding goals in the framework concepts of providers and associations and the consideration of sustainability criteria in management and procurement.

Measure 2

The BAGSFI prepares a handout which shows what constitutes a Kita as a place of learning for sustainable development. The Working Group on Early Childhood Education will be involved in the preparation.

Measure 3

The BAGSFI supports providers of day care facilities for children, e.g. by offering advice and further training in the consideration of sustainability criteria in management and procurement and in the inclusion of ESD objectives and content in mission statements and concepts.

Measure 4

Together with providers, associations and experts, existing rules and regulations for child day care facilities and provider organisations are analysed with regard to their inhibiting or promoting effect for sustainable management and procurement and implementation of ESD and possibilities for adjustments are reviewed.

Measure 5

In cooperation with institutions and associations of day-care centres, an expert event will be conceived and carried out, in which examples for a conceptual anchoring of ESD at institutions and associations and successful building blocks and offers for the promotion of ESD at the associated day-care centres will be presented and discussed and further recommendations for action will be developed.

Field of action III: Integrate ESD into the training and further education of educational professionals

Objective 1

At technical colleges and universities for the training of pedagogical specialists, ESD has been introduced as an independent module and as a cross-sectional area that runs through the entire training or course of study.

Measure 1

Measures are being developed to help incorporate the concept of education for sustainable development into the curricula of technical colleges as a cross-cutting task and with specific points of contact in the various areas of education.

Measure 2

By offering specialist events, workshops, advice and other suitable instruments, the consideration of sustainability criteria in management and procurement in technical colleges and their development into places of learning for sustainable thinking and action is promoted.

Measure 3

The practical training centres of the technical colleges are supported in developing into special places of learning for education for sustainable development.

Measure 4

The cooperation of technical colleges with child day care facilities that implement ESD in their educational work is particularly promoted so that trainees can be offered opportunities for practical experience in this subject area.

Objective 2

A wide range of further training opportunities are available for educational staff, day care centre managers and employees of day care

Measure 1

The training programme of the Social Pedagogical Training Centre for Pedagogical Specialists and Managers (SPFZ) of the City of Hamburg offers training courses on the aims, content and various aspects of Education for Sustainable Development.

Measure 2

In the further training programmes of day-care centre providers and associations, further training courses are offered on the aims, content and various aspects of Education for Sustainable Development.

Measure 3

The BAGSFI is compiling a guide to existing further education and training providers and process facilitators for ESD in the early childhood sector and is ensuring that this is accessible to daycare centres, providers and associations.

Field of action IV: Support ESD as a basis for professional action

Objective

Child day-care facilities implement educational work in the sense of education for sustainable development and, in their function as places of learning for sustainable thinking and action, take into account sustainability aspects in management and procurement.

Measure 1

The KITA21 educational initiative will be continued and expanded as an instrument for promoting ESD in day-care facilities.

Measure 2

Advice and support measures are offered to day-care centres to promote sustainable management and procurement and to include ESD in the concept.

Measure 3

In order to encourage and promote the use of one of the study days available to the child day care facilities for the examination of the goals and contents of ESD and their implementation in practice, appropriate support formats will be developed and offered to the child day care facilities. The support offers establish references to the revised educational recommendations.

Measure 4

In order to inform parents about the importance and implementation of ESD in child day care facilities, an information offer is being created under the auspices of the BAGSFI.

Measure 5

In order to inform foreign-language parents and families with a migration background, the BAGSFI is producing an information leaflet in easy-to-read language and with pictorial explanations of the aims and aspects of sustainable action and the links to their day care centre.

Field of action V: Establish and strengthen networking structures to informal and formal educational venues

Objective

Education for sustainable development is an integral part of the cooperation between day-care facilities and schools.

Measure 1

Examples of successful practice in cooperation between day-care centres and schools in the field of ESD have been identified, processed and made available to day-care centres and schools.

Measure 2

Afternoon activities in the context of all-day education and care at schools (GBS) that promote a discussion of future-oriented topics and competencies in the sense of Education for Sustainable Development are identified, prepared as good examples and made accessible in a suitable form for providers of corresponding afternoon activities.

Measure 3

Within the framework of the GBS, possibilities for dovetailing afternoon activities in the sense of ESD with the morning activities are identified and promoted with suitable measures.

II. WG School

With the United Nations 2030 Agenda, Education for Sustainable Development (ESD) has become a binding public and social task. All education actors - school and non-school, state and civil society - are called upon to implement SDG 4 including the associated sub-goals by 2030. Hamburg can build on long-standing activities, strengthen existing projects and initiate new developments to anchor ESD in the education system through further measures. In the school sector, ESD - as described in SDG 4.7 - is to be anchored and implemented as a holistic orientation concept. The fields of action, goals and measures agreed upon and mentioned below are recommendations based on the nationwide principles and goals of the National Action Plan on ESD as well as on Hamburg's experiences.

Field of action I: ESD as a task for the whole school

Education for Sustainable Development is a task for the whole school. It is about anchoring sustainable development holistically and systemically at all levels of school education (Whole School Approach). This concerns the fields of activity of all those who bear responsibility in and for schools. Schools thus make a contribution to a culture of sustainability that extends beyond the schools themselves and can also have an impact at the societal level.

The aim of the guiding idea "ESD: from project to structure" is to gradually integrate ESD into all subjects and to link them more closely with each other and with activities complementary to teaching in an overall institutional approach. This requires not only continuous school development, the curricular implementation of ESD through state education plans and school-internal curricula, but also the further development of educational goals, didactic concepts and teaching quality. School life, organisation and school management are oriented towards the guiding principle of sustainable development - from profile focal points and quality offensives such as "Good All-Day", "Good Inclusion" and "Education in the Digital World" to student enterprises, cultural focal points and outdoor adventure activities as well as cooperation and partnerships (see field of action 3). The design and management of buildings and outdoor facilities, resource management and the requirements for health-promoting and sustainable nutrition education and school catering also follow this mission statement.

Objective 1

ESD, with its guiding principle of sustainable development, is anchored as a basic orientation and overarching educational goal in the Hamburg School Act, in the educational and framework curricula of the subjects of all school types and levels, and in the Hamburg Orientation Framework for School Quality.

Measure 1

In the course of revising school education and framework plans, the respective education plan commission examines whether ESD is sufficiently anchored in the sense of Goal 1.

Objective 2

Within the framework of their school and teaching development processes, Hamburg's schools understand ESD as a task for the whole school and all groups involved.

Measure 1

The School Inspectorate of the Authority for Schools and Vocational Training (BSB) uses target and performance agreements to provide targeted support for schools in implementing target 2. This includes efforts to arrange funding and relief.

Measure 2

The State Institute for Teacher Training and School Development (LI) also supports schools in the sense of Objective 2 in cooperation with non-school partners. In particular, school officials are advised and qualified for the development and implementation of the Whole School Approach.

Measure 3

As in the past, Hamburg schools develop or revise their school curricula on an ad hoc basis, also under the guiding principle of sustainable development. The LI continues to support the schools in the further development of their school curricula.

Field of action II: Competence development among teachers and multipliers

The qualification of teachers, multipliers and those who train them is an essential prerequisite for the successful anchoring of ESD in schools. Therefore, it is necessary to implement and structurally anchor ESD in the education and training of school and non-school education actors.

Objective 1: Teacher education - 1st phase

ESD is anchored in the educational science studies of the teaching professions and thus also in the subject didactics of the teacher training courses.

Objective 2: Teacher education - 2nd phase

ESD is integrated in the reference framework for teachers in the preparatory service (LiV) and in the training curricula of the specialist seminars.

Objective 3: Teacher Education - 3rd Phase

ESD is the basic orientation and overarching goal of advisory, further and continuing education offers in the sense of the Whole Institution Approach (see field of action 1).

Measure 1

Development and implementation of a cross-phase concept (1st - 3rd phase) for the implementation of ESD in teacher education by experts of the 1st, 2nd and 3rd phase as well as the Office of Education. The client should be the council of the Centre for Teacher Education Hamburg (ZLH) as a cross-phase and cross-institutional body.

Measure 2

Development and implementation of subject-specific and interdisciplinary ESD qualification measures for employees of the LI and the universities.

Objective 4: State Institute for Teacher Training and School Development

The LI lives up to its exemplary function in terms of sustainable development in the sense of a "Whole Institution Approach".

Measure 1

Revision of the LI mission statement for the implementation of ESD.

Measure 2

Revise and implement the LI Climate Change Plan in line with the guiding principle of sustainable development.

Field of action III: Cooperation and partnerships

Networking and cooperation of schools with extracurricular partners and institutions - e.g. in the context of the initiative "Guter Ganztag" - as well as the cooperation of schools with schools especially in the context of international school partnerships, in short: The opening of schools belongs to the paradigms of ESD. Quality development of schools in a globalized world is no longer sustainable without networking and cooperation with extracurricular partners and institutions. They expand and enrich the educational offer and create the basis for multi-professional teamwork, without which an inclusive, all-day education oriented towards the guiding principle of sustainable development cannot succeed.

Objective 1

The opening of schools to promote inclusive, all-day education oriented towards the guiding principle of sustainable development has become a paradigm of quality development in Hamburg schools.

Measure 1

The schools make networking and cooperation with school and extracurricular partners and institutions an element of their school development, for example by anchoring corresponding subject-related and interdisciplinary projects in their mission statements and school curricula.

Measure 2

The BSB School Inspectorate uses the instrument of target and performance agreements to provide targeted support to schools in implementing Objective 1 (see also Field of Action 1, Objective 2, Measure 1).

Objective 2

The legal regulations and framework agreements with non-school partners and institutions necessary for opening schools in the service of ESD have been developed and adopted.

Measure 1

In the context of a forthcoming revision of the Hamburg School Act, the current legal basis for cooperation with non-school partners will also be examined and, if necessary, extended.

Measure 2

In the course of a revision of the education plan, the framework requirement "learning in out-of-school places" will be revised in the sense of ESD and it will be examined whether and - if so, how - it can also be transferred to primary schools.

Objective 3

Schools wishing to work with schools and other institutions in their local area to address sustainable development challenges are supported by the BSB.

Measure 1

Schools use Regional Education Conferences to explore possibilities of reliable and lasting cooperation with school and extracurricular partners and institutions as well as possible funding opportunities. At the same time, Regional Funding Conferences provide a space for informal exchange and a platform for presenting their cooperation projects.

Measure 2

Schools and civil society partners that implement, promote and support ESD projects are eligible to apply for funding under official funding programmes to cover the costs associated with the cooperation projects and advisory services.

Objective 4

The qualification of extracurricular education partners and multipliers as well as the integration of their expertise into the training and further education of teachers are promoted and further developed by the BSB.

Measure 1

The NUN certification programme for extracurricular providers of ESD will be made permanent and further developed in accordance with the agreement of 01.12.2015 between the Authority for the Environment, Climate, Energy and Agriculture (BUKEA) and the School Authority (BSB) with the participation of the BSB (see WG Extracurricular Education, Field of Action III, Objective 3, Measure 1).

Measure 2

The LI and non-school educational partners in the field of ESD are consolidating their existing cooperation and developing it further together, e.g. within the framework of the network work of the Hamburg Education Agenda for Sustainable Development (HHBA).

III. WG Vocational Training

Education for sustainable development in vocational education and training is a binding and complex task that affects both many subject areas and different actors in the field of vocational education and training - vocational schools and training companies, business, social partners, the state and civil society. It is a task that accompanies us all throughout our lives. In the spirit of the United Nations Agenda 2030 and the Sustainable Development Goals (SDGs) defined therein, all actors in vocational education and training are called upon to implement goals and measures by 2030.

A prerequisite for the development of sustainable action is a positive vision of the future, which is geared towards considering the consequences of one's own actions for oneself and others. The guiding principle is therefore: *Do not live and work today at the expense of tomorrow, and do not live and work here at the expense of elsewhere.*

In doing so, Hamburg is building on numerous projects and measures that have been implemented in recent years to promote ESD in vocational education and training. As early as 2012, the Hamburg Institute for Vocational Education and Training (HIBB) drew up the "Framework Concept for Climate Protection" in the context of school development geared towards sustainability. Resource, environmental and climate protection is implemented on a curricular, personnel and communicative level. This resource, environmental and climate protection relates to social, ecological and economic aspects and it affects the entire school community. In 2013/2014, HIBB received an award for this concept as an official project of the UN Decade of Education for Sustainable Development. As part of the country initiative of the Federal Ministry for Economic Cooperation and Development, HIBB is committed to Education for Sustainable Development and Global Learning.

In addition to a fundamental understanding of sustainability, the aim is to make a contribution to systematically anchoring sustainability in vocational education and training, to identify possible courses of action in this regard and to strive for their implementation within the framework of educational policy options. The principle is: *think big and globally and act in small, realistically implementable steps.*

Field of action 1: ESD as a task of vocational education and training

Education for sustainable development is the task of vocational education and thus of the whole school community and its extracurricular partners. The aim is to implement the goals, principles, values and practices associated with the idea of sustainability in school life and, in particular, in teaching at schools. All school-based educational activities oriented towards the sustainability concept are based on the common idea of integrating topics and contents of economic, ecological and social development contexts into lessons in such a way that the learners can acquire the ability to shape and act in the sense of sustainable development. The aim of all activities of vocational schools in the field of education for sustainable development (ESD) is therefore the acquisition of those competences that enable students to shape their own private and professional lives in a way that is as sustainable as the economy and society as a whole (see also "Framework concept for climate protection", HIBB 2012; <https://hibb.hamburg.de/wp-content/uploads/sites/33/2015/09/Rahmenkonzept-Klimaschutz.pdf>).

Objective 1

With the guiding principle of sustainable development, ESD is anchored as a basic orientation and overarching educational objective in the education and framework curricula of all forms of vocational education and training.

Measure 1

In the course of drawing up or revising school education plans and framework plans, the respective education plan commission also examines on an ad hoc basis whether ESD is sufficiently anchored within the meaning of objective 1.

Measure 2

In the process of reorganising vocational education and training, the Hamburg representatives on the national framework curriculum commissions will ensure that ESD is taken into account in the sense of Objective 1.

Objective 2

The vocational schools understand ESD as a task of the whole school community and the partners involved within the framework of their school and teaching development.

Measure 1

An inventory is taken of the diverse projects and measures in the field of ESD that are being successfully implemented in individual vocational schools, e.g. in resource, environmental and climate protection or in the Länder initiative of the Federal Ministry for Economic Cooperation and Development for sustainable development and global learning in vocational education and training.

Measure 2

The existing knowledge stocks and practical experience are collected and made available to all vocational schools as "good practice examples" in the sense of systematic and sustainable knowledge management. It should be examined to what extent companies could also be included via learning location cooperation.

Action 3

Schools use the structures, responsible bodies and coordinated processes available at HIBB to be able to implement ESD gradually and sustainably as a task for the whole school in their school and teaching development. This also includes the qualification of teachers, among other things by means of offers from the State Institute for Teacher Training and School Development.

Field of action 2: Cooperation and networks

In close and trusting cooperation with the economy, their training companies and the partners of vocational education, the vocational schools closely adapt their educational offers to the economic, professional and social challenges of the respective time. In the more than 150-year history of vocational schools in Hamburg, this has been one of the success factors for the performance of the vocational education system, and it is equally a basic prerequisite for mastering the future complex tasks and goals of ESD. The systematic cooperation of the vocational schools with the partners of vocational education, here in particular with the training companies, is systematically anchored in the Learning Location Cooperation (LOK) according to the Hamburg School Act. The LOK serves the joint, continuous quality development of vocational education and training. In addition, complex tasks such as integration and inclusion cannot be mastered without opening up vocational schools and cooperating with partners from outside the school system.

Objective 1

ESD is gradually being given more consideration in the joint work of the learning venue cooperation partners in vocational education and training.

Measure 1

Learning location cooperation will be further strengthened as a tool for addressing future challenges to vocational education and training. It will be examined how the LOK can be used to gradually anchor ESD better in vocational education and training.

Objective 2

The networking and cooperation between vocational schools, companies, actors in the non-formal and extracurricular sector contribute to the transfer of existing concepts and materials, practice-oriented examples of action and possibilities in the sense of ESD.

Measure 1

A concept for networking and cooperation will be developed to involve the different actors at Hamburg level. One possible format could be annual exchange meetings on ESD, also involving regional and supra-regional actors. Actors as well as companies and enterprises.

Measure 2

It is being examined to what extent learning location cooperation can be included in this.

IV. WG University

The transformation process of higher education institutions towards Education for Sustainable Development (ESD) must be designed in a long-term and far-reaching manner. It must take into account the specific characteristics of different universities and disciplines as well as the preservation of academic freedom. The aim is for the (state) universities in Hamburg to participate in the constructive solution of the resulting areas of conflict and tension in a socially responsible and autonomous manner.

ESD refers not only to ecological, but also to social, economic and cultural evaluation and decision-making criteria. For a permanent implementation of ESD structures and measures at universities, there are various dimensions of action that need to be examined for ESD compatibility: Governance, research, study/teaching, campus and administration.

Against this background, the HLN University Working Group has reviewed and discussed the university-related proposals of the National Platform on ESD (fields of action 1-5: see below) set out in the National Action Plan on ESD (NAP) of 20 June 2017 with regard to the goals and measures mentioned there, and has discussed whether and to what extent corresponding objectives and measures can also be adopted or adapted for Hamburg. This means that the measures described here reflect the way in which the goals described in the NAP for higher education are addressed in Hamburg and how the goals and measures described there are supported by Hamburg.

Field of action I: Financing and incentive systems

Objective

Align funding and incentive systems of higher education institutions with content-related and structural sustainability and ESD

Measure 1

The responsible authority is examining whether and how sustainability should be taken into account in the Hamburg Higher Education Act beyond the formulations that already exist in §3 paragraph 1 HmbHG. Points of reference could be § 46 HmbHG or § 49 HmbHG (for ESD).

Measure 2

The competent authority and the higher education institutions shall examine whether and in what way sustainability/SESD can be effectively taken into account in target and performance agreements (ZLV) and in the performance-oriented allocation of funds (LOM).

Measure 3

If possible, the competent authority should agree with the higher education institutions in the ZLV that they should set up topic-specific cross-university cooperation platforms on sustainability in order to promote joint projects or cooperation with third parties. Alternatively, institutionalised cooperation between higher education institutions on sustainability issues is also conceivable within the framework of existing or newly created specialist discussion formats.

Measure 4

The responsible authority and the universities are considering offering a prize for viable cooperation between universities in the area of sustainability or for approaches to "research-based teaching".

Field of action II: Linking research and ESD systematically on the basis of quality criteria

Objective

The quality of science and higher education is reflected not only in research, but also in teaching. In accordance with the NAP, it is therefore necessary to find ways in which, on the one hand, national and international research results can be incorporated more quickly into teaching and, on the other hand, scientifically based quality criteria for research-oriented teaching for sustainability can be developed. For Hamburg, this results in the following goals:

- a) Create transparency about the contributions of research and education to the "grand societal challenges" (Wissenschaftsrat, 2015);
- b) Strengthen research on ESD (in terms of content);
- c) interlock research and teaching more congruently than before (e.g. by means of teaching-learning laboratories; capacity support for the preparation of research findings for teaching, etc.).

Measure 1

Universities should create opportunities for financial support for staff members who continue their education in the field of sustainability. In addition, voluntary commitments by professors to participate in sustainability forums to be organised are conceivable.

Measure 2

The dissemination of knowledge, methods and experience is to be improved in order to strengthen the reciprocal transfer sector in this way (dissemination of practical examples). A strategy for the further dissemination of Open Access is to be developed.

Measure 3

It should be examined whether ESD-specific and teaching-related research funding programmes should be established. In principle, this can take the form of new funding programmes or also within existing programmes.

Measure 4

The aim is to set up a sustainability fund that could be structured in a similar way to the state research funding. Half of the fund could come from foundations and half from the state. For example, sustainability labs, living labs, sustainability visiting professorships or summer schools on sustainability could be financed from the fund.

Field of action III: Promote a diversified higher education landscape with different ESD pathways as well as ESD pioneers and "second followers".

Objective

Development and establishment of instruments specific to higher education institutions to promote ESD and to highlight developments.

Measure 1

Indicators/criteria for sustainable development at universities - as formulated, for example, in the context of the HochN guidelines - should be examined for their suitability for Hamburg universities. Suitable indicators are conceivable and applicable for internal university control and reporting instruments, but also for target and performance agreements. The focus should be not only on quantitative but also on qualitative indicators.

Measure 2

At Hamburg's universities, efforts are being made to establish the German Sustainability Code (DNK) for universities. Furthermore, it is to be examined whether a sustainability code specific to Hamburg can be established and further developed from this for Hamburg, in order to also make the special features of Hamburg's universities in the area of sustainability visible and to raise their profile.

Measure 3

Efforts will be made to ensure that in future all Hamburg universities develop and implement sustainability reporting processes tailored to their respective specifics, with the aim of creating transparency and enabling further developments. In doing so, it must be taken into account that the higher education institutions will have to make an effort corresponding to the scope and claim of sustainability reporting and that they will incur costs.

Measure 4

Sustainability in the organisation and operation of higher education institutions should be continuously promoted. This will be done in different ways at the individual universities, taking into account the specifics of each university. The preservation of academic freedom is also a high priority here. With regard to teaching and research, it depends on the respective disciplines whether and, if so, in what way the universities adopt the Green Campus concept. In principle, existing research on the implementation of sustainable development in organisations in general and universities in particular should also be taken into account.

Measure 5

The development of digitisation should be used for the topic of sustainability/ESD, as is already the case, for example, in the Hamburg Open Online University (HOOU). It makes sense to address the interface between (B)SD and digitisation more clearly than before and, in doing so, to refer, for example, to the recommendations and thematic fields formulated in the report of the German Advisory Council on Global Change (WBGU).

Measure 6

The aim is to expand the Hamburg Higher Education Alliance for Sustainability (HaHoNa) and place it on a more formal footing than is currently the case. The aim is to strengthen university cooperations that have already been initiated in this way.

Field of action IV: Encouraging, supporting and enabling students and graduates to participate as key shapers of sustainable development

Objective

Recognize the potential of all generations and bring them together in cooperative formats in order to shape sustainable development across generations.

Measure 1

An integration of ESD into the curricula is considered sensible for the universities in the form of an elective option - possibly also online and linked to certification/credits. In general, the aim is to promote interdisciplinarity, although this does not necessarily have to be ESD-specific.

Measure 2

The promotion of non-formal learning on ESD will be supported by examining and creating long-term spatial conditions that enable cooperative work and sharing solutions for premises. In addition, a collection of examples is to be created that shows sustainable possibilities for improving non-formal sustainability-oriented learning, which can serve as a basis for further measures.

Field of action V: Developing transformative narratives for ESD

Objective

Analyze and reflect on narratives and goals of the science system and connect them to the third mission debate.

Narratives are important as a cultural background and in the sense of a change of perspective to be strived for. It is important to explain, to show references to one's own sphere of action and to convince. It is important to avoid giving those affected the feeling that something is being imposed on them against their will.

A consensual formulation of concrete measures for the university context in this area is not yet possible at the present time. The topic does not yet appear to the Higher Education WG to be sufficiently connectable, tangible and applicable. The working group has therefore set itself the goal of further discussing and specifying the field of action of narratives (including sustainability communication) in the course of the master plan process, and of working out which Hamburg- and university-specific measures could be considered for implementation.

V. WG Extracurricular Education

The term "out-of-school education" is deliberately chosen here to make the often unwieldy but formally correct term "non-formal and informal learning" easier to understand. Non-formal education stands for any form of lifelong learning that does not involve formal curricula and takes place outside the formal education system.

Field of action I: Effective participation of people

All people, regardless of age, origin and abilities, are important actors in shaping Hamburg's future. They must be addressed in a way that is appropriate to the target group and integrated into ESD. Only in this way can Hamburg's education make a future-oriented contribution to the transformation to a sustainable society.

Objective 1

All people, regardless of age, origin and abilities, are addressed in a target group-oriented manner and involved in ESD.

Measure 1

All existing extracurricular ESD offers are included free of charge in the further education portals promoted by the FHH. On the established platform weiterbildung-hamburg.de an overview of existing educational materials and tools, addresses and examples will be created and continuously updated. This will be advertised with a call for active participation.

Measure 2

Exemplary participation formats - with special consideration of young people with a migration background - are being set up to increase the involvement of young people. The youth committees should be supervised at the level of the districts or city quarters. In the further course, similar structures will be established for other target groups.

Measure 3

Organise regular marketplaces/fairs for the general public. Here, all ESD providers can present themselves and inform all interested parties about opportunities for participation.

Objective 2

By 2030, all Hamburg residents will have barrier-free and low-threshold access to high-quality ESD offerings in the non-school sector. These include all relevant topics of human interaction and support the SDG implementation process in Hamburg.

Measure 1

By the end of 2022, a target group analysis has been carried out on knowledge, needs and access. Existing offers will be assigned to specific target groups and explicitly communicated. For target groups that are not covered (e.g. older migrants), at least one high-quality ESD offer with a target group-specific approach will be developed per year in Hamburg. For target groups that are difficult to address, the creation of financial incentives (e.g. reduction of participation costs) will be examined in order to make participation possible for all groups.

Measure 2

All Hamburg residents should be able to participate in ESD continuing education courses through financial support (e.g. education vouchers) and/or time-based support (e.g. educational leave).

Field of action II: Expansion, strengthening and recognition of change agents and multipliers

SDG 4.7 calls for ensuring that all learners acquire the necessary knowledge and skills to promote sustainable development by 2030. To achieve this goal, there is a need to strengthen and recognise change agents (actors who actively bring about or support change/transformation) and multipliers.

Objective 1

By 2025, a comprehensive qualification and counselling structure will be created for providers of all extracurricular education sectors.

Measure 1

By 2023, existing state-wide education, training and further education programmes are to be identified by actors in non-formal and informal education (environmental associations, youth associations, sustainability-related networks, etc.) and made visible with the help of the ESD Coordination Office and the initiative Hamburg learns sustainability.

Measure 2

By 2026, the education, training and continuing education programs will be supplemented as needed.

Measure 3

The training and further education programmes for multipliers and change agents will be continuously evaluated and gradually developed until 2030. Offers for supervision and exchange for multipliers and change agents will be created.

Measure 4

Participation in ESD training courses for multipliers and change agents is financially supported.

Objective 2

An award and certification concept is to create a culture of recognition and appreciation for ESD multipliers in non-formal and informal ESD.

Measure

In addition to the existing cross-state procedure for quality development and certification "NUN - North German and Sustainable", an award format is being developed that highlights successful ESD work and reflects its diversity. Special emphasis will be placed on the initiatives of young people.

Field of action III: Networking

ESD is inconceivable without networking. All areas of a society must interact for the necessary transformation, also in the field of education. A prerequisite for effective extracurricular ESD is cooperation with formal education, business, politics, health care and culture.

Objective 1

By 2022, a platform will be established to network non-school ESD actors with each other and with actors from, for example, formal education, business, politics, health, culture and non-governmental organisations.

Measure 1

Existing networking offers and forms of networking are analysed and the possibilities, prerequisites and necessary interfaces for the development of the platform are elicited.

Measure 2

In the following years, the platform will be further developed into an interactive networking forum for all ESD actors. Contributions can be posted, experiences can be exchanged and networking can be organised independently.

Objective 2

By 2024, existing educational and networking structures (e.g. Fair Trade Eimsbüttel) will be identified and developed into "educational landscapes". Here, school and non-school actors network in the long term for more sustainability. These exemplary cooperation structures are to serve as a model and inspiration for other educational landscapes throughout the city.

Measure 1

The existing structures of ESD and sustainability cooperation will be recorded and it will be examined where cooperation between school and non-school actors at neighbourhood, district or borough level could be useful for example projects.

Measure 2

ESD actors are supported in the development of educational landscapes through networking, advice, process and project support and advice on licensing/regulatory procedures. (e.g. in the search for and/or provision of areas for urban gardening projects or similar).

Measure 3

The networking between the LI and the BSB with actors in non-school ESD should be strengthened.

Objective 3

NUN certification will be conducted annually until 2030.

The NUN certification (*North German and Sustainable*) is a free procedure for quality development and certification for actors in out-of-school education for sustainable development. The three states of Hamburg, Mecklenburg-Western Pomerania and Schleswig-Holstein have jointly developed the quality standards in their long-standing NUN partnership and already offer NUN certification. Freelancers, associations, foundations and other organizations can submit an application in their NUN country.

Measure

The NUN certification procedure will be continued and expanded in the process.

VI. WG Districts

The implementation of the 2030 Agenda and the associated goals also poses new challenges for Hamburg's districts, which are the direct interface to Hamburg's citizens in the municipal sector. In order for the transformation to a sustainable society to succeed and for the topic of sustainability to be filled with life in the Hamburg districts, supporting activities of education for sustainable development (ESD) in the sense of SDG Goal 4 are necessary and sensible. The aim here is not only to initiate new measures, but also to transfer existing projects into permanent structures. The present fields of action and goals are proposals and recommendations that should help the districts to systematically implement education for sustainable development - taking into account the available resources.

Field of action I: A sustainable district contributes to the implementation of the SDGs in Hamburg

In every district there are approaches to sustainable development that can contribute to the implementation of the UN Sustainable Development Goals. It is important to build on local experiences and networks and to make the activities in the district visible. Through resolutions at district level, a specific sustainability profile can be developed.

Objective 1

Discussions should be initiated in the district assemblies and their specialist committees as to which of the SDG targets defined by the Senate are also relevant at district level and what benefits sustainable development can bring to the district. The district authorities solicit resources within the scope of possibilities and where necessary and receive support from the specialist authorities in order to develop their own sustainability profiles.

Measure 1

Referral to district committees: Information and discussion in specialist committees of the district assembly on the implementation of sustainability goals and ESD in the district.

Representatives of the district administration, in cooperation with representatives of the Ministry for the Environment, Climate, Energy and Agriculture, propose the inclusion of the "Hamburg ESD Master Plan - Districts" in the agenda of affected specialist committees and present fields of action, objectives and measures there. The discussions *may* result in concrete suggestions and perspectives for further implementation in the district.

Measure 2

Anchoring in the district: creating framework conditions to promote successful implementation of SDGs and ESD

Where possible, and where necessary, the district office will raise resources to create a focal point (e.g. office) that will work closely with a responsible contact person in the administration.

The administration should encourage the initiation of a steering group "Sustainability and ESD" consisting of representatives of politics and sustainability actors in the district.

Objective 2

In the spirit of sustainable development, concepts and projects are developed and implemented in a participatory process together with citizens, associations, companies and other social actors "at eye level".

Measure 1

Participation: Design information and participation formats to develop and strengthen networks.

The district administrations are recommended to develop and implement participation formats for network meetings and design. The goals are appreciation, publicity, exchange and systemic networking of existing projects in the district. This could be done, for example, by awarding a sustainability prize, through topic-oriented network meetings or workshops.

Measure 2

Development of ESD in the district through the Regional Education Conferences

It is suggested that the existing regional and local educational conferences actively take up the topic of sustainability. Within the framework of a working group at district level, the topics of sustainability and implementation of SDGs in the educational sectors should be advanced and educational actors who want to participate in the development of a sustainability profile in the district should be networked.

Objective 3

The process is supported by public relations work, whereby the chairpersons of the district assemblies and the heads of the district offices can take an active role and support sustainable development at district level in a role model function (e.g. through personal participation in local events and in press and media work).

Measure 1

Information platform: ESD public relations work in the field of digital media in the district

It is suggested to the district administrations to publish goals and contents on ESD and information on sustainability projects in the district on the respective district websites and, if necessary, other social media or an independent homepage. The aim here would be to develop an information platform as a basis for the development of a district network and to inform a wider public about the activities in the district.

Field of action II: A sustainable district promotes sustainable action and corresponding design competencies among individuals through education for sustainable development.

For a sustainable district, the people are particularly important! Everyone must be taken along and involved. Addressing them and enabling them to make their contribution is the task of education for sustainable development (ESD). This requires appropriate educational and communication measures, which should also involve civil society.

Objective 1

The district administration participates in ongoing ESD activities and programmes (e.g. UNESCO's World Programme of Action on ESD, the "Hamburg learns sustainability" initiative) and involves educational stakeholders (e.g. educational institutions, non-profit associations, companies or individuals) in its sustainability strategy.

Measure 1

"Youth Forum Future" at district level

The establishment of a "Youth Forum Future" project is being examined in all districts.

The forums could be run by young people on their own responsibility, they exchange information with each other and also have contact with supra-regional bodies (e.g. youth participation project youpaN).

Measure 2

Mainstreaming ESD in current and future policies and projects

It is recommended to the district administrations to check already existing measures and projects in the districts, which show approaches to ESD or are suitable for the implementation of ESD aspects, for concrete implementation possibilities of ESD and to communicate them to the outside. When developing new district measures or projects, the district administrations should check to what extent ESD can be integrated into the conception.

Objective 2

The district office is launching an interdepartmental project "Learning and Implementing Sustainability in the District" (working title) in the administration and is providing information and training for employees in the field of sustainable development.

Measure 1

Include training modules for district staff in the ZAF offer

The Centre for Education and Training (ZAF), with the support of the competent authorities, is developing district-specific training modules on the topic of ESD, SDGs and implementation strategies for sustainable development in the district. The contents and significance of these training modules are to be presented to the district offices and, if necessary, the competent authorities and initially implemented in the first round with 1-2 employees from each district. Subsequently, the modules will be offered to the district offices on a regular basis, and their implementation and success will be evaluated.

Objective 3

All educational institutions that receive district support are requested to anchor the topic of sustainable development based on the SDGs in their mission statement.

Measure 1

Review district-funded educational institutions for sustainability in mission statement.

The mission statements of educational institutions that already receive funding from the district should be reviewed to ensure that they take sustainability aspects into account. Together with the educational institutions, the mission statements can be supplemented or expanded, if necessary, in order to anchor sustainability accordingly. For new funding applications, it is suggested to establish the integration of sustainability as a funding criterion.

Field of action III: A sustainable district actively shapes networking and evaluation

Learning from each other, using synergies and avoiding duplication of work are successful strategies so that Hamburg's districts do not have to reinvent the wheel over and over again. Sustainable districts are involved in the initiative "Hamburg learns sustainability", network their activities with each other and also enter into (supra)regional partnerships. They document examples of good ESD practice and continue them if they are successful.

Objective 1

In the district offices there are persons who are responsible as contact persons for the topic of sustainability and ESD in the district.

Measure 1

Establishment of a permanent district ESD contact person and inclusion of the subject area of ESD in the permanent tasks of the district offices.

It is suggested that the district offices appoint employees as contact persons for the area of sustainability and ESD. The respective persons receive further training on the contents and implementation strategies of sustainability and ESD in the district. The responsibilities and contact details of the contact persons are made known to the public via publications of the district authority (homepage, brochures, etc.). The persons would, among other things, take on initial coordination approaches for networking actors on sustainability and ESD in the district and work closely with the district contact point (see Field of Action 1, Objective 1, Measure 2).

Objective 2

The district office publishes an overview of projects, places and actors for sustainability and ESD in the district and updates it regularly. Increasingly, target groups and actors that have not yet been represented are to be addressed.

Measure 1

The district prepares and updates contributions to the new Hamburg Action Plan

The district authorities are recommended to participate in the Hamburg ESD Action Plan, which represents Hamburg's ESD activities and will in future also include the measures of the Hamburg Master Plan, by preparing and updating contributions.

Objective 3

The district administration participates in inter- and supra-district communication on the implementation of the SDGs and the World Action Programme on ESD (WAP) in Hamburg and documents the work done.

Measure 1

Inter-district ESD networking meetings

At a Hamburg-wide meeting (e.g. as part of the HLN annual conferences), the district actors can present their work and exchange ideas in a separate working group.

In addition, meetings of district actors at working level are encouraged, each of which is organised by a district office in a leading role. In these meetings, district interests are formulated vis-à-vis the city and the Senate, Hamburg-wide networking is strengthened, and a regular inter-district exchange on sustainability and ESD issues is ensured.

Measure 2

Documentation of inter- and supra-district networking activities

The district office documents the networking and exchange activities and thus also contributes to the preparation of reports to the senate, parliament and other public bodies to present the work carried out in the course of the World Action Programme.

5 Conclusion and outlook

The present "Hamburg ESD Master Plan 2030" not only fulfils a political mandate. For the first time, the topic of sustainability can be systematically implemented in all areas of education in Hamburg. In this concrete form of expansion to all areas of education and with the broad participation process carried out for this purpose, the Hamburg ESD Master Plan is unparalleled.

In almost two years, more than 100 Hamburg stakeholders from more than 70 institutions as well as the administration and civil society have worked out an ESD strategy for their educational sectors in countless meetings. For the implementation of this process alone, Hamburg is perceived as exemplary nationwide, but also internationally. The present result is a success, a first milestone, and hopefully an impetus for many committed and newly committed people to actively educate and engage themselves for sustainable development.

The ESD Master Plan has a duration of ten years (2021 to 2030). It is not possible to foresee all possible changes in such a long period of time. There must therefore be a certain flexibility in the implementation; at the same time, however, it must be ensured that the main objective, "sustainability in all areas of education", is not lost sight of. To ensure this, the overall process will be supervised by the Authority for the Environment, Climate, Energy and Agriculture, accompanied and steered by the HLN project group, implemented by the coordinating body and scientifically evaluated. In the course of the implementation process, there will be adaptations, as the measures were created by ESD experts, but the implementation is also oriented towards the practical conditions and needs on the ground.

With the implementation of this "Hamburg ESD Master Plan 2030", Hamburg will become more sustainable by the year 2030 and will make a significant contribution to the implementation of the United Nations' Agenda 2030 and to climate protection, because education - especially education for sustainable development - is the foundation on which the future of Hamburg as well as the global future is built.

Hamburg Master Plan Education for Sustainable Development 2030

- Overview of measures -

Overriding areas

Ü1	Coordination Office Hamburg Masterplan BNE 2030
Ü2	Scientific monitoring
Ü3	Communication and public relations
Ü4	Qualification and further training
Ü5	Hamburg Knowledge Database ESD

WG Early Childhood Education

H1-Z1-M1	Hamburg educational recommendations in Kitas
H1-Z1-M2	Specialist event Hamburg education recommendation
H2-Z1-M1	Structural anchoring by the contract commission Kita
H2-Z1-M2	Handout "Kita als Lernort BNE
H2-Z1-M3	Advice and further training for daycare providers
H2-Z1-M4	Analysis of existing rules and regulations
H2-Z1-M5	Specialist event on the conceptual anchoring of ESD
H3-Z1-M1	Promoting the inclusion of ESD in the curricula of teacher training colleges
H3-Z1-M2	Consideration of sustainability criteria in teacher training colleges
H3-Z1-M3	Development of practical training centres into ESD learning sites
H3-Z1-M4	Promotion of cooperation between technical colleges and ESD day-care centres
H3-Z2-M1	ESD training for pedagogical specialists and managers
H3-Z2-M2	ESD training courses for day-care centres and associations
H3-Z2-M3	Guide to further education and training providers
H4-Z1-M1	Continuation of the KITA 21 education initiative
H4-Z1-M2	Advice to daycare centres on sustainable management and procurement
H4-Z1-M3	Support formats for study days in Kitas
H4-Z1-M4	Information for parents
H4-Z1-M5	Information leaflet in easy language
H5-Z1-M1	Best practice examples of ESD cooperation between day-care centres and schools
H5-Z1-M2	Best practice examples of ESD afternoon activities at schools (all-day)
H5-Z1-M3	Dovetailing of afternoon and morning activities at schools (all-day)

WG School

H1-Z1-M1	Examination of education and framework curricula for ESD integration
H1-Z2-M1	ZLV for the integration of ESD between schools and school supervision
H1-Z2-M2	Support to schools through LI (whole school approach)
H1-Z2-M3	Adaptation of school curricula with regard to ESD
H2-Z1-M1	Cross-phase concept on ESD in teacher education (1st-3rd phase) Development and implementation of ESD qualifications for staff at higher education institutions and LI
H2-Z1-M2	
H2-Z4-M1	Revision of the LI mission statement on the implementation of ESD
H2-Z4-M2	Revision of the LI Climate Change Plan
H3-Z1-M1	School and extracurricular networking
H3-Z1-M2	ZLV between schools and BSB to support quality development

H3-Z2-M1	Review of the legal basis for cooperation with non-school partners
H3-Z2-M2	Revision of the framework "Learning in out-of-school places".
H3-Z3-M1	Use of regional education conferences for networking and cooperation
H3-Z3-M2	Promotion of school and extracurricular partners in cooperative projects
H3-Z4-M1	Continuation and further development of NUN certification
H3-Z4-M2	Strengthening the cooperation between LI and extracurricular education partners

WG Vocational Education

H1-Z1-M1	Review of the anchoring of ESD in education and framework curricula
H1-Z1-M2	Consideration of ESD in reorganisation procedures
H1-Z2-M1	Inventory in the field of vocational schools
H1-Z2-M2	Provision of good practice information
H1-Z2-M3	Implementation of ESD in school and lesson development
H2-Z1-M1	Strengthening cooperation between learning venues
H2-Z2-M1	Concept development for networking and cooperation
H2-Z2-M2	Examination of the inclusion of learning location cooperations

WG University

H1-Z1-M1	Increased consideration of ESD in the Hamburg Higher Education Act
H1-Z1-M2	Examination of ESD anchoring in ZLV and LOM
H1-Z1-M3	Establishment of cross-university cooperation platforms
H1-Z1-M4	Consideration of an award for viable collaborations
H2-Z1-M1	Financial support for further education in the field of ESD
H2-Z1-M2	Improving the dissemination of good practice
H2-Z1-M3	ESD-specific research funding programmes
H2-Z1-M4	Sustainability Fund
H3-Z1-M1	Transfer of indicators/criteria from federal level to HH
H3-Z1-M2	Hamburg-specific sustainability code
H3-Z1-M3	Sustainability reporting
H3-Z1-M4	Sustainability in organization and operation
H3-Z1-M5	Use of "Open Online University" (HOOU) and "Open Science" (HOS) for ESD
H3-Z1-M6	Expansion of the Hamburg University Alliance for Sustainability (HaHoNa)
H4-Z1-M1	Integration of ESD in curricula
H4-Z1-M2	Promoting non-formal learning

WG Extracurricular Education

H1-Z1-M1	Inclusion of ESD offerings in weiterbildung-hamburg.de
H1-Z1-M2	Participation formats for young people
H1-Z1-M3	ESD Marketplace and Fair
H1-Z2-M1	Target group analysis and incentive system
H1-Z2-M2	Education vouchers for ESD
H2-Z1-M1	Identification of existing ESD offers
H2-Z1-M2	Complementing the ESD offers
H2-Z1-M3	Evaluation and further development of ESD offers
H2-Z1-M4	Promotion of participation in ESD training for multipliers
H2-Z2-M1	Award format for ESD activities

- H3-Z1-M1 Analysis of existing networking offers
- H3-Z1-M2 Development of an interactive networking platform
- H3-Z2-M1 Recording of existing ESD/sustainability cooperations
- H3-Z2-M2 Support for the development of educational landscapes
- H3-Z2-M3 Strengthening the networking between LI and BSB
- H3-Z3-M1 Consolidation and expansion of NUN certification

WG Districts

- H1-Z1-M1 Referral of ESD to district committees
- H1-Z1-M2 Creation of framework conditions for the implementation of SDGs and ESD
- H1-Z2-M1 Development of participation formats for networking
- H1-Z2-M2 Referral through Regional Education Conferences
- H1-Z3-M1 Digital ESD Information Platform
- H2-Z1-M1 Youth Forum Future
- H2-Z1-M2 Inclusion of ESD in ongoing projects
- H2-Z2-M1 Training modules for employees of the district offices
- H2-Z3-M1 Sustainability in the mission statement of funded educational institutions
- H3-Z1-M1 District contact person ESD
- H3-Z2-M1 ESD in the districts - district contributions to the HHAP
- H3-Z3-M1 Inter-district ESD networking meetings
- H3-Z3-M2 Documentation of networking activities