



Implementation of the UN Education 2030 Agenda in Germany

Resolution of the 75th General Assembly of the German Commission for UNESCO, Regensburg, 18 September 2015

The United Nations will shortly adopt Sustainable Development Goals (SDGs) for the entire community of nations, on which the German Commission for UNESCO has already stated its position in detail (Memorandum on the Post-2015 Development Agenda, 2014). An integral part of the SDGs is a global Education Agenda for the years 2016 to 2030, which UNESCO is to lead within the UN system. German education policy will also be an addressee of this new global agenda. Arrangements therefore need to be made in Germany, too, for implementation and monitoring of this global agenda, which is binding for all UN Member States.

1. The German Commission for UNESCO welcomes the planned adoption of a universal Education Agenda 2030 as an integral part of the Sustainable Development Goals on the basis of the finalised text of 1 August 2015¹ and the planned adoption of the Framework for Action for its implementation.
2. The German Commission for UNESCO welcomes that UNESCO is to lead, coordinate and monitor the Education Agenda 2030 in accordance with the outcome document of the World Education Forum in May 2015 (Incheon Declaration).
3. The German Commission for UNESCO welcomes the focus of the future Education Agenda 2030 as part of the UN Sustainable Development Goals: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
4. The German Commission for UNESCO welcomes the change of perspective taken in the Education Agenda, which applies equally for industrialised, emerging and developing countries. In shaping its education system, Germany will in future be an express addressee of a global UN Education Agenda and not solely a donor country for the implementation of development policy education goals in other world regions.
5. The German Commission for UNESCO welcomes the German Government's announcement in its report of 3 December 2014 that it will "in keeping with its pioneering and impetus-providing role, work towards the formulation and implementation of national and EU-wide goals,"² and sees in this a clear commitment to making a substantial contribution also towards the attainment of the global education goals.

¹ "Transforming our World: The 2030 Agenda for Sustainable Development. Finalised text for adoption", 1 August 2015.

² Report of the Federal Government 3 December 2014, "Eine Agenda für den Wandel zu nachhaltiger Entwicklung weltweit. Die deutsche Position für die Verhandlungen über die Post 2015-Agenda für nachhaltige Entwicklung".

6. The German Commission for UNESCO calls upon the German Government, upon the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder and upon the further sectoral Standing Conferences of Länder Ministers, working in consultation with all key education stakeholders, to set ambitious national targets for the implementation of the global Education Agenda 2030 and to ensure national monitoring.

7. The German Commission for UNESCO stresses that a holistic understanding of education must be applied in implementing the global Education Agenda 2030. Due regard must be given to the connection between education and other sectors. This notably applies to the interlinking of education, family and integration policy and to the connection between the education and employment systems, which is most evident in technical and vocational education and training (TVET). In all areas, due regard must be given to the situation of refugees.

8. The German Commission for UNESCO points out the following challenges in German education policy, which should be made focus areas in the implementation of the Education Agenda 2030:

a. **Overcoming inequality**, in particular those on account of socio-economic origin, migration background, gender or disability, including among other things:

- Elimination of barriers to early access to good early childhood education services and, within this, special focus on children from socioeconomically disadvantaged families;
- Reduction of the proportion of pupils who do not complete school to well below 5%;
- Support for young people with poor chances in the training market during the transition from school to technical and vocational education and training, thus making it possible for them to acquire skills for work and participate in the economy and society;
- With the aid of low-threshold access learning opportunities and integrated approaches and of effective counselling services, to lift the literacy and numeracy skills levels of at least five million of the 7.5 million functional illiterate adults up to a proficiency level equivalent to the levels achieved at successful completion of basic education in Germany;
- Expansion of schemes for the recognition of non-formally and informally acquired skills;

b. Implementing **inclusive education** in formal and non-formal settings;³

c. Embedding **Education for Sustainable Development** consistently in formal and non-formal education, in curricula, learning environments and learning methods, through training teachers and educators, through cooperation between school and out-of-school education providers and through the establishment of sustainability-oriented places of learning and of holistic and participative methods;

d. Securing access to **quality education** for all, including:

- Ensuring good, reliable structural conditions for the entire child daycare system;
- Ensuring good, reliable structural conditions for the entire school education system;
- Strengthening the dual system jointly with employers and social partners, enhancing its role in meeting industry demand for skilled labour, and attracting new target groups;

³ German Commission for UNESCO (20.3.2014), Bonner Erklärung zur Inklusiven Bildung in Deutschland.

- Making technical and vocational education and training more attractive, improving mobility in both directions between higher education and technical and vocational education and training, and opening up vocational qualification pathways that are equivalent to academic education;
- Improving pre- and in-service training and advice for educational staff and notably teachers, trainers and educators in daycare facilities;
- Understanding, supporting and engaging cities and local authorities as key players in shaping a favourable environment for lifelong learning;
- Seizing the opportunities of new media to improve quality education, such as by furthering Open Educational Resources.

9. The German Commission for UNESCO calls upon the German Government to work towards ensuring that the UN Education Agenda is incorporated with binding force in the revision of the European Union's education targets beyond 2020.⁴

10. The German Commission for UNESCO underlines that German development cooperation and international education and TVET cooperation must likewise be aligned with the UN Education Agenda 2030 and must support partner countries in capacity development to provide quality education for all.

11. The German Commission for UNESCO calls upon all education stakeholders in Germany to contribute within the scope of their responsibilities towards implementing the human right to quality education for all and in the process also to secure implementation of that right for refugees.

12. The German Commission for UNESCO invites the German Government and the governments of the German Federal Länder and their institutions responsible for education to explore options for supporting UNESCO in the supremely important task of leading, coordinating and monitoring the UN Education Agenda by means of voluntary contributions and/or staff secondment, and to carry out public communication activities.

⁴ The current EU Education goals until 2020 are determined in the "Europe 2020 strategy".