



**We
demand!**





youpaN demands 2.0

How we see the future

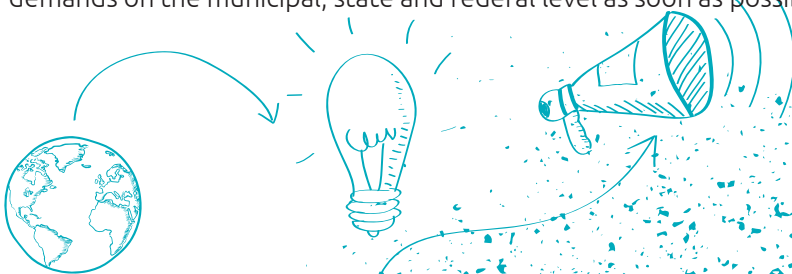
Young people are tomorrow's society, but as part of the present they have to be actively included today in the decision-making processes. Education for sustainable development (ESD) plays a key role in striving for a sustainable world and reaching the sustainable development goals (SDGs) of the United Nations.

At youpaN, we want to bring ESD into the focus of social debates and politics in order to establish ESD in all structures of our society. The youpaN is a youth forum with 30 members aged between 16 and 27 from all over Germany.

We participate in the realisation of the National Action Plan on ESD in manifold ways. We have a say in the ESD national platform and its forums, shape the youcoN youth conference and plan and support projects in the context of ESD. You can find more information in German under www.youpan.de. The implementation of the youpaN demands is indispensable for generationally fair politics, since they represent youth's outlook and the world young people live in. Our demands include:

- › More participation of young people on all levels through greater appreciation of voluntary work, the setting up of youth-for-the-future councils in all German states and the continuation of the youpaN until at least 2030,
- › Taking ESD and SDGs into account in structures, processes, institutions and their respective stakeholders, and our society,
- › Equal opportunities in our education system, including - but not limited to - reducing discrimination in all learning environments as well as a significant increase in education expenditure, and
- › The orientation of science towards more sustainability, especially through more expenditure for research, and efforts to intensify independent, open-ended research, particularly in economic sciences.

We are the first generation who can end social injustice and probably the last generation that can stop the climate catastrophe. Thus, it is necessary to prioritise the youpaN demands on the municipal, state and federal level as soon as possible and before 2030.





Improve youth participation – everyone has the chance to participate.

1.1 Encourage student representative councils

We demand that the education and empowering of children and young people to socially participate becomes one of the goals put into practice by educational establishments. In this process, we want to create space for informal learning processes through participation. In places of learning, children and young people should be encouraged to continuously contribute to the shaping and developing of their living and learning environments, e.g. through self-organised working groups. In doing so, they experience self-efficacy, they learn to find and express their point of view and they gather valuable experience regarding the development of democratic processes. Furthermore, the young perspective of the world is an important enrichment for tackling social challenges.

Schools and states should give more support to all forms of student representative councils (on school, municipal / regional, state and federal level), especially financially, and encourage young people to participate in student representative councils. For this, their significance has to be addressed more in class, if possible through the peer-to-peer principle, so that students who are already involved provide information on rights and possibilities. Through this, students can be inspired to use the student representative councils to assert their interests. Moreover, school meetings should be facilitated in which all members of the school community have equal voting rights. More space and priority

have to be granted both to the significance and the issues of student representative councils as well as to the financing. Furthermore, schools should offer information events where local youth associations and initiatives (e.g. members of the urban youth organisation (*Stadtjugendring*) and the state youth organisation (*Landesjugendring*)), which are free from discriminating or misanthropic orientations can present themselves, in order to show the students opportunities for extracurricular commitment. We demand the commitment of the Ministries for Education and head teachers to work towards fulfilling the demands described together with the state student representative councils and to make school as well as the education system itself more democratic.

1.2 Youth-for-future councils in all federal states and local government

Young people should help shape the transformative processes that sustainable development requires. Their perspective on how we can approach the 17 goals for sustainable development (SDGs) on a state-wide and local government level should get a voice and space for activity. For this, we demand the establishment of youth committees state-wide and in town councils that work specifically on the subject of ESD and shaping the future. These should be supported by a cooperation office. The state-wide committees are to build on the sustainability strategy of the respective state. In municipalities where youth committees already exist, they should be enabled to work on ESD and sustainability within their local authority.

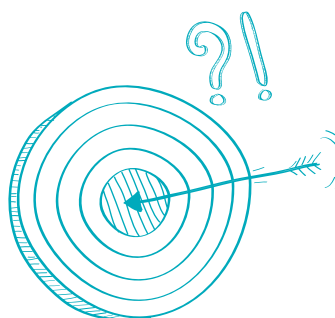


The 50 model regions which are going to be chosen by the ESD competence centre for process support and process evaluation (*BiNaKom*)¹ can serve as a connecting factor for the establishment of municipal youth committees.

The federal states form these committees. The aspect of diversity has to be kept in mind when allocating members, especially regarding the different types of school, the educational background, the existence of a migrant background, living in an urban or rural area and the gender.

¹ www.bne-kompetenzzentrum.de/de/english

2. youpaN until at least 2030



When one considers the Agenda 2030, the process for a successful anchoring of ESD will remain a challenge. We demand that young people will be included structurally in this process in the future, since it can only be successful when working together. For this, secure financing, professional support and collective effort are needed.

the youth cooperation office should receive more resources in order to be able to adequately support and assist the work of youpaN.

This can be guaranteed through future ministerial support for the youpaN project as a format of structural youth participation in practice. Furthermore, youpaN should be integrated on a national level into the decision processes of the ESD for 2030 programme. Especially youboX,

It is the only way to keep the young people's point of view involved in national decision processes and to continuously guarantee youth participation.

3 ESD as a leading principle

Today's young people are tomorrow's society. This is why it is of vital importance to prepare learners optimally for a life for and in a sustainable future. ESD shall equip them with the tools to shape and guarantee this sustainable future. Since it is not clear yet how a sustainable future could be shaped, as many people as possible have to reflect on their actions, whilst having to acquire knowledge and creative skills in order to contribute to the solution of challenges like the climate crisis and social injustice.

3.1 ESD for all curricula

This is why we demand that ESD has to be integrated in all curricula in an inter-disciplinary way, and that the SDGs are critically discussed (see Demand 5: SDGs as educational opportunities). Specifically, ESD contains teaching units such as education in human rights and democracy, environment and climate protection, basics of political participation, working on sustainable economic and living concepts as well as global citizenship education (global problem-solving approaches). With regard to the first job and the significant transformation of the professional world in which future professions are still unknown, creative skills should be taught rather than mere knowledge, e.g. the ability to learn lifelong through self-teaching, as well as professional and practical life knowledge, such as a basic understanding of rights and duties.

3.2 ESD as a method

It is also important to not only adapt the curricula, but to change the way in which learning is done. Curricula should be focused on life-long, sustainable learning and teaching, and strengthen inter-

disciplinary competences. An example for this is the strengthening of self-determined and experience-/project-oriented learning.

3.3 ESD as a role model

Learning facilities should offer an environment that inspires sustainable learning. This relates to, amongst others, climate and environmental questions, like an efficient use of energy as well as purchasing products from sustainable and fair production. Offering vegetarian/vegan, seasonal and regional meals is also important. Additionally, sustainability at learning facilities also relates to social aspects like accessibility and non-discrimination, teacher-student relationships on a level playing field, and democratic structures with strong co-determination of the learners. Solidarity has to be encouraged and competitiveness has to be reduced at all learning facilities. We see inclusion as an especially important topic when implementing ESD. People with disabilities have to be included in all areas of life, starting with the places of learning. We demand a school for everyone! The current policy of exclusion has to cease - inclusion is a human right. A sustainable society cannot evolve if children are separated at a young age and are thus de facto assigned different values.

As a possibility for the realisation or implementation, youpaN refers to the study „Why does nobody talk about money?“² from the Alliance for Building the Future (Bündnis Zukunftsbildung), whose measures are supported by the youpaN. In order to successfully implement ESD as a guiding principle, we demand that scientific findings on developing ESD indicators are consulted in order to assess the effectiveness of the measures.

² <https://t1p.de/mgwt>

4 ESD further training for decision-makers and stakeholders from the education sector

The topic of education for sustainable development concerns us all. However, it is particularly important to train top management and stakeholders in business, politics and education on the subject of ESD, so that they take these perspectives into account for their decisions, and lead the way as forward-thinking role models. These people make important decisions in their position, they bear responsibility for themselves as well as for other (young) people and function as change agents.

Therefore, we demand obligatory training courses on the subject of ESD for decision-makers in business and for pedagogues and educators in all learning facilities. This includes university principals, heads of all places of learning and companies, as well as instructors of vocational training.

We demand low-threshold offerings for ESD training courses for decision-makers in politics, such as local politicians and members of the

state and federal parliaments. We consider it the duty of decision-makers to examine and deal with questions of the future and a sustainable shaping of our society. ESD is essential for this.

We consider it a core task of decision-makers, especially in the business world and in politics, as well as in the education system, to take a responsible approach to their own decision-making power and to take the responsibility for educational work seriously.

In our understanding, the core of ESD is enabling young people to obtain creative competences for the future, in order to be able to make sustainable decisions themselves. For this, leadership and teaching or learning have to be re-thought and organised in a participative way, since self-efficacy increases the motivation for collaboration, and democratic participation is a cornerstone of the ESD (see 3: ESD as a leading principle).

Strengthening education landscapes focusing on ESD

Ausbau von
Bildungslandschaften
mit Fokus auf BNE

5 SDGs as educational opportunities



The 17 goals for sustainable development are an important step for dealing with a sustainable future. At the same time, however, they are only a global compromise and not optimally available knowledge. This is also how they should be seen. The SDGs partially contain aspects that we do not consider compatible with sustainable development, e.g. the strong focus on economic growth in SDG 8 (Decent work and economic growth) or the non-mention of LGBTIQ+ people in SDG 5 (Gender equality) and 10 (Reduced inequalities). For this reason, we demand a critical discourse regarding these issues.

Nonetheless, because of their tangibility, the 17 goals for sustainable development facilitate immensely the analysis of the challenges of sustainable development. They act as indicators for solution- and future-oriented working on the problems of the present, as well as opening up possibilities for learners to create and act.

We demand that the 17 goals for sustainable development are considered as educational opportunities. This includes their interdisciplinary integration into the curricula of all learning facilities and fosters a competent discourse on the organisation of a sustainable society.



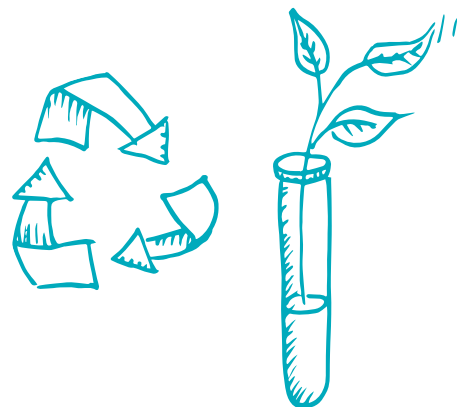
6 Research for sustainability (FONA): For sustainable science!

When talking about sustainable education, there is no way around talking about sustainable research, too. Sustainable science is one of the core elements which are necessary for implementing sustainability and ESD in our society. However, in the current research landscape, there are some problems that impede this.

Research should receive significantly more funds, including funds that are not earmarked. This has to happen for several reasons: Free research is essential for sustainable research, but in reality there are limitations to this. Thus, scientists depend on external funds, which often come from questionable sources, e.g. companies which do not practise open-ended science. However, open-endedness is one of the most important aspects of science. It must also have the possibility to be „unsuccessful“, in other words, to not be able to confirm hypotheses. Research can only be truly independent if conducted in this way. Earmarked funds often target the „success“ of the research project, and the open-endedness often falls by the wayside. This obligation to succeed puts a lot of pressure on scientists, since their job and thus their economic livelihood depend on this. Such pressure is not beneficial for sustainable research, which is why we strongly oppose it.

Individual considerations and open-ended research have to be supported better, especially in the field of economic sciences. The majority opinion here is that the current economic system is the right one, and it is seldom questioned. Yet, our current economic framework is evidentially not sustainable and it has to be thought about how we can achieve a sustainable economic system. This is why we demand to critically question existing theories like neoliberalism, to think anew about economy and to work on alternatives on how humankind can organise itself sustainably.

Research, however, has to be oriented towards sustainability in all other aspects, too. We advocate sustainable and civil research. Scientists should not depend on funding from investors, who - as an example - work in the arms industry. Sustainable science has to explore how our world can be improved.



7. Learning environments as shelter – reducing discrimination in educational institutes

People often do not have equal chances due to their origin or their appearance, a disability, their sexual orientation, their gender or gender identity, but also because of their religion or their social background - neither in their work and daily lives, nor in school or extracurricular education. In cases of intersectionality in particular, i.e. when different aspects overlap (multiple discrimination), these people are often affected by exclusion and disadvantage. ESD also has to face this fact and act as a role model in that its actions are solution-oriented.

Children and young people spend the main part of their time in different educational facilities. During the years at school, they go through essential development phases of finding their own personality and identity, which can only take place in an appropriate way if the learning content and methods represent social diversity

and offer different life plans in a neutral fashion. On a more profound level, the diversity of single individuals should be accepted and addressed as meaningful for the sustainable development of our society, in order to break down social taboos and to systematically counteract structural discrimination. For this, educational institutes have to become discrimination-free shelters, where everyone can develop freely. Needs-oriented lessons are essential for actively opposing discrimination, given by teachers who are provided with the necessary support.

ESD has to campaign for reducing discrimination and for equal learning opportunities and thus take a stand for a diverse society where every human being finds their place.



8 Investments in the future - 10 % of GDP for education

We are convinced that education spending is a sustainable investment. Good, high-quality education is the foundation of our society. But today, factors like a person's social background still determine their chances in the education system. By increasing the education budget, we can make disadvantages disappear and create an education system of equal chances.

Holistic changes of society can only work out if they are flanked by successful education. For this, investments in our education system are needed. We assign thereby a prominent role to schools in particular, since they are comprehensively responsible for the education of society.

This is why we support the demands of the Dresden education summit³ and want to keep in mind Angela Merkel's concessions. We demand that at least 10 % of the German gross domestic product (GDP) are invested in the education system.

³<https://t1p.de/chl5>



Imprint

youpaN is the youth forum where young people participate in the implementation of the National Action Plan on Education for Sustainable Development (ESD). The youpaN youth participation project is put into practice by the team for youth participation of Stiftung Bildung and is funded by the Federal Ministry for Education and Research under the funding code 01JO2001.

The Stiftung Bildung is active in manifold ways. We appreciate every donation that helps us to support projects like this.

E-Mail: info@stiftungbildung.org

Board: Natalja Bednar, Katja Hintze, Andreas Kessel

Headquarters and office in Berlin:

Stiftung Bildung, Palais am Festungsgraben
Am Festungsgraben 1
10117 Berlin
Tel: +49 (0)30 8096 2701
Fax: +49 (0)30 8096 2702
www.stiftungbildung.org

Donations account:

GLS Bank
IBAN: DE43 43060967 1143928901
BIC: GENODEM1GLS
www.stiftungbildung.org/spenden

Incorporated foundation under civil law recognised through the foundation supervisory authority Berlin reference 3416/1005/2, tax number 27/641/02475

Member of: Bundesnetzwerk Bürgerschaftliches Engagement (BBE), Bundesverband Deutscher Stiftungen (BVDS), Deutschen PARITÄTISCHEN Wohlfahrtsverband LV Berlin

Editing: Members of the youpaN

Layout: NEUZEIT, Agency for communication and design

This booklet is available for download under:
www.youpan.de/forderungen

1st edition, 2020

Spendenkonto der Stiftung Bildung

GLS Bank

IBAN: DE43 43060967 1143928901

BIC: GENODEM1GLS

www.stiftungbildung.com/spenden



SPONSORED BY THE

Federal Ministry
of Education
and Research

