

# RCE Nuremberg Annual Report 2010/2011

## 1. General Information & Vision

### Name of RCE

RCE Nuremberg

### 1. Continent

Europe

### 2. Country

Germany

### 3. Location

Latitude 49°27'10.34" N

Longitude 11°02'58.80" O

### 4. Address

Pedagogical Institute und School Psychology of the City of  
Nuremberg,

80a Fuerther Strasse, Nuernberg, 90429 Germany

### 5. Website

Url: [http://www.nuernberg.de/internet/paedagogisches\\_institut/](http://www.nuernberg.de/internet/paedagogisches_institut/)

Text: [www.pi-nuernberg.de](http://www.pi-nuernberg.de)

### 6. Contact details

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## **7. Dissemination references**

[http://www.nuernberg.de/internet/paedagogisches\\_institut/umweltbildung.html](http://www.nuernberg.de/internet/paedagogisches_institut/umweltbildung.html)

[http://www.nuernberg.de/internet/paedagogisches\\_institut/interkulturelle\\_bildung.htm](http://www.nuernberg.de/internet/paedagogisches_institut/interkulturelle_bildung.htm)

[http://www.nuernberg.de/internet/paedagogisches\\_institut/mehr\\_schulerfolg.html](http://www.nuernberg.de/internet/paedagogisches_institut/mehr_schulerfolg.html)

[http://www.nuernberg.de/internet/paedagogisches\\_institut/nest.html](http://www.nuernberg.de/internet/paedagogisches_institut/nest.html)

<http://www.nuernberg.de/internet/umweltstation/>

<http://www.zukunftskompass.de>

## **8. Date of Acknowledgment**

March 28, 2008

## **9. Initial motivation for the establishment of the RCE Nuremberg**

To promote education in sustainable development within the context of various social processes, closely interrelating family, social, and integration work. Areas of concentration are the improvement of educational and vocational school chances, as well as environmentally-aware mobility behavior.

## **10. Vision of RCE Nuremberg**

The main vision of the RCE Nuremberg is the delivery of the United Nations educational concept for sustainable development onto the regional and local levels and the development of appropriate measures for schools and classroom instruction. Specifically, we focus on two areas of concentration: 1) the promotion of environmental awareness, particularly in schools and, in general, among the population in the Region; and 2) the strengthening of social and intercultural cohesion through improving educational qualifications of youths, since 67% of all pupils in Nuremberg can be identified as having some form of migration background dating back to their parents' generation.

## **11. Shift of focus**

In January 2011, the center of RCE activities in Nuremberg shifted from the H 46 (now called *Umweltstation*) to the Pedagogical Institute and School Psychology of the City of Nuremberg. The H

46 was a department of the Pedagogical Institute, hence the retirement of the Head of the H 46 resulted in a streamlining of bureaucratic structures within the institute and some projects have been added to the RCE's areas of concentration, particularly in the area of intercultural and intergenerational learning.

## 12. Which organization hosts the secretariat of the RCE Nuremberg?

*Name of Organization:* City of Nuremberg,  
Paedagogisches Institut und Schulpsychologie

*Type of Organization (select from the drop down menu):* City Government

## 13. Short description of the RCE Nuremberg

Network for Education for Sustainable Development (ESD) in the Metropolitan Region of Nuremberg

## 2. Mission & Added Value

### 14. Added value of the RCE Nuremberg

Type of Added Value	Sub-types	Brief explanation
<b>Transformational Leadership</b>	<input checked="" type="checkbox"/> Proactive <input type="checkbox"/> Entrepreneurial <input checked="" type="checkbox"/> Build a shared vision <input type="checkbox"/> Other	In our projects, we strive to initiate new ideas and activities. We approach schools and win them over as partners in concrete programs of shared activities, with a view to encouraging the building of networks within the school system of the region.
<b>Innovation Network</b>	<input type="checkbox"/> Strong trust between partners <input checked="" type="checkbox"/> Creating new ideas for SD <input type="checkbox"/> Other	Many schools are undermanned and lack the capacities to initiate and coordinate activities in ESD on a regional and even local level. We endeavor to provide these capacities and often act as catalysts for new ways of looking at existing learning and working structures.
<b>Decision Influencing Network</b>	<input checked="" type="checkbox"/> Shared leadership <input type="checkbox"/> Common strategies <input type="checkbox"/> Other	We see ourselves as catalysts and are committed to a shallow hierarchy of leadership, thus encouraging an empowerment process for schools to become increasingly active within their respective project networks. Our center serves as a base for meetings, as a depository for educational materials and as

		initiator of communication within the networks.
<b>ESD &amp; Learning</b>	X ESD projects <input type="checkbox"/> Reflective thinking <input type="checkbox"/> Other	We are involved in concrete projects focusing on ESD, where activities are planned and carried out throughout the school year.
<b>Transdisciplinary Research</b>	X Mutual learning between science and Society <input type="checkbox"/> Addressing society research needs <input type="checkbox"/> Other	In some of our projects, we work together with research institutions in the regional and technical universities. We organize learning sessions and seminars on a regular basis for teachers and pedagogical personnel in the region, inviting scholars from institutions of higher learning to speak on themes of their specialization.

## 15. Main issues of the RCE Nuremberg

Category of issue	Details
Sustainability / Sustainable Development issues (e.g. waste management, water and sanitation, poverty)	<p>Biodiversity and Environmental Education - <i>Umweltstation</i></p> <p>Our RCE deals with the themes of energy and mobility, as well as nature and biodiversity in the city. We are trying to raise consciousness towards energy conservation and environmental protection.</p> <p>Contact: Cordula Jeschor  <a href="mailto:cordula.jeschor@stadt.nuernberg.de">cordula.jeschor@stadt.nuernberg.de</a></p>
Capacity development / ESD issues (e.g. teacher training, curricular reforms)	<p>Curricula reform in <i>MSRG</i> - "More Success in Secondary Schools" (i.e. <i>Realschule</i> and <i>Gymnasium</i>)</p> <p>The project's main goal is the individual support for pupils in the school forms involved, with a focus for drawbacks to school success caused by insufficient language skills. We further focus on awareness among teachers of the effects of German as a second language in school success in</p>

	<p>certain subjects.</p> <p>Contact: Susanna Endler</p> <p><a href="mailto:Susanna.Endler@stadt.nuernberg.de">Susanna.Endler@stadt.nuernberg.de</a></p> <p>Capacity building with school parents – <i>Nuremberger Parents' Office for School Success and Participation (NEST)</i></p> <p>The project aims to support parents of schoolchildren with immigrant backgrounds in getting to know and dealing with the Bavarian school system. Teachers are supported in their dealings with parents in intercultural settings.</p> <p>Contact: Marissa Pablo-Dürr</p> <p><a href="mailto:marissa.pablo-duerr@stadt.nuernberg.de">marissa.pablo-duerr@stadt.nuernberg.de</a></p>
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### 3. Projects & Results

#### 16. Flagship projects of the RCE Nuremberg

Project name	Status	Short description	Keywords	Contact for further information
1. Umweltstation	ongoing	Our RCE deals with the themes of biodiversity, energy, and mobility. Last year, a new project began with financing from the Bavarian Ministry of Environment called "Nature in the City". Project partners are city	environment; energy; mobility; nature; city	Contact: Cordula Jeschor <a href="mailto:cordula.jeschor@stadt.nuernberg.de">cordula.jeschor@stadt.nuernberg.de</a>

		schools with a total of 20 classes involved. Pupils research on nature in their own neighborhoods and formulate suggestions to be presented to members of the City Council.		
2. NEST	ongoing	The project aims to support parents of schoolchildren with immigrant backgrounds in dealing with the Bavarian school system. A team of over 20 “multipliers”, with language competencies in 18 languages, has been trained to offer support to teachers and all pedagogical personnel in schools, in order to insure a good working relationship with parents in intercultural settings.	Migration; intercultural learning; parents; teachers; schoolchildren	Contact: Marissa Pablo-Dürr <a href="mailto:marissa.pablo-duerr@stadt.nuernberg.de">marissa.pablo-duerr@stadt.nuernberg.de</a>
3. MSRG	ongoing	The project’s main goal is the individual support for pupils in the school forms involved. It works towards reducing the number of drop-outs, with youths receiving training in concentration and motivation, as well as coaching and	School success; individualized support; language skills; Coaching; drop-outs	Contact: Susanna Endler <a href="mailto:Susanna.Endler@stadt.nuernberg.de">Susanna.Endler@stadt.nuernberg.de</a>

		language improvement courses for specific subjects.		
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## 17. Main results and achievements

### *a) Advancement towards objectives:*

Since the beginning of operation, our RCE has been working towards collectively defined objectives. How far did we advance towards these objectives?

We have initiated new projects to the themes of environmental education, likewise in intercultural and intergenerational learning, contacted partner schools in the city, initiated networks for the respective projects, organized seminars and workshops as well as conferences to the themes involved, and currently maintain communication within the networks. In the future, project monitoring will be of primary concern, as well as possible changes in project activities resulting from quality control measures to be taken.

### *b) Contributions to reforms and innovations:*

How does our RCE engage in activities to contribute to institutional and policy reforms and innovations at any level (e.g., organizational level, policy and legislative level; district level, national level)?

We have received support for all flagship projects from the City Council of Nuremberg, ensuring increased awareness in that body for the themes involved, and are working towards sustained financing for all three. The *MSRG* project is an ongoing one with great potential for reforming the city school system through measures that have been formulated by the school teachers themselves after having received input from our partner universities in activities that we have organized. The *Umweltstation* is working with hundreds of pupils discovering what nature has to offer in their own backyards and in parts of the city unknown to them, and while it is too soon to be able to determine what impact this will have on pupils and their environmental awareness, the initial successes have been encouraging. The *NEST* project has trained two teams of some 20 “train-the-trainers” and offers a spectrum of 18 different languages for the guidance offered to migrant school parents. There is an ongoing move to incorporate other city projects dealing with this type of work under the umbrella of the *NEST* office and should in future ensure the coordinated delivery of these services to city schools.

### *c) Unexpected results*

Were there any unexpected/unplanned results achieved by our RCEs?

The original plans for network-building in the region have been modified after in –depth inquiry brought to fore the existence of existing networks in the metropolitan region that had to with ESD. We now see it as our task to liaise with these networks and to offer them a platform, e.g. with the Future Passport (*Zukunftskompass*) website, to share information and come into contact with one another. Furthermore, we can offer them the chance to profit from the international contacts that we have developed with the RCE Network and the Grundtvig Lifelong Learning Program of the EU.

*d) Impressions and learnings:*

We have learned that it is of primary importance that head teachers are involved from the planning phase onwards of each of the projects described, and that often sustainability of achieved goals can be best assured if a small team of teachers and not just single pedagogical professionals are given the training in each school to be able to attain the project goals themselves.

## **18. Objectives for the coming year**

School year 2011-2012:

For the *Umweltstation*, within the project “Adventure and City Nature” the 25 classes on the waiting list for their projected involvement are to be serviced. Explorations with digital cameras, self-made magnifiers, and questionnaires are to be continued involving the pupils of partner schools. A “summit” with local politicians and members of the City Department of Environment is planned for the discussion on the first incoming results of this school year’s activities (2010-2011).

For *MSRG*, continued consultations and seminars on German as a second language in certain designated subjects are planned. From these conclusions, concrete measures are to be developed and carried out in city secondary schools by the same teachers involved in the network. Monitoring and evaluation of project activities are expected to continue.

For *NEST*, more partner schools are to be contacted and more activities planned with parents, particularly in the area of intergenerational learning. The monitoring and continuous evaluation of the project will be intensified as mid-term modifications are now due. Work on the sustainability of project financing should reach peak level with the submission of an application to the City Council.