

## SF 21: Education for sustainable development

Fr	B	C	NY	S	T	Total
8	3	6	8	8	5	38

### Beispiel:

In **New York City**, sustainability is anchored in the education system. There is the awareness programme called „Water Preservation Programme“ ({NYC Environmental Protection 2013 #100}), which is supposed to lead to the economical use of water.

The German cities of **Munich and Hamburg** have been awarded the title of „City of the United Nations Decade of Education for Sustainable Development“.

**Freiburg** has a dual education system which has sustainability as a key focus (see degree course Environmental Governance in Freiburg or Master of Energy Economics in Offenburg). In addition, all sustainable projects are presented to the general public by means of campaigns; one example of this is Wohnfrühling in Vauban. In addition, in January 2011, the city council decided to extend the „sustainable development objectives of Freiburg“ to the field of education. Accordingly, the city of Freiburg is committed to promoting „education for sustainable development“ in schools and in all situations. The explicit aim is the strengthening, expanding and anchoring of „education for sustainable development“ and intercultural education in the lifelong learning process in order to teach children and adults how to act and think sustainably and in global interests. Furthermore, there are also family programmes (plastic waste, replacement of refrigerators).

In **Singapore**, due to the prevailing water scarcity, there are many campaigns relating to the topic of water (World Bank 2006 # {101}). That is why water scarcity has entered into the consciousness of its population.

### 1. Differentiated description of the key field

Besides creating sustainable infrastructure by the targeted use of innovative technology, the behaviour of individual citizens is a key lever to increase a city's social, economic and ecological sustainability. The importance of recycling, energy efficiency, public transport, cycling and the whole field of sustainable consumption are directly related to the attitude or awareness of the local population with regard to these topics. In essence, it all boils down to creating a culture of sustainability at the local level.

Sustainable behaviour can be taught by integrating sustainability into education. The learning content is then put into practice in subsequent behaviour and thus defines

the urban culture. Education for sustainable development conveys sustainable thinking and action to children, adolescents and adults. It puts people in a position where they can make decisions for the future and thereby assess how their own actions affect future generations or life in other regions of the world. Besides knowledge, important skills are also taught to young people and children so that they can then participate in community decision-making process later on.

(UNESCO Kommission 2005 #102)).

Cities have the chance to promote education for sustainable development in a targeted way, e.g. by cooperating with schools, colleges and universities, or through information campaigns and participatory events.

The image campaign „Kopf an: Motor aus“ („Switch your brain on and the engine off“) proves that sustainability campaigns are successful. According to the brochure „Kommunaler Klimaschutz“ („Municipal climate protection“), the Wuppertal Institute for Climate, Environment and Energy (WI) checked the survey results of the inhabitants after the campaign and came to the conclusion that the campaign induced more than 200,000 people to change their behaviour in 2009 (Local Climate Protection 2011: 32 ).

### 2. Reference to sustainability:

The specific impact on the behaviour of its own people is an essential component of municipal sustainability strategies. It is a matter of generating long-term effects, and it is difficult or impossible to measure their cause and the effect of the measures.

On the whole, education for sustainable development serves to educate people to use resources in an environmentally conscious way and to develop an understanding of global interdependencies early on in life. At the local level, this is expressed in behavioural changes, which, in turn, result in a more sustainable city.

### 3. Relevance to industrial sectors?

Mobility:	Medium
Energy:	Medium
Production & logistics:	Medium
Security:	Medium
ICT:	Medium
Water infrastructure:	Medium
Buildings:	Medium
Governance:	Medium

#### **4. Impact (positive & negative)**

- Long-term exposure to a change in the local population's behaviour
- Better understanding of sustainability issues and processes. Results in more responsible citizens
- Greater public acceptance for projects in the area of sustainability and climate protection.
- Greater readiness to spend more money on sustainable products.

#### **5. Implementation measures:**

- 1) Anchoring of the topic in the city administration (regular training courses on sustainability issues or the creation of appropriate structures – often in the Culture Department) (see SF 70)
- 2) Initiation of cooperative links with schools universities and colleges
- 3) Joint coordination with civil society – Local Agenda 21 offices would be advisable here
- 4) Development and implementation of sustainability campaigns
- 5) Cooperation with other cities and municipalities regarding the issue of „Education for Sustainable Development“, e.g. in the Covenant of Mayors

#### **6. Actors: Who can shape things?**

Many „education for sustainable development“ activities are come from the level of the city administration. Both the Culture Department as well as the Lord Mayor has a crucial function here. Then there is also the significant impetus given by civil society, NGOs and businesses. The Main mediators of ESD are teaching institutions such as schools, colleges and universities.

#### **7. Prerequisites:**

What is important is that the topic of „sustainability“ is broadly anchored in the city administration and that there is consensus regarding the importance of education in creating a culture of sustainability.

#### **8. Obstacles/barriers:**

- Campaigns consisting „only“ of billboards are often not noticed or do not teach people to behave sustainably by themselves
- Not oriented towards target groups
- Adequate training of teachers and employees of the city administration

#### **9. Indicators:**

- Are there any training and study courses on sustainability in schools and universities? (y/n)
- Is there a position in the city administration that deals with the topic of ESD? (y/n)
- Do the city and teaching facilities cooperate on the issue of sustainability?
- Annual expenditure of the city on education and information campaigns relating to sustainability.

Further indicators:

- Evaluation: effectiveness of campaigns or programmes

#### **10. Special features/remarks:**

Regarding sustainability in schools: ({UNESCO Kommission 2005 #102})

Campaigns in Baden-Württemberg : ({Oelsner 2011 #103})

Actors of sustainable development education in Germany are listed on the following website: ({UNESCO Kommission in 2005 # 104})

At the federal level, there are likewise programmes that support the introduction or continuation of energy-saving models in schools and day-care centres by climate protection managers.