

**17. European Forest Pedagogics Congress 2023**

Königswinter September 20<sup>th</sup> - 22<sup>nd</sup> 2023

"Learning to create together –  
How can forest-related ESD build partnerships  
and empower people?"



## ESD Today – Handprint – a motivated initiative for action



**Stefan Rostock**

Germanwatch e.V.

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### *Observing, Analysing, Acting*

- founded in 1991
- about 900 members
- 80 staffers
- Offices in Bonn and Berlin

We actively promote North-South equity and the preservation of livelihoods. We observe, analyse and act.

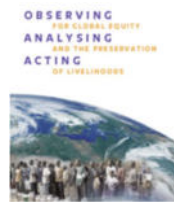
In doing so, we focus on the politics and economics of the North with their worldwide consequences.



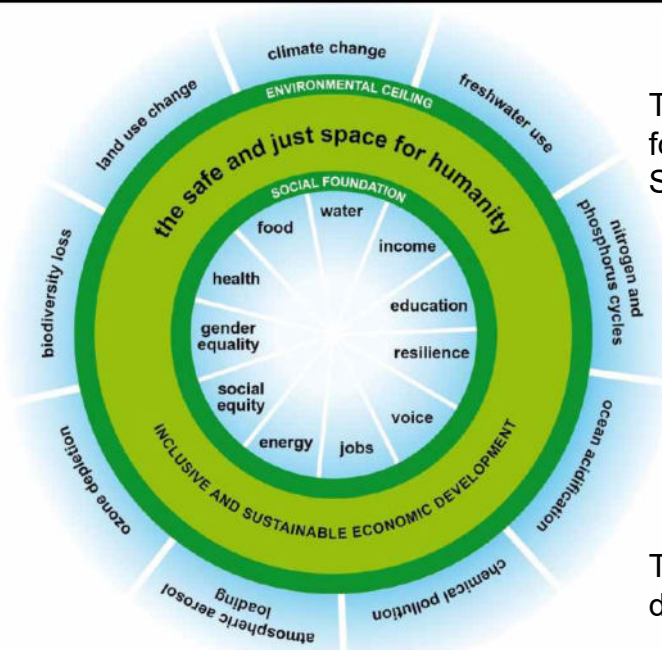
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## Germanwatch.org - Where we act:

- Climate protection & adaptation to climate change,
- Energy transformation
- World trade, land use & food security,
- Corporate accountability,
- Financial sector & sustainability,
- Development policy & financing,
- Education for sustainable development.



“in discourse the unforced force of the better argument prevails”  
Habermas, Philosoph (\* 1929)

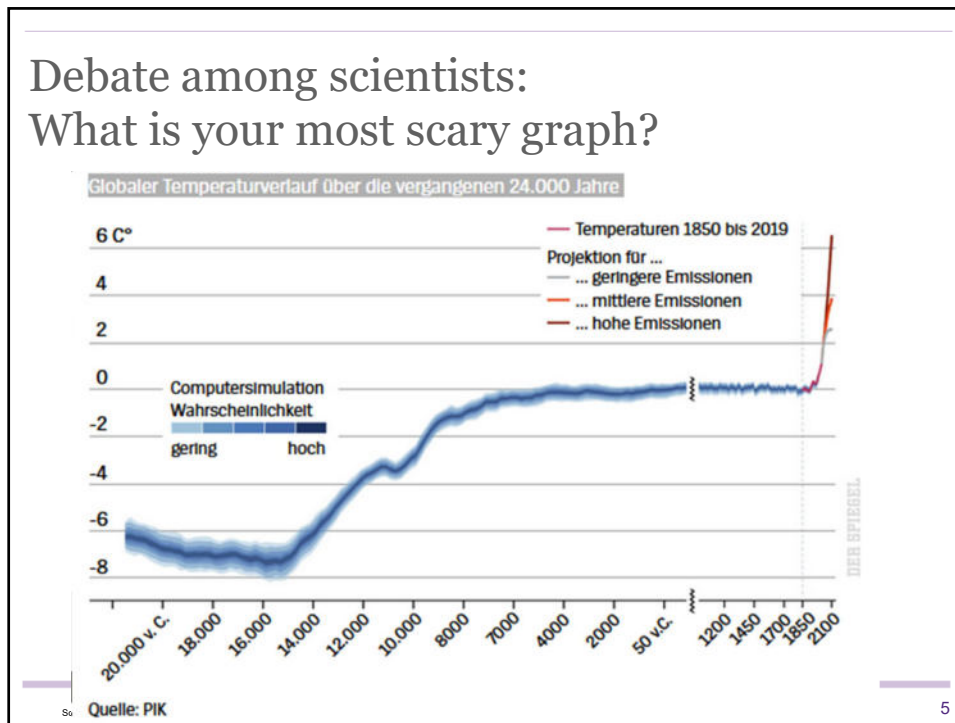


The Icon for Sustainability –

The OXFAM doughnut

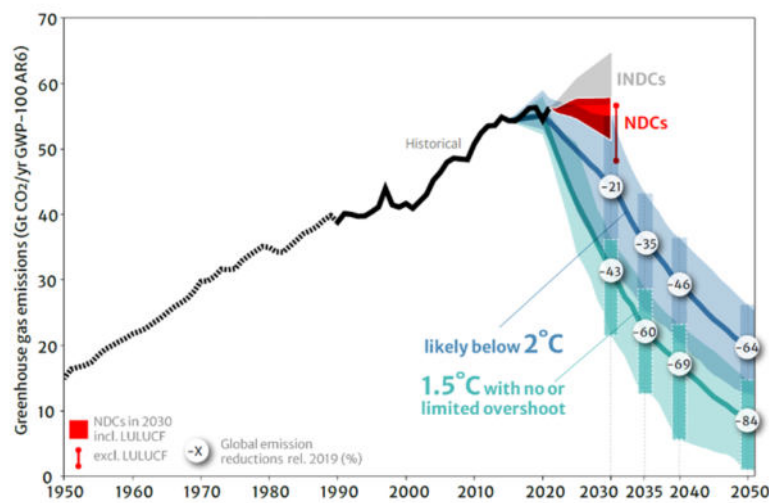
Kate Raworth, Oxfam GB, 2012: A safe and just space for humanity. CAN WE LIVE WITHIN THE DOUGHNUT?

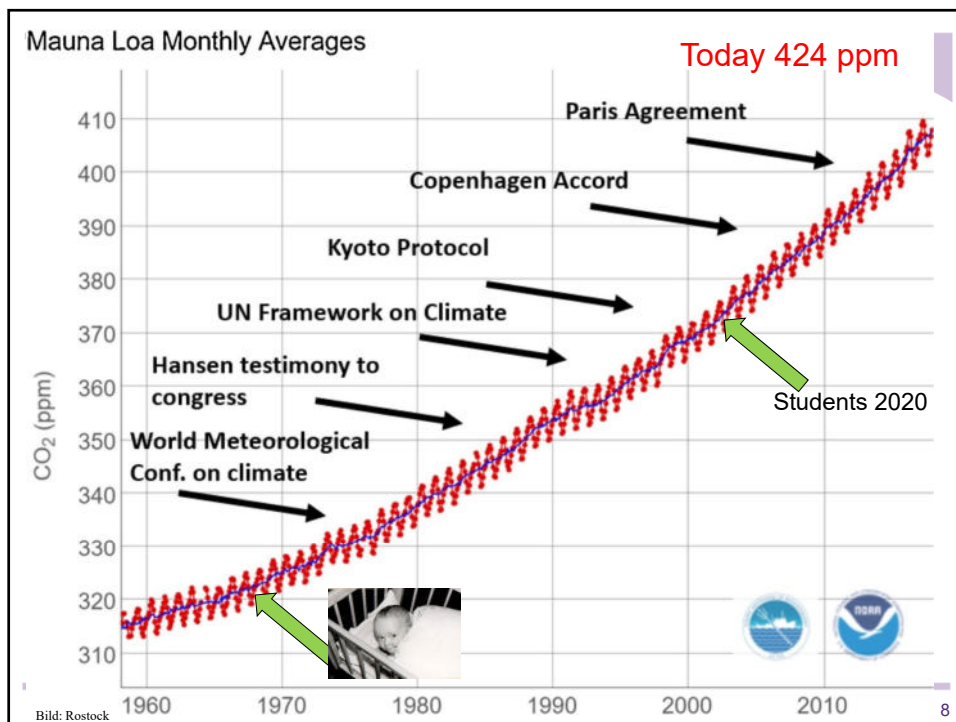
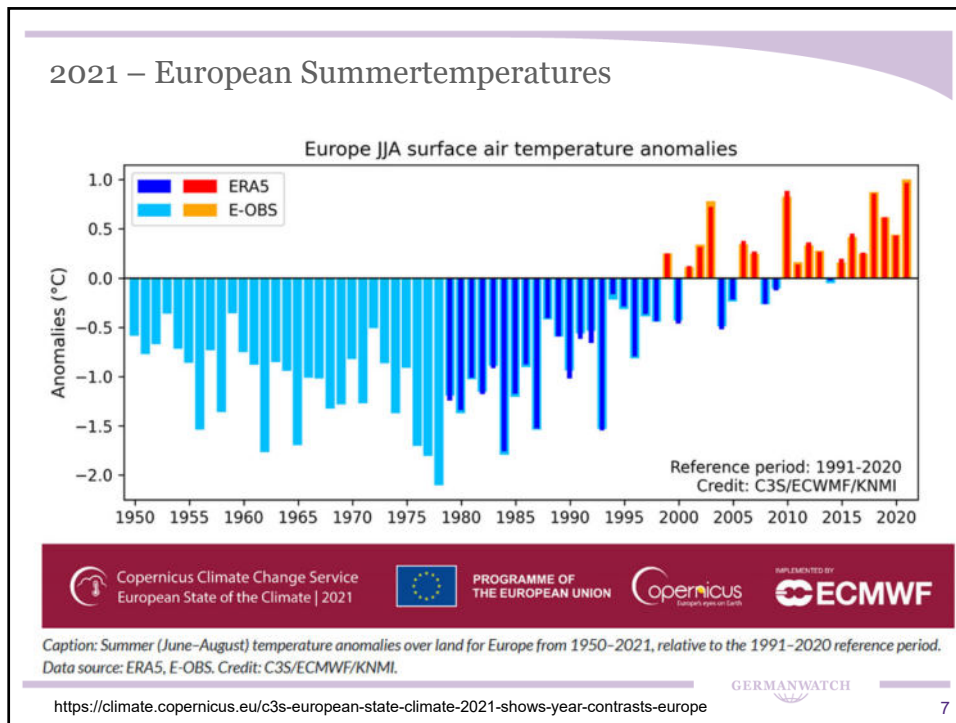
## Debate among scientists: What is your most scary graph?



## Global Stocktake UNFCCC, September 8th 2023

**Historical emissions from 1950, projected emissions in 2030 based on nationally determined contributions, and emission reductions required by the Sixth Assessment Report of the Intergovernmental Panel on Climate Change**







**BNE-Definition der UNESCO:**

Education for Sustainable Development allows every human being to acquire the knowledge, skills, attitudes and values necessary **to shape a sustainable future.**

UNESCO Global Action Programme on ESD  
(2014-19)

**„To empower learners to transform themselves and the society they live in.“**

<https://unesdoc.unesco.org/ark:/48223/pf0000246270>



Bild: Germanwatch, Quelle: <https://en.unesco.org/themes/education-sustainable-development>

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## ESD for 2030

- 4.2 (...) “First of all, transformation necessitates, among other things, a certain level of disruption, with people opting to step outside the safety of the status quo or the “usual” way of thinking, behaving or living.”
- 4.3 (...) “A tipping point arrives where a compassionate mind is set on the path of empowerment.”
- 4.7 ESD in action is basically citizenship in action. It evokes the lifelong learning perspective, taking place not only at school, but also outside the school environment, throughout the life of each individual. (...)

<https://unesdoc.unesco.org/ark:/48223/pf0000374802.locale=en>



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## ESD for 2030 – 4.10

4.10 ESD in the future will have to encourage learners to explore values which could provide an alternative to consumer societies, such as sufficiency, fairness and solidarity.

ESD can provide training for key stakeholders in the private sector and raise financial literacy to support sustainable economic practices.

ESD also has to affect the unsustainable production patterns of current economic structures more directly.

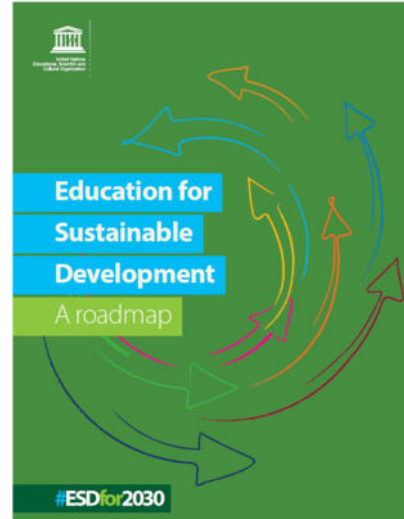
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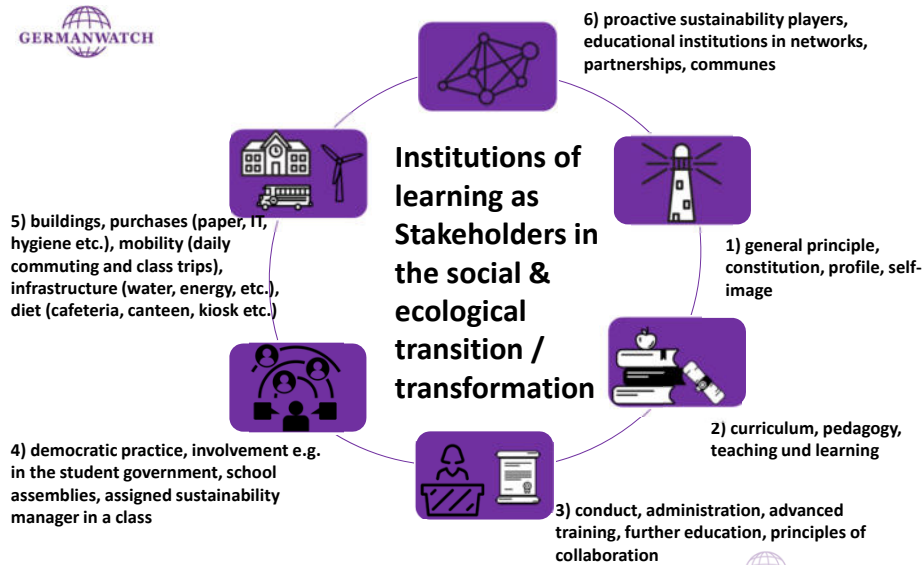
## UNESCO ESD for 2030

4.10: People have to be **empowered** to engage directly in the political process and advocate, for example, for appropriate environmental regulations for businesses.



<https://unesdoc.unesco.org/ark:/48223/pf0000374802.locale=en>

## BNE 2030: Whole Institution Approach



Source: Germanwatch I.A. after Whitby A. (2019): Advancing Education for Sustainable Development.

UNESCO ESD 2030

**EDUCATION FOR SUSTAINABLE DEVELOPMENT**  
Towards achieving the SDGs: *ESD for 2030*

**GLOBAL ACTION PROGRAMME**  
(2015-2019) → **ESD for 2030**  
(2020-2030)

**Vision**  
ESD for 2030 aims to build a more just and sustainable world through strengthening ESD and contributing to the achievement of all 17 Sustainable Development Goals

**Strategic objective**  
Promote ESD as a key element of quality education and a key enabler of all 17 Sustainable Development Goals with special attention to a) individual transformation, b) societal transformation & c) technological advances

**Priority action areas**

- 2) Transforming learning environments
- 3) Building capacities of educators
- 4) Empowering and mobilizing youth
- 5) Accelerating local level actions

**Target groups**  
Policy-makers, institutional leaders, learners, parents, educators, youth & communities

<https://unesdoc.unesco.org/ark:/48223/pf0000374802.locale=en>



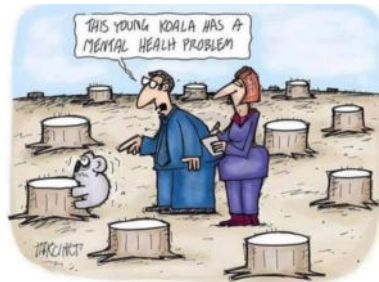
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## Environmental Psychologie - Findings

1. Science shows that science doesn't change
2. Epistemic Fit: Actions offered or developed in education projects do not always reflect or fit to the magnitude of the challenges we are in
3. Transform personal suffering into societal take up of responsibility



Sources: 1) Scientists for Future, 2019; 2) Grund, Julius / Brock, Antje, 2019, Steg & Vlek, 2009; Gardner & Stern, 2002; 3) Clayton & Myers, 2009; Geller, 1995; Spence et al., 2009



## Education and Engagment with Foot and Hand



From individuel approaches to structural, transformative changes



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## Promote individual steps – the big 5:

### Five simple personal actions as first steps:

1. buy renewable electricity
2. use sustainable mobility, avoid or compensate flying
3. consumption and nutrition: buy sustainable products, consume critically, eat less meat and milk products
4. living: decrease room temperature, save electricity and hot water
5. sustainable investment: inquire about "green" investment of all financial products



The Ecological Footprint relates to the education level and the available household income/money

- not on political opinions

Auswahl einiger Umfrage-Ergebnisse:

Quelle: UBA TEXTE 39/2016

Repräsentative Erhebung von Pro-Kopf-Verbräuchen natürlicher Ressourcen in Deutschland (nach Bevölkerungsgruppen)

Umweltforschungsplan des Bundesministeriums für Umwelt, Naturschutz, Bau und Reaktorsicherheit Forschungskennzahl 3713 17 311; UBA-FB 002334/ANL von Silke Kleinhüchelkotten, H.-Peter Neitzke, ECOLOG-Institut für sozial-ökologische Forschung und Bildung, Hannover

Abbildung B: Pro-Kopf-Gesamtenergieverbrauch nach höchstem Bildungsabschluss

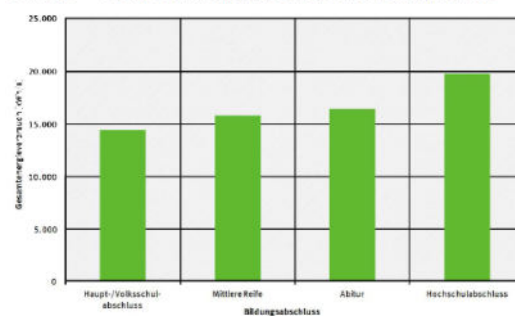
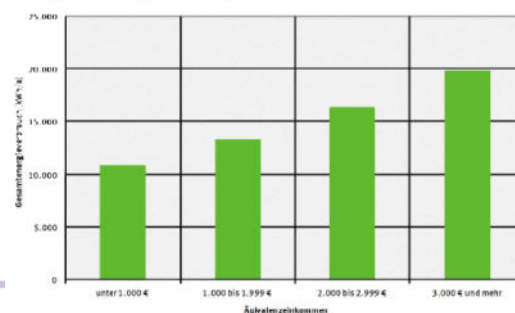



Abbildung C: Pro-Kopf-Gesamtenergieverbrauch nach Einkommen






### The Carbon Footprint Sham

#### A 'successful, deceptive' PR campaign

By [Mark Kaufman](#)

- The company unveiled its “carbon footprint calculator” in 2004 so one could assess how their normal daily life — going to work, buying food, and (gasp) traveling — **is largely responsible for heating the globe.**
- So when [BP tweets an ad](#) encouraging you to “Find out your #carbonfootprint” with their “new calculator,” it’s time to rethink the use of the term.

Quelle: <https://in.mashable.com/science/15520/the-carbon-footprint-sham>  
<https://www.piqd.de/klimawandel/der-co2-fussabdruck-ist-eine-erfindung-der-fossilindustrie>



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Sustainable behavior

Unsustainable structures

Quelle: Lukas Dorsch, Student der HNEE



## The Germanwatch Hand Print



**Handabdruck**

- tilt over the 'inclined plane'
- make sustainable behavior easier for other people
- Address different frameworks and persistent structures
- from everyday actions to political commitment
- demand sustainable legislation from the political actors and sustainable business-models from the economy

Help to shape transformation and bring others in:  
transform frustration and swoon into scopes and self-efficacy

Quelle: Germanwatch



## Die Frage nach der Wirkungsebene



- Ich, Familie, Haushalt
- Schule, Hochschule, Arbeit
- Nachbarschaft, religiöse Gem.
- Vereine, andere Gruppen
- Stadt / Kommune
- Verbände
- Landkreis
- Bundesland
- Bundesebene
- Europa
- Global

Grafik: Germanwatch, Benjamin Bertram

**Aktionskreis erweitern, Verbündete suchen, Strukturen verändern**

Kampf gegen Klimawandel 14.02.2019, 15:33 Uhr

## Weniger fliegen - wie eine Schülerin ihre Schule zum Umdenken animierte

Die Schulkonferenz des Lichterfelder Goethe-Gymnasiums hat sich auf Schülerinitiative strenge Regeln für Flugreisen gegeben VON ARMIN LEHMANN

Jeden Freitag versammeln sich auch in Berlin Schüler zum Klimastreik - animiert von der Umweltaktivistin Greta Thunberg FOTO: IMAGO/IFON

Quelle: <https://www.tagesspiegel.de/berlin/schule/kampf-gegen-klimawandel-weniger-fliegen-wie-eine-schuelerin-ihre-schule-zum-umdenken-animierte/23974440.html>

### Path dependence in consumer choice: Overcoming inertia is key

**City of St. Gallen  
(2010)**

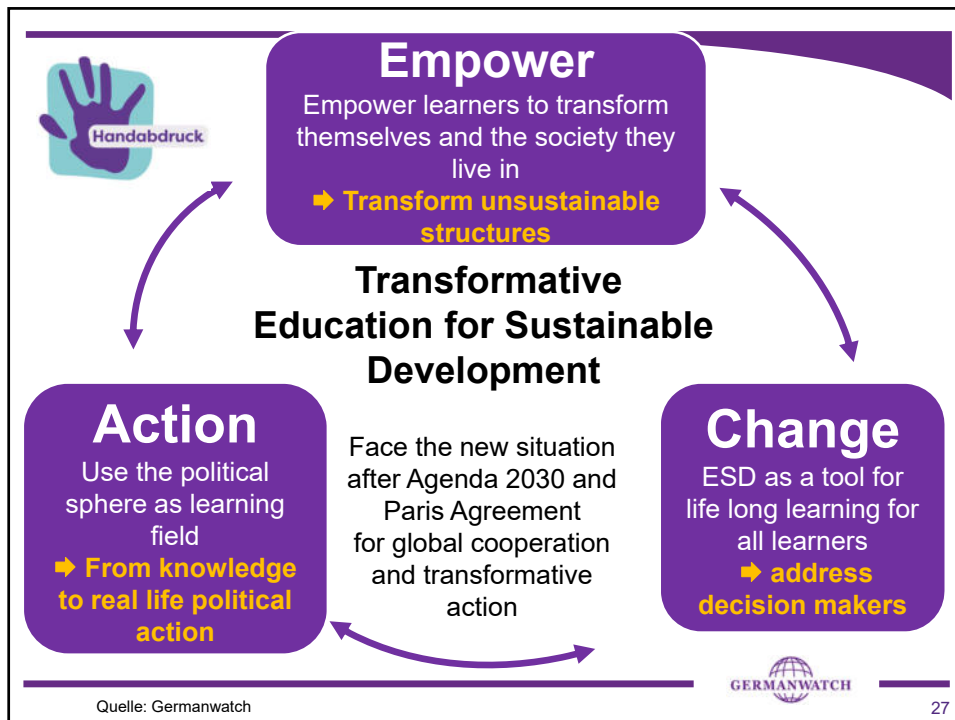
**City of St. Gallen  
(2012)**

Institut für Wirtschaft und Ökologie  
Universität St. Gallen

...die graduelle Veränderung des Status quo führt nur sehr langsam – wenn überhaupt – zum Ziel. Mit jahrelangen Marketingbemühungen hatten die Sankt Galler Stadtwerke den Anteil Ökostromkunden von null auf gut 10 Prozent gebracht, mit dem Default-Wechsel konnten weitere 80 Prozent der Privatkunden für grüne Produkte gewonnen werden.“

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26 Quelle: OrganisationsEntwicklung 3/2013: Wenn das grüne Produkt zum Standard wird. Wie ein Energieversorger seinen Kunden die Verhaltensänderung einfach macht. Sylviane Chassot, Rolf Wüstenhagen, Nicole Fahr und Peter Graf.




**Thank you so much!**

**Handabdruck**

QR-Code zum Newsletter „Transformation gestalten lernen“

**Stefan Rostock**  
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• NRW Fachpromotor für Klima & Entwicklung  
[rostock@germanwatch.org](mailto:rostock@germanwatch.org)

**"Vergrößere deinen Handabdruck, verringere Deinen Fußabdruck!"**

## Anhang / Attachment



## Anregungen – analog und digital

<https://www.germanwatch.org/en/education-sustainable-development>




Quelle: Germanwatch, <https://www.germanwatch.org/en/node/15238>

Online-Handabdruck-Test: [www.handabdruck.eu](http://www.handabdruck.eu)  
(zusammen mit **Brot für die Welt**)

**Dein Handabdruck**  
Finde deinen Hebel für Veränderung!

Wie kannst du deinen Handabdruck vergrößern? Finde es heraus im Test!

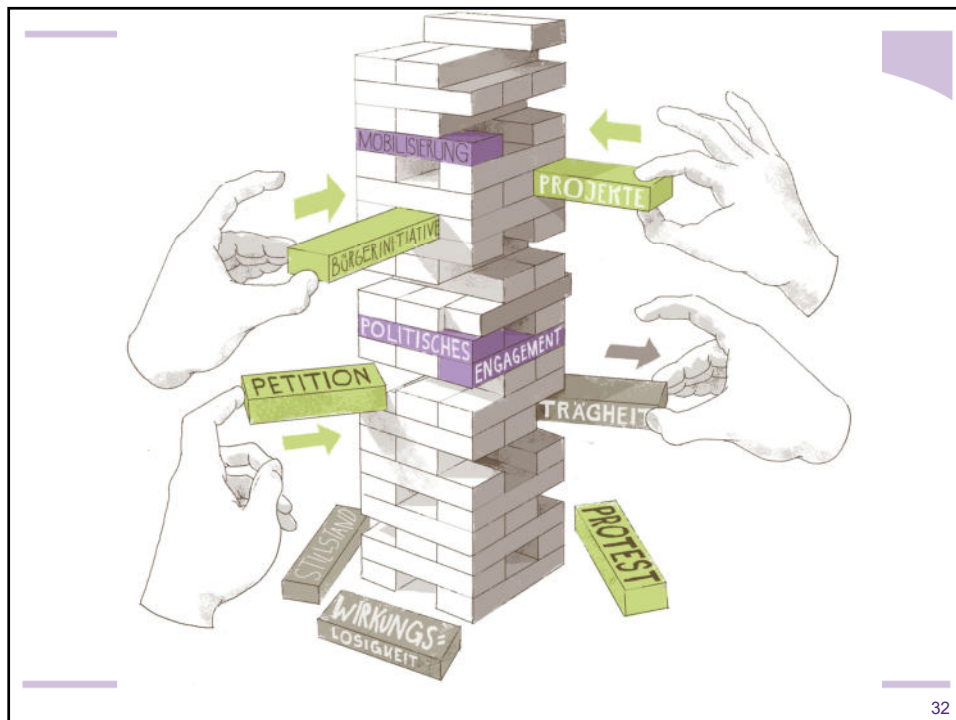



Was ist der Handabdruck? →

Alle Hebel auf einen Blick →

FAQ - Eure häufigsten Fragen. →

Quelle: Germanwatch/BfdW: <https://www.handabdruck.eu/>





## From awareness to action

- cognitive knowledge, ("head")
- practical aspects, from action to learning „experiences“ ("hand")
- competence building to enable those learning to reflect on their actions ("me")
- cultural education ("heart")
- insight into political decision making ("head")
- **learn responsibility ("you")** - value oriented socialization - support youth organisations which perform as socialisation agencies




In german:  
Für Multiplikator\*innen:

- ❖ Wie kann Bildung zum notwendigen sozial-ökologischen Wandel in unserer Gesellschaft beitragen?
- ❖ Wann entfaltet Bildung eine „transformative“ Wirkung – sowohl auf individueller, als auch auf gesellschaftlicher Ebene?
- ❖ Wie kann Bildung Menschen dazu befähigen und bestärken, Veränderungen selbst wirksam zu gestalten?

<https://www.germanwatch.org/de/handprint>





**Bildung für nachhaltige Entwicklung**  
Eine Roadmap

#ESDfor2030  
#BNE2030

**Education for sustainable development: a roadmap**  
Englisch:  
<https://unesdoc.unesco.org/ark:/48223/pf0000374802.locale=en>

**Bildung für nachhaltige Entwicklung. Eine Roadmap**  
Deutsch:  
<https://unesdoc.unesco.org/ark:/48223/pf0000379488>

<https://www.unesco.de/publikationen#row-7569>

Bildung 2030

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**Literatur:**

- UNESCO (2019): „Education for Sustainable Development: Towards achieving the SDGs“ – „ESD for 2030“. <https://www.bne-portal.de/> original: <https://unesdoc.unesco.org/ark:/48223/pf0000370215>
- BNE2030 gibt es seit der UNESCO/BMBF-Konferenz (19.5.2021) auf Deutsch: <https://www.unesco.de/bildung/bildung-fuer-nachhaltige-entwicklung/unesco-programm-bne-2030> direkt [https://www.unesco.de/sites/default/files/2021-05/BNE%202030\\_Rahmenprogramm\\_Text\\_Deutsch.pdf](https://www.unesco.de/sites/default/files/2021-05/BNE%202030_Rahmenprogramm_Text_Deutsch.pdf)
- Berliner Erklärung: [https://www.bne-portal.de/files/berliner\\_erklaerung.pdf](https://www.bne-portal.de/files/berliner_erklaerung.pdf)
- Immer wieder gut für politische Lobbyarbeit zu einer Bildung, die stärker Veränderungen im Fokus hat ist die Erklärung der Staatssekretäre vom 15.12.2020: <https://www.bundesregierung.de/breg-de/themen/buerokratieabbau/bildung-und-engagement-fuer-eine-nachhaltige-entwicklung-1827852>

Germanwatch:

- Heitfeld/Reif (2020): **Transformation gestalten lernen.** <https://germanwatch.org/de/19607>
- Germanwatch-Zeitung: Weitblick (Mai 2/2021): **Schwerpunkt: Transformatives Engagement** <https://germanwatch.org/de/20177>
- Germanwatch / BfW: **Neuer Handabdruck-Test veröffentlicht.** Finde deinen Hebel für Veränderung! [www.handabdruck.eu](http://www.handabdruck.eu)
- **Dein Handabdruck für die Ressourcenwende** - Ein Do-It-Guide zum Loslegen: <https://germanwatch.org/de/20023>
- Germanwatch KlimaKompakt, Nr.93 | 12 2019: Das UNESCO-Programm „Bildung für Nachhaltige Entwicklung für 2030“ (ESD for 2030) startet in 2020 <https://germanwatch.org/de/#kompakt>

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