

Educating and Sustainable Cities: co-creation of Curricula and practices from the perspective of Integral Education

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Abstract

This project entitled "Educating and Sustainable Cities: co-creation of Curricula and Practices from the perspective of Integral Education" aims to disseminate the idea of educating cities in formal and non-formal instances from the perspective of co-creation of curricula and school and non-school practices with a view to the construction of sustainable societies. The project has been developed in Santa Catarina, Brazil, which will involve teachers from public elementary and secondary schools, students and teachers from the Bachelor's Degrees at a University, as well as teachers from the master's and doctorate program in Education at the same University. The idea is to encourage the strengthening and popularization of Basic Sciences for Sustainable Development in formal education (Primary Education I and II, Secondary Education, and Technological Education), non-formal, aiming at the dissemination of scientific and technological knowledge and the development of pilot projects for school curricula based on this perspective. Furthermore, this project is expected to also contribute to the implementation of SDGs 4, 5, 10, 11, and 16 in different sectors of cities, given that access to information will enable a more inclusive society.

We start from the assumption that "[...] education transcends the walls of the school to permeate the entire city. An education for citizenship, in which all administrations assume their responsibility in education and in transforming the city into a space of respect for life and diversity. (Letter of educating cities, p.4). According to Messina, G., & Valdés-Cotera (2013), "the idea of the "educating city" aims to improve the quality of life of citizens today. A metropolis is a network ready to be explored and used in terms of formal e não formal learning opportunities, such as youth participation programs, environmental education, education in values, and the practice of democratic citizenship, among others.

Therefore, it is a fact that cities educate and, therefore, considering it in all its nuances and perspectives in the co-creation of school and non-school curricula and practices seems strategic to us for the construction of contextualized, sustainable, transformative knowledge and promoters of citizen societies. According to Freire (1995), it is a city endowed with qualities. "It is the city for education and education for the city". In these ways, committed and dialogical education in the context of the Educating City. Therefore, it is necessary to consider the city as a co-creator of

8th International Conference on Advanced Research in Education, Teaching, and Learning

14 - 16 March 2024
Berlin, Germany

curricula and practices toward a comprehensive and emancipatory education. In this way, the Educating City must exercise and develop its educational function in parallel with the traditional ones (economic, social, political, and service provision), with an eye on the training, promotion, and development of all people of any age. to respond to their training needs permanently and in all aspects of life. (Carta Cidade Educadora, p. 5). Thus, from the perspective of Singer-Brodowski, Beecroft, & Parodi, (2018) the co-creation of curricula and practices from cities requires formative assumptions, which stand out: orientation for research, normativity, transdisciplinarity, transformative approach, inclusion of civil society, long-term orientation, and laboratory character both in terms of local contextualization and experimental strategy. Therefore, "The city becomes an educating city based on the need to educate, to learn, to imagine; being an educator, the city is, in turn, educated. (FREIRE, II International Congress of Educating Cities, Gothenburg, Sweden 1992). When considering this educational and communicative action with the perspective of sharing the actions of the said with the "done", the active subjects of the city would be willing to personify their speeches or to relate the educational methods applied there with their reality, their anxieties, and difficulties in the world they live in. In this way, curricula and practices are co-created and co-responsible. Thus, we consider this idea of educating cities associated with the co-creation of curricula and practices with high potential for educational perspectives for sustainability science; as it is still underutilized It differentiates three educational perspectives: individual competencies for sustainability, organizational change, and social learning, and inter- and transdisciplinary collaboration.

Keywords: Educating Cities, Curriculum and Practices, Basic Sciences, Sustainability, Co-creation.