Unpacking the ESD for 2030 Toolbox

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Happy 51st Earth Day!

Poster created by Speto, acclaimed Brazilian street artist from São Paulo.

https://www.earthday.org/earth-day-2021/
• Accepted by all countries in September 2015
• 17 universal goals, 169 targets, 240 indicators
• Relevant to developing and developed countries
• Unprecedented scope and significance
“Meeting the needs of the present, without compromising the ability of future generations to meet their own needs.”
~UN Commission on Environment and Development, 1987

“Enough, For All, Forever”
~ African Proverb
Sustainable Development Goals (SDGs)
SDG 4.7: Education for Sustainable Development (ESD)

**Goal 4** - Ensure inclusive and equitable quality education and promote life-long learning opportunities for all.

**4.7** - By 2030, ensure all learners acquire knowledge and skills needed to promote sustainable development... *through education for sustainable development* and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and culture’s contribution to sustainable development.
UNU is a global think tank and research institute for UN organizations, headquartered in Japan.

Mission: Contribute, through collaborative research and education, to resolve the pressing global problems of human survival, development and welfare that are the concern of the United Nations.
Regional Centres of Expertise on Education for Sustainable Development

RCEs around the world

www.rcenetwork.org
Regional Centres of Expertise on ESD (RCEs)

- Allows access to a pool of experts from different fields
- Helps break down silos
- Gives an overview of critical issues with multiple stakeholders
- Supports and facilitates change
GPSEN connects diverse formal, non-formal, and informal organizations across sectors in a collaborative network to facilitate ESD and multiply our collective capacity to educate, empower, and engage for a sustainable future.
New UN Framework and Decade: ESD for 2030 (2020-2030)
Education for Sustainable Development: A Roadmap

Societal transformation:
Enable the achievement of the SDGs towards building a more sustainable world

Pedagogy and learning environment:
Employ interactive, project-based, learner-centred pedagogy. Transform all aspects of learning environment through a whole-institution approach to ESD to enable learners to live what they learn and learn what they live

Learning outcomes:
Empower people to take responsibility for present and future generations and actively contribute to societal transformation

Learning content:
Integrate sustainability issues, in particular those enshrined in the 17 SDGs such as climate change, into all kinds of learning

The General Assembly reaffirms education for sustainable development as an integral element of the Sustainable Development Goal on quality education and a key enabler of all the other Sustainable Development Goals.

UN General Assembly Resolution 72/222 (2017)
Education for Sustainable Development: Towards Achieving the SDGs (ESD for 2030) Framework

- Aims to increase the contribution of education to building a more just and sustainable world
Areas of Implementation

- Implementing ESD for 2030 at country level
- Harnessing partnership and collaboration
- Communicating for action
- Tracking issues and trends
- Mobilizing resources
- Monitoring progress
ESD for 2030 Priority Action Areas

- Priority action area 1: Advancing policy
- Priority action area 2: Transforming learning environments
- Priority action area 3: Building capacities of educators
- Priority action area 4: Empowering and mobilizing youth
- Priority action area 5: Accelerating local level actions
Action 1 - Advancing Policy

- Support institutional commitments
- Advance strategic goals
- Improve capacity
- Increase global advocacy

www.pcc.edu/sustain
The Role of Civil Society: America is All In

United Nations Paris Climate Agreement Signing Ceremony
22 April 2016

Second Nature

We Are Still In

State of Oregon

Metro

Multnomah County

City of Portland, Oregon

America is All In

Portland Community College

Lewis & Clark College

Portland State University
Action 2: Transforming Learning Environments

- Operations
- Energy Consumption
- Purchasing
- Waste Reduction
- Transportation
- Learning Gardens
- Hiring Practices
- Accreditation
Action 3 - Building Capacities of Educators

- Curriculum Development
- Green Outcomes
- Webinars and Conferences
- Teacher Education
- Professional Certificates
- Resource Clearinghouses
Sustainable Development Goals - Resources for educators

- Resource bank designed for educators, education planners and practitioners
- Hundreds of pedagogical ideas
The Campus Sustainability Hub is a one-stop shop for AASHE members to access toolkits and resource collections about all aspects of sustainability in higher education, from academics to operations to governance. To get started, browse by sustainability topic or content type, or enter search terms above. Learn more
“Strengthening Sustainability Programs and Curricula at the Undergraduate and Graduate Levels” (2021)

- A comprehensive study to address opportunities to strengthen sustainability education
- Examines the approaches and drivers for a competency and skill-based curriculum in higher education sustainability programs to connect them to sustainability issues addressed by the UN SDGs as well as public and private sectors

https://www.nap.edu/read/25821/chapter/1
Three Recommendations

1. Strengthen Sustainability Higher Education (SHE) programs
   • Undergrad and graduate levels
   • Strive for key competencies
   • Understand complex contexts and experiential learning
“Individuals must become sustainability change-makers. They require the knowledge, skills, values, and attitudes that empower them to contribute to sustainable development.” (2017)
Key Competencies for Achieving the SDGs

- Systems thinking
- Anticipatory competency (evaluate multiple futures, consequences, and risks)
- Normative competency (norms, values, and actions, in context of conflicts of interests)
- Strategic competency (innovative actions)
- Collaboration
- Critical thinking
- Self-awareness
- Integrated problem-solving
2) Build academic environments for SHE

- Foster interdisciplinary – bridge academic silos across institutions
- Prioritize diversity, equity, and inclusion (DEI)
- Key Driver - Federal Support
  - 2008 – Higher Education Sustainability Act (Congressman Earl Blumenauer)
    - College Opportunity and Affordability Act
    - Only 1 year of funding – not funded since 2010
  - 2019 HESA bill (Senator Sheldon Whitehouse)
    - Reauthorize University Sustainability Program HESA
    - Broaden range of agencies beyond Ed. & EPA–Include MSIs
- Strengthen programs and research effectiveness
3) Develop a sustainability workforce to address sustainability challenges

- Develop change agents
- Enhance collaboration across sectors
- Set standards for accreditation
Action 4: Empowering and Mobilizing Youth

- College and Youth Networks
- Green Initiative Funds
- Train-the-Trainer Workshops
- Course-Based Assignments
- Service-Learning/CBL
- Living Labs
- Leadership Trainings
Action 5: Accelerating Local Level Actions

- Community-Based Learning
- Civic Engagement
- Community Partnerships
- Sustainability Symposium
- Community Initiatives
HAWAI‘I GREEN GROWTH

- Hawaii - SB 2661 (2018) - Would have codified Sustainable Development Goals (SDG)
Education for Sustainable Development World Conference
May 17-19, 2021

https://en.unesco.org/events/ESDfor2030
Thank you for your time!

For further questions, contact: Kim Smith, kdsmith@pcc.edu

Learn more about the ESD for 2030 Toolbox: https://en.unesco.org/themes/education-sustainable-development/toolbox

National Academy of Sciences Research: https://www.nap.edu/read/25821/chapter/1

or GPSEN: gpsen.org

Educate ~ Empower ~ Engage
Comments? Questions? Ideas?