**Okayama ESD Award 2015**

**－ Application Form －**

1. **Information on the organization**

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| Name | RCE Greater Portland |
| Name of Representative | Kim Smith |
| Contact person | Kim Smith, Coordinator, RCE Greater Portland |
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| Website | http://www.pcc.edu/about/sustainability/regional-center-expertise/ |
| Description of the organization | [RCE Greater Portland](http://www.pcc.edu/about/sustainability/regional-center-expertise/) (aka, the Greater Portland Sustainability Education Network (GPSEN)), was acknowledged as a [Regional Center of Expertise (RCE)](http://www.rce-network.org/portal/) on education for sustainable development (ESD), by the United Nations University Institute for the Advanced Study of Sustainability (UNU-IAS) in 2013. RCE Greater Portland is a multi-sector network of educators, students, non-profits, political and industry leaders, organizations, and community members collaborating to promote sustainability education in the Portland Metro region, in the United States, including Clackamas, Multnomah, and Washington Counties, in Oregon, and Clark County in Washington. |

1. **Reference of your application**

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| Name of Organization | International Network of Teacher Education Institutions, UNESCO Chair, York University, Canada |
| Contact Parson | Charles Hopkins |
| Contact | [chopkins@edu.yorku.ca](mailto:chopkins@edu.yorku.ca), 416-762-7001 |
| Category of Organization | Please tick one category of the organization which gives a reference for your application. |
| Organizers of ESD Okayama Award  XX  UNESCO Key Partners of GAP  Administrative Organizations  Others |

1. **Description of the project**

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| 1. Name of the project | Empowering Change Agents through the Heroic Imagination Project | |
| 1. Duration | Started in | January, 2015 |
| Ended in | Ongoing |
| 1. Main target | Target area | Youth and college students in the greater Portland region |
| Numbers of Target persons | 40 trainers / year, plus 200 recipients of future trainings |
| 1. Resources | Annual cost of the project | $15,000 / per year |
| Number of staff involved in the project | 4 staff members/ per year |
| 1. Funding | Please explain the funding source(s) of the project, such as subsidies, donation, public funds, and project income. | |
| Proposed funding comes from a variety of sources including college and university student government fees, from Portland State University and Portland Community College, and the Miller Grant through Portland State University’s Institute for Sustainable Solutions, as well as an upcoming grant application to the Collins Foundation.  Costs include:  1. Licensing fees- $5000/module, which secures a 3-year license to deliver the curriculum to members of the licensee’s group, a complete set of materials and support for delivery and assessment of developed programs.  2. Initial training session- $2500/training, including a full-day workshop provided by a HIP trainer to work with groups of up to 20 participants, who will gain the skills to become future trainers.  There will be two sustainability trainings, equaling $15,000. | |
| 1. Implementation structure | Please describe implementation structure (ex. Diagram) which illustrates the organizations which are involved in and with which corporate/collaborate in the project, and roles of those organizations in detail. | |
| RCE Greater Portland (aka Greater Portland Sustainability Education Network) serves as a connector and collaborator in bringing core partners together to develop education for sustainable development (ESD) curriculum and projects. The HIP trainings reflect these networking efforts well. We have worked with GPSEN partners: Portland State University, Portland Community College, and Trash for Peace, as well as with Charles Hopkins, UNESCO Chair with York University, to develop a sustainability train-the-trainer model with global leaders in social psychology through The Heroic Imagination Project (HIP). We will be working with our Social Science Think Tank for curriculum development and our College Student Network to do outreach for participation in the trainings, in addition to supporting Trash for Peace in their efforts to serve at-risk youth and underserved communities and in their translation of training materials into Spanish.  The Heroic Imagination Project (HIP) provides the knowledge, tools, strategies, and exercises to help individuals challenge powerful negative social situational forces as well as political system forces and engage more proactively, empathetically, and heroically with the world around them. Implementation steps include:   1. Work with groups to identify needs and outcome goals 2. Help groups choose from their current set of modules or identify the need for new curricula 3. Develop customized modules 4. Teach the intervention programs to group members who will, in turn, become trainers for their community 5. Be available as a consultant to deliver programs 6. Work with partners to assess program outcomes and impact   Portland State University, Portland Community College, and Trash for Peace offer frequent leadership trainings to college students and underserved youth. Already advanced in their sustainability missions and courses provided across higher education institutions and schools, they would like to expand their offerings to train and empower students and youth to make a greater difference in their communities by collaborating with RCE Greater Portland and HIP. | |
| 1. Detail of the project | Please describe the vision for the local community, objectives (including numerical targets) and measures for practicing the ESD project in detail in Max. 500 Words. | |
| RCE Greater Portland envisions a healthy, just, and thriving region by connecting diverse organizations in a collaborative network that multiplies our collective capacity to educate for a sustainable future. We recognize the value of integrating the social sciences into ESD, in order to innovate and activate cultural paradigm shifts. We have started a Social Science Think Tank to this effect. Given GPSEN’s motto “Educate, Empower, Engage,” our goal with the HIP project is to collaborate with exemplary educators in the fields of psychology and sociology to address the barriers that can limit engagement. Thus, this program builds on the success of existing HIP and Trash for Peace train-the-trainer models that empower college students and youth to gain the confidence and skills necessary to engage in their communities and scale up their impact related to sustainability issues.  The Heroic Imagination Project (HIP), founded by Stanford Professor Emeritus Philip Zimbardo, is dedicated to using social psychological theories and scientific research to transform communities by teaching people of all ages the skills to overcome apathy, passive tolerance, conformity, injustice, and destructive behaviors and become empowered to effectively assert themselves. The goal is to promote positive social change by teaching prosocial behaviors that address issues of community well-being, bystander apathy, bullying, prejudice and discrimination, and environmental and social sustainability. In short, these attributes are at the core of creating responsible youth citizenship.  This ESD project focuses on expanding the student leadership models with sustainability missions in the Portland region. Portland State University’s Student Sustainability Center (SSC) is an accessible hub that integrates sustainability with student experiences through transformational learning opportunities, which enhance the student experience and complement classroom learning by cultivating sustainability knowledge, connection to PSU, and pre-professional experiences. The SSC uses a peer-to-peer mentoring model that encourages all program participants to be actively engaged leaders in their organizations. Many students stay with the SSC throughout their education at PSU, moving from volunteer positions to internships and other advanced roles that prepare them to be skilled and empowered leaders in their post-graduation lives and careers.  As a partner of RCE Greater Portland, the SSC also facilitates our regional RCE college network, which links students from across public and private higher education institutions, including core student leaders from Portland Community College (PCC). PCC’s leadership development programs through student government and our environmental centers offer significant opportunities for engagement and outreach, thus benefitting from further support.  Trash for Peace focuses on the K-12 sector and works closely with Portland Public Schools and other organizations in the region. Their objective is to incorporate the values of resourcefulness, equity and compassion in order to make significant gains through global awareness, innovation, nutrition and sustainability.  The vision of this project unifies these efforts and magnifies the impact of ESD, by leveraging existing resources and tools and synergizing the proven success of these programs. The development of sustainability modules, using the HIP train-the-trainer model, has exponential power and is replicable across community groups and RCEs. | |
| 1. Cross-cutting Approach | Please describe how the project addresses the three dimensions of sustainable development (society, economy, and environment) in an integrated way in Max. 200 words. | |
| The “Empowering Change Agents through the Heroic Imagination Project” uses an E6 model. In addition to addressing the core goals of equity, economic and environmental sustainability, it emphasizes the need for education, empowerment, and engagement. These skillsets allow students and youth to overcome the limiting thought traps that keep them from identifying how they can make a difference in their communities, in light of the daunting issues we face on regional and international levels.  The sustainability missions and core outcomes of Portland State University and Portland Community College emphasize environmental and community responsibility, recognizing the interconnectedness of social, environmental, and economic systems and taking an integrated approach in addressing current and future needs.  In addition, by focusing especially on underserved and at-risk youth through Trash for Peace, we will open doors for students who do not have the traditional social and economic privileges that would tend to empower them to address environmental sustainability issues. As promoted by this innovative non-profit, curriculum will be available for youth which offer incentives and motivate them to develop community-based projects that meet their local needs. In addition, modules will be translated into Spanish to increase accessibility. | |
| 1. Key Features and Characteristics of the ESD project | What are the key features and characteristics of the ESD project and comment on considerations for implementation? Please describe how it can be a model for other communities in Max. 200 words. | |
| The key features of the project include:   * Creation of HIP sustainability train-the-trainer modules in collaboration with RCE Greater Portland partners, building on the success of existing HIP modules and leadership development trainings offered by our partners * Development of core sustainability learning objectives, as well as educational standards, including the National Common Core, for the K-12 sector, and Core Outcomes, at the institutional higher education level. * Application of social psychological theories to sustainability issues to establish new meaningful perspectives and skillsets * Implementation of trainings, with outcomes established by participants to integrate the trainings in their own communities * Assessment of pilot projects, in order to replicate in other communities.   This proven educational model is designed to be replicated. As a train-the-trainer model, established by Phil Zimbardo to empower people to become heroes in their own communities, the goal is to scale up quickly. Already successful in combatting social psychological problems such as impotent empathy and the bystander effect, we recognize that the sustainability movement and ESD, in particular, desperately need these tools. We hope that the model we are proposing and will be testing in Portland will serve as an opportunity for replication within diverse communities and across GAP priority action areas. | |
| 1. Achievements | Please describe the achievements of the project in detail, such as transformation of people and community and how you furthered those achievements in Max. 200 words. | |
| The project’s core partners have achieved a great deal. Our collaboration will build on these achievements.  The Heroic Imagination Project (HIP) has:   * Trained more than 1000 trainers, in hundreds of trainings, in 6 countries (with 3 other nations set to join our consortium). * Review: *“Best day ever!!! I have never been so inspired! I am so excited to get this going and to be trained by 2 absolute rock stars was just a highlight of my life!”*   Trash for Peace:   * Partners with over 30 schools and 20 business and nonprofit organizations * Built 60 reused plastic water bottle bins in the United States, Bulgaria, and Costa Rica * Diverted approximately 3,600 bottles from landfill and at least 500 pounds of other trash * Bin projects have resulted in a reduction of 90% water bottles from events and classrooms * Inspired youth to make the world a better place * Started a zero waste cooking class, zero waste café, and trashy garden program, and published a book   RCE Greater Portland and its higher education partners have inspired students to develop a college network, engage in 12 large service-learning projects in their communities, and host presentations and events related to Earth Week and Social Sustainability Month. | |
| 1. Future Perspectives | How will you develop and expand the project in the future? Please describe in detail such as strategy, target groups, duration and budgets per year in max 200 words. | |
| A core part of this project is to build on the foundations of these successful programs and establish the synergies within our partnership, in order to train more students and youth with sustainability curriculum focused on empowerment so that they can go forth and replicate the program in their communities. The mentorship model of HIP, along with the curriculum and follow-up, is designed to support expansion over the next three years.  The sustainability modules are already in development, with experts meeting since January, 2015.  The students and youth will receive their trainings this winter, with the implementation of their ongoing projects in spring and summer, followed by another round of trainings.  Additional partners have already expressed interest, including:   * Environmental Confluence Americorps Program * U.S. Fish and Wildlife Service * City of Lake Oswego Sustainability Program * City of Portland’s Climate Action Plan   Concept papers have been written to apply for further grants this fall to expand the program, by increasing access to the curriculum. The receipt of this award will support the costs of curriculum development and offer the affirmation that ESD is worthwhile and worthy of further grant funding. | |

1. **One-page document presenting the project**  (See Attached)
2. **Supporting documents**

1. HIP Concept Paper

2. Trash for Peace Letter of Support