

Localizing the UN SDGs through Education, Training and Regional Collaboration

SESSION SUMMARIES

REQUEST:

Within 1 week after your session, please insert a short summary of what you did (brief agenda), what went well, what you wish had gone differently, links to key resources shared, and any tips for future presenters. At the conclusion of the course, we may want to consider sharing a document with all participants based on some of the information included here, with links to presenters and key resources and opportunities to learn more and keep in touch. So think about that too when you consider what to include. This will also be a helpful internal resource for us, to learn from the experience and improve it if we decide to do it again.

February 21: Food Policy Councils and Alliance as a Tool for Equitable and Resilient Food Systems

RCE: *North Texas*; Related SDGs: 2 and 11 (Lead: Meghna Tare)

I had 40 participants in my class with a total of 4 speakers including me. We talked about the RCE North Texas, projects implemented and in detail about the North Texas Food Policy Alliance. All the participants enjoyed the information including the GIS dashboard for Food Systems that we have developed.

There was one feedback to say that there was an expectation for workshop type learning. I would encourage you to have some breakout rooms or a group exercise if possible. You can conduct a poll on the Zoom Platform too. I incorporated Jamboard for some interaction in my session. You can access it [here](#)

You can create PDF of your slides and send it to Daita and she can upload it to the Zoom Platform ahead of the session so that participants can access it during or after the session.

March 21: Building Community Sustainability and Resilience through SDG Data, Dashboards, and Assessments

RCE: *Georgetown, South Carolina*; Related SDGs: All (Lead: Pam Martin)

- We presented on our Youth Corps program, research grants, and work with industry.
- We demonstrated how we integrate our RCE work in the classroom and community via grant-funded sustainability assessments and demonstrated models of that.
- Anthony Setari and the Coastal Community Foundation discussed our grant on aligning the CCF with the SDGs and the localization process we used
- Also, we discussed the dashboard that we developed and the process for CCF.
- Agreed on the notes below from our colleagues in Shenandoah.
- We did highly promote the RCE membership, which we hope will be re-instated for new applicants next year
- Presentation: https://coastal54-my.sharepoint.com/:p/g/personal/plmartin_coastal_edu/EcbdqeajuuRMh0ppAKMmO6cBrbx8wmt8vYIZn0ysYnZJyA?e=aPxrez
- Thank you for the opportunity.

March 21: Integrating SDGs into Higher Ed for Robust Student and Community Engagement

RCE: *Shenandoah Valley, Virginia; Related SDGs: All (Lead: Steve Grande)*

- Program outline and overview here: [☰ Mar. 21 AASHE webinar](#)
- Jamboard link:
<https://jamboard.google.com/d/1v-rFFCrAUW5Z8QKAv4Smxg1hKeCXRitJkT2k1jSI0Yc/edit?usp=sharing>
- We had about 35 attendees. SSV had 6 different presenters.
- After a brief intro we invited participants to introduce themselves on a jamboard with the SDGs as a background which was a good way to subtly involve participants. Participants were invited to place their sticky note/introduction near their SDG of most interest - they were all over the board.
- After a description of the session outline and an overview of RCE Shenandoah Valley, Daita helped us conduct a couple of polls on the experience of participants with involving students in RCE activities and integrating the SDGs into the curriculum (our two topics for the session). Carol Lena introduced our two student panelists and then managed the power point. It was nice to have students involved and they provided good perspective during Q&A. Carol Lena and Steve both managed the chat. Steve facilitated the Q&A.
- It helped to have clear roles for managing jamboards, polls, power points, the chat, and the Q&A.
- One note: it would have been better to un-share the powerpoint screen during the brief presentations that had no content slides.
- There was some discussion at the various Q&A portions of the program and some sharing in the chat.

April 4: Educating for Responsible Consumption and Production and Transformative Technologies

RCE: *Saskatchewan, Canada; Related SDGs: 4 and 12 (Lead: Roger Petry)*

Workshop Agenda:

The event was structured in the following way:

Welcome and Opening Remarks (8 min): Roger introduced key elements of SDG 12, including a definition of sustainable consumption and production (SCP) and reviewed the targets of SDG 12.

4 Case Study Presentations (10-15 min each) were given highlighting different kinds of education for responsible production and consumption, specifically, (1) education for cradle-to-cradle technologies in rural Kenya, (2) professional education for engineers in collaborating to address housing issues with Indigenous communities in Saskatchewan, (3) community education to promote sustainable lifestyles in Bogota, Colombia, and (4) education for a “whole region” approach including strategic letter writing to government officials in Saskatchewan and Canada to promote SCP. The following individuals presented:

- Rose Ramkat, Moi University (Kenya) “Community Initiatives on Responsible Consumption and Production”
- Aura Lee MacPherson, RCE Saskatchewan (Canada) “Blanket of Warmth Project for Our Nations Homes”
- Diana Carolina Páez, RCE Colombia “Education for Sustainable Lifestyles project” (recorded presentation)
- Roger Petry, RCE Saskatchewan “A Whole Region & Humanist Approach to SDG 12”

We then had a break for 5 minutes followed by a 15 minute opportunity for questions of presenters. 3 breakout rooms were then created to discuss the following questions:

1) What transformative technologies could be adopted in your local/regional context to make your consumption and production systems more sustainable? Who would need to be educated?

(2) What educational strategies (including those from the presenters today) might be employed in your situation? What organization(s) and/or collaborative partnerships could you use to provide this education?

Groups were tasked with identifying a moderator and a note taker. After 25 minutes, the large group was reassembled and each group reported back in the remaining 10 minutes. Small groups (2 of 3 in the end) also submitted their notes to Roger for posting on the course website.

Assessment:

While I did not do an initial count of attendees (it was likely 30 to 40), by the 2nd part of the event when we broke into small groups, we had 3 groups of 8 (24 participants). The presentations went well (though there were some connection issues with Kenya). When the time came for questions of presenters, none were asked, so, as the moderator, Roger asked some pre-prepared questions of the presenters. The small groups had lively discussions with a lot of expertise and good examples to be found in each group. 25 minutes for these discussions seemed to be just about the right amount of time. 3 of the 4 presentations had power point slides (which have been posted) while the 4th presentation from Bogota was recorded in advance. Links to resources can be found on these slides.

April 25: Building Bridges for Change

RCE: *Greater Atlanta (USA) and Saskatchewan (Canada); Related SDGs: 17 (Leads: Jenny Hirsch, Jill Forrester)*

- [Link to our slide show is here](#)
- We had 3 case studies - 2 from Saskatchewan, 1 from Atlanta - and a combination of presentations, small group discussions, full facilitators conversation, and final reflection
- About 25 people participated - but this included the 7 facilitators - so relatively light attendance
- The session included the following elements:

15 min. (2:00-2:15)	Intros & Opening Remarks - Google docs comments from participants on learnings/questions - opening slides from Jenny on RCEs being networks rather than organizations
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20 min. (2:15-2:35)	Case Study Teasers <ul style="list-style-type: none"> - Community Engagement on Potash Mining - RCE SK - EPA Environmental Justice Academy - RCE Greater Atlanta - Preventing the Drainage of a Salt Water Lake into Fresh Water Lakes: The Quill Lakes Flood - RCE SK
40 min. (2:35-55; 2:55-3:15)	Small Group Discussions - 2 rounds, 20 min. Ea. <ul style="list-style-type: none"> - Participants asked further questions of presenters in 3 groups and captured key takeaways in Google Slides.
30 min. (3:15-3:45)	Full Group Conversation <ul style="list-style-type: none"> - Key questions posted by all groups into Google Slides - Examples of questions that came up: how do you engage volunteers, how do you find partners, how do you find the time to do this?
15 min. (3:45-4:00)	Final Reflection <ul style="list-style-type: none"> - Lightning CHAT on 3 key questions - Jenny

A few reflections:

- Lots of opportunities for interaction throughout - from the introductory slides where all participants “checked in” and reflected on what they’ve learned from the other sessions so far, to 2 rounds of small group discussions, a facilitated conversation, and then using the chat for final reflection - we used varied formats and they made for a lively and ever-changing session
- Case studies complemented each other nicely, as did the diversity of speaker backgrounds, experiences, and projects - ranging from a farmer to an EJ community organizer
- One sign of success: Garry Harris from Atlanta was contacted a few days after the session and asked to be part of one of the participants’ events by doing a virtual presentation on his work!
- It was also a great opportunity for all of us to learn about each other’s projects - we had a few great planning sessions and everyone submitted really interesting slide shows

May 9: Cross-sector collaborations for science education and sustainable natural resource management

RCE: *Puerto Rico*; Related SDGs: 4, 15, 17 (Leads: Pablo Llerandi Román, Noelia Báez Rodríguez, Christopher Nytch)

- Link to our slideshow is here:
 - 📄 [Localizing the UN SDGs_9may2023_RCEPuertoRico.pptx](#)
- Outline:
 - Intro to RCE Puerto Rico-REDeS
 - Perspectives from El Yunque National Forest -- El Portal and Watershed Program
 - Luquillo LTER Schoolyard Program -- Data Jam & ITEST
 - Small farm resilience -- collaboration with RCE Greater Burlington
 - Interactive reflection

- Post-event notes
 - There were 26 participants, including the presenters & folks from other RCEs.
 - Noelia started the introduction, followed by Chris presenting a RCE-PR Overview (video). Then Pablo spoke about El Yunque National Forest and community conversations. Then Noelia presented about LTER schoolyard, and Chris spoke about cross-site collaboration (Video)
 - This was followed by a 10 minute interaction lead by Pablo. The community conversations (El Yunque National Forest) and consideration of farmers' voices (cross-site project) were aspects highly appreciated by the audience.
 - Another point of interest was students learning to raise questions based on local environmental data and potentially coming up with solutions for environmental problems that will affect their lives (LTER Schoolyard).

May 9: Concluding Immersive Reflection

RCE: *Greater Atlanta*; Related SDGs: All (Lead: Pam Fann)

End with 15 min. next steps:

Add to this slide deck:

https://docs.google.com/presentation/d/1E9-cl6_yot-qEIP0y6Cd_MczJJgUmwxn/edit#slide=id.p1

- Roger is the Regional Adviser for the Americas to UNU
 - 1 slide on staying engaged with UNU
 - Bulletin
 - RCE Americas social media
 - Share information about Americas conference - if we are going to host it
 - 1 final slide with our contact information
 - Offer help with preparing applications
- Roger will introduce Philip to talk about application - and advertise global conference - for last 10 minutes
- Daita will talk about AASHE too

FROM AASHE

First of all, I want to make sure that all of you are able to access the Zoom Events platform (find email from Zoom Events with the link to join). If you have not logged into Zoom Events yet, please do so before your session and explore the platform. Make sure you find your session under the Sessions tab. If any issues arise, please let me know so we can fix them before your live event.

All your sessions are 2 hours long. Please plan for at least one 5-10 minute break at the middle of the session.

AASHE's educational programs follow best practices for online engagement. We've put together [a guide](#) to help presenters design, build and deliver interactive online sessions to combat zoom fatigue and leave attendees feeling energized and inspired! The guide also includes ideas for online engagement, activities that you can do to support the goals of your session, breakout rooms best practices and tips for creating

an accessible and inclusive session. As the host of the workshop, you're creating the culture of your virtual meeting and we want to make sure that you have all the tools you need to make the session impactful. If you create psychological safety and connection before content for all attendees, this will go a long way in supporting your goals and outcomes for the session.

Please set some time aside to review this guide as you're planning your session. Feel free to send me your session's plan (see examples in the [guide](#)) and any questions you have. If you need help, I'd be happy to answer via email or meet with you if needed.

I will meet you in the platform about 10 minutes prior to session start time. You'll be able to share your screen, run polls, start breakout rooms, etc. I will be present to support you in any way you need. Please let me know if you're planning to use any polls in zoom, as I will need to add these in advance of the session. If you're planning to use breakout rooms, I can help you set these up. Please send me a copy of your slides in advance of the meeting (I'll be your plan B if anything happens on your end and you're unable to share). Please let me know if you'd like to share your slides with attendees and I'll add them to your session in the platform.

In closing, I'd like to re-emphasize that you're the driver of the session, think connections before content and ensure psychological safety for all attendees. Your session's outcomes will be greatly enhanced

Checkin call 041823

- Pam: frustration from participants that no new applications are accepted for RCE's
- Carol Lena - leave time for questions; people are engaged
- Jenny: add section on next steps at the last session
- Roger: bring in Phil from the UNU
- For the last session:
 - RCE Puerto Rico first hour - include or not include interactive/engagement pieces?
 - Yes; use <https://www.aashe.org/events-education/get-interactive/>
 - Pam Fann leading the last 45 minutes
 - Leave 15 minutes for next steps