11-11-2021

# Webinar: A Local to Global Imperative: Powering Personal and Societal Transformation through Education for Sustainable Development

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(Music plays)

JOHN HELLIKER:
Hello everyone I am John Helliker, the Dean of innovation at Sheridan College. I will be moderating this webinar today that explores the role that postsecondary institutions can and need to play and need to address the economic challenges we are focusing at global and local levels. If you have any technical issues or questions for the speakers or comments or the webinar, please enter them in the common tab in the screen on the right.
This is one of a series of webinars as part of international education week program at Sheridan College.
An additional webinar and a series on internationalization and refugee education will take place tomorrow from 11:30 PM to 1 PM.

We will begin with our acknowledgment of the land, as I think about speaking about this acknowledgment I'm reminded that we need all

voices and ways of knowing and doing in order to ensure sustainable world.

We acknowledge the land for sustaining us and for providing us with the necessities of life. This territory is covered by the district of (Land acknowledgment).

Which empathizes the importance of joint stewardship, peace, and respectful relationships. As we reflect on the land, lettuce or member we are all stewards of the land and with each other.

We recognize that the land we gather is, has, and still is the traditional territory of several indigenous nations such as the Métis and the Mississauga's of the first Nations.

Since time and memorial, numerous indigenous nations and people have lived in the past to these territories.

Sheridan College affirms it is our collective responsibly to honor the land as we honor and respect those who have come before us, those who are here, and those who are yet to come. We

are grateful for the opportunity to be learning, and thriving on this land.

Today on Remembrance Day, we honour the sacrifices made by Canadians and surface, including first Nations, Inuit, and Métis veterans. Earlier this week, we also express our gratitude for the contributions of indigenous soldiers on indigenous land.

We thank all veterans that have served to help ensure our safety and security. Today's webinar is especially important for today, our strategic plan calls for impact for individual impact collectively finding answers to the problems in our world.

Through our global connectivity strategy, our sustainable development, including the sustainable developing goals, and equity, inclusion, and decolonization. These elements provide us focus for our work for students and employees to actively relate, engage in positively impacting communities as critical global citizens and changemakers.

As for the structure of today's event, we will start with a short presentation on the establishment of the Peel Regional Centre of Expertise for sustainable involvement. Peel RCE is one of approximately 180 RCE's throughout the world designated by the United Nations University to foster education for sustainable development in local to local impact through collaboration.

Sheridan is up partner in the Peel RCE, we are taking the opportunity today to recognize the establishment of the center, but also extensive expertise in this area. I hope for me and viewers this is an opportunity to learn from others and reflect on our own engagement as active participants in sustainability participation and develop it.

The three speakers that will follow the introductory presentation will represent universities and colleges that are center of our regional centers of expertise. From their perspective, they will consider how postsecondary institutions are empowering learners to develop the capacity to engage in societal transformations while also helping them fulfill their own potential.

After presentation by each of them, we will have a question and answer period, so, as I mentioned, please enter questions and comments in the chat, as the webinar proceeds. We will try to address these during the answer period.

At the end of the webinar there will be a few minutes for each of the three speakers to do a short wrap up reflection on today's conversation. We will now move to our first speaker.

The introduction to the Peel RCE, which provides a context for Sheridan's engagement as a partner in this new initiative, is being provided by Doctor Sabbir Saiyed, the management or of systems education systems planning and a main contact for the Peel RCE. He is also enjoyed protective careers in the municipality of York, the Royal Canadian College of Canada, Kingston, and Carleton Ottawa.

He is currently the vice chair about transportation Association of Canada's connected and automated vehicle task force and vice chair of the integrated climate change committee.

Over to you.

SABBIR SAIYED:
Thank you John, it's great to see everyone today. So, welcome, and very pleased that Sheridan has a campus in the city of Mississauga, in the town of Oakville, not too far from the region of Peel. I will be mentioning our United nations Regional Centre of Expertise, next slide please.

So, I will be presenting the vision, mission, and goals of the Regional Centre of Expertise in Peel. I will also talk about the collaboration and partners, the governance structure, and the communication strategy that we are developing for our RCE Peel.

Finally I'll provide information on our work plan in action items and next steps.

So, the region of Peel has been designated as a Regional Centre of Expertise, as governed by the UN committee, there are four that were added this year. USA, Peel, Malaysia, we are very happy we

are one of those for RCE's that have been approved by the United Nations.

Globally, there are 179 RCE's. As you can see the region of Peel is very strategically located and greater Toronto area, it consists of the city of Mississauga, the city of Brampton, in the town of Markham.

Next slide please, so, the region of Peel, just to mention it it's an upper tier minutes about the insect enlarged musicality in Ontario, just after the city of Toronto. And it's the fifth-largest in Canada.

The region of Peel is a part of a greater Toronto area, we have over 1.4 million residents in peel. As I mentioned this improves Mississauga, Brampton, and the town of Markham, an excellent mix of rural and urban populations.

This also provide services such as housing, transportation, health, water, sewers, police, and other municipal services. Next slide please.

So, just to mention about the RCE Peel vision and mission, RCE Peel is a collaborative entity whose

aim is to create healthy and sustainable community for life.

RCE peel is a network where we will be working on the programs, opportunities, and educational endeavors that support sustainable development and sustainable movement of people and goods, climate change resiliency, as well as economic prosperity that contributes to a high quality of life.

It should be emphasized that education is a key component of the sustainable development, it's one of the corner stones for the success of RCE Peel.

As you know there are 17 goals for the UN sustainability development goals, we are focusing on eight, this doesn't mean we are focusing on other ones but we are focusing on these eight and some of them will be focusing on developing healthy lives are on the sustainable development, building resiliency infrastructure.

Because we are building infrastructure, for example transportation, water, wastewater, be one of build resiliency infrastructure. We want to

make cities, and human settlements safe, resilient, and sustainable.

We also want to take urgent compacts that were combat students climate change and educational sustainable development is a keep a and influencing the behavioral change and is a powerful tool that can be used to overcome some of the regional challenges.

We will be focusing on sustainable transportation and goods movement. This is one of the key components of our RCE Peel that we will be focusing on the sustainable development and sustainable movement of people and goods.

So, we are proud that we have many partners, we are very proud to partner with Sheridan College, as you can see, it's a good collection of partners that we will be working with several educational institutions, Sheridan included, and we will also be working with several agencies. For example TRCA, you will be working with the private sector such as Loblaw's, transportation, supply chain Canada, as you can see we have an excellent needs of public as well as private sector partners.

So, this is the draft governance structure, as you can see, the region of Peel along with three local municipalities such as region of Mississauga, Brampton, and the town of Crandon. We have Sheridan College and other government agencies included.

So, we will be working with the steering committee and we will be making sure that we are delivering the action items.

We will be developing the communication strategy, as you can see this picture is only 100 years old, Queen Street not too far from Brampton campus, as you can see the transportation system is evolving and now you see that there will be connected vehicle soon on our roads.

So, you can see the developing that has occurred and it's our responsibility to make sure that we are developing sustainably, and we are also focusing on all of the sustainable developments, as well as sustainable education and many other initiators. So, as you can see we will develop an excellent communication strategy that focuses on

development of media releases, social media, and many other components that will make sure we are implementing the RCE Peel objectives and mandates.

Currently we are working on an RCE Peel workplan with various partners, we will be focusing on transportation and goods movement, education, economics, equity and social justice, as well as innovation. Many of these action items will be developed for short, medium, and long terms.

As we can see, the education for sustainable development is a key item, we want to develop collaborative initiatives with our educational organizing partners in the government sector as well as the private sector, to ensure youth and lifelong learners, to increase their capacity to address interlinked with economic, socioeconomic, goals for sustainable development.

The goal will be working with all of our partners to make sure we are developing and delivering on the education for sustainable developing.

So, with this, we are seeking input from various stakeholders, we are developing and finalizing a work plan and we will be implementing that workplan. With this I complete my presentation here. John over to you.

JOHN HELLIKER:
Thank you for this introduction to the Peel RCE, I do have a follow-up question for you, actually based on that last light.

So, I'm wondering is a regional government within this partnership, I know you are playing a leadership level but as a partner within it, how might you collaborate with schools in the region to provide opportunities for students to engage in sustainability education and sustainable develop?

SABBIR SAIYED:
Excellent question, as I mentioned, we are very proud to work with our municipalities, Brampton, city of Callaghan etc. and all of our partners. And because we are in the business of providing municipal services, and as I mentioned in my slide that we are focusing on transportation, health

programs, long-term care services, water, wastewater infrastructures that we are providing. There is a lot of opportunities where we can work with our students who are working on the sustainable side.

For example, environmental side, socio-and economical side, there are a lot of opportunities we can apply those principles and make sure that they are applicable to the real world life scenarios here.

JOHN HELLIKER:
Thank you. Thank you for your presentation. I appreciate you taking the time to share this information about the PRC today. As I mentioned earlier, our next three presenters are always full secondary institutions that are with expertise, the first speaker is Doctor Rehema white from the University of St. Andrews in Scotland.

Hi Rehema, introduction here, she has lived in work in Scotland, South Africa, Australia Canada and Mexico, and has experience different perspectives on approaches with the salability. She joined Saint Andrews 15 years ago through

Salish programs and sustainable development. Her research focuses on knowledge into suitable environment, governance of natural resources and the salability and practice. She is exploring integrated analysis and novel links across these different fields, durian workspaces across the natural and social sciences. Much of our research work involved gathering academics and policymakers in innovative ways to codesign collaborative ways to specific sustainability challenges.

For the past two weeks, she has been involved in discussions and initiatives surrounding cooperation 26, the international climate change summit that has been taking place in (unknown name).

REHEMA WHITE:
Thank you very much, I am absolutely delighted to be here, a part of my heart is still in Canada. I very much enjoy it there and I work with colleagues across there and I am hoping it will be too long until we are able to Travel there again.

I'm going to be telling you a little bit today about the experiences that we have had in Scotland. We established in RCE which we call learning for sustainability Scotland, going to have a journey as we go through today.

I'm going to start with... let me see if I can get this... I'm going to start with talking a little bit about why we developedUNU RCE in ESD and how we interpret that in our context, then I'm going to give you some examples from the different sectors which we are working. We'll finish with some final reflections.

So why should we actually develop a United Nations University regional Centre of expertise in education for sustainable development?

For us in Scotland, we were drawing on from the success that we had had in the decade of education for sustainable development from 2005 through 2015. At the beginning, it was suggested that we needed a lot of education and capacity building to underpin the progress towards sustainable development, but at the end of the decade, we realized we still needed to continue

this effort. Within Scotland, we are quite a nice size of a nation to be able to work together across different sectors. We have approximately 6 million people from diverse backgrounds, we are connected our landscape, and we have a sense of community and increasingly diversity in what we do.

We have a tradition of strong broad education and we wanted to build on existing ownerships whilst also being able to develop new partnerships with an emphasis of cross sectoral engagement. So we developed learning for sustainability in Scotland.

We have four different goals. We weave connections across sectors, so we don't try to be the best within schools, because already people are already doing great things. Already they are doing great things within universities but we try to link these different sectors together.

We also have an emphasis on producing new knowledge and curating materials and resources for people across sectors. We advocate, we have a particularly strong policy voice in some contexts,

and we do some project work ourselves. Mostly in partnership with members.

We have almost 900 members, it had to go up and down a little bit. We work with our steering group of elected members but we can co-opt additional members if we want. For example, we co-opted youth member, most recently. We work and task in groups, so if there is a particular task that needs to be undertaken, a task group will get together and either write an event or seek funding. We have a Secretariat, and a number of projects and events as I said, we work with partners.

We had a lot of debate in the beginning about what we thought education for sustainable development was. And we have most recently adopted the UNESCO framing from 2020, I will read it to you, it's there in the documents. But the last part that says "Is holistic and transformation -- transformational education which achieves its purpose by transforming society."

This aspect, and moving to transformational action is what we try to focus on. We also have

our own ways of interpreting and articulating that, again I think having a vision and mission which is particular to us in the way we like to see education for sustainable development as being useful, not just the output those particular discussions.

I'm not going to read all of this board mac but we do adhere to the notion of learning for sustainability as our vision of education for sustainable development. Not just being about the topics that you teach, but being about the competencies that learners achieve.

So that means if you are running education for sustainable development processes, that you want your learners to be able to learn how to think across  systems, digging into the future, to develop critical thinking skills, to collaborate, the self-aware and to retain an understanding of some of the moral and ethical issues that we are working within.

As well as having these competencies in having framework, we retain that sense of hope, that sense of providing knowledge and connection to

create better futures. To procreate better futures. And using technology but also drawing on our heritage, very much thinking about intergenerational approaches in our links with nature.

We see ESD as important right away to the life, right away from early childhood through nursery or kindergarten, and through primary and secondary schools, through college and university in the workplace and continuing professional development, and all of the different loops 'tween these stages. Because they don't always happen in a linear fashion for everyone. We also see that ESD can occur within wider cultural influences. Some of those may be the media, but there are also cultural influences through, for example creative arts, such as music and art and some other cultural norms that we have.

It's really important that we understand that our communities will offer an opportunity for an engagement with ESD. So let me give you some more specific examples of some of the projects in which we have been working.

Before doing this, I just want to go back to our theory of education, education being for socialization, to replicate society and culture, for vocation, discuss training. And the idea of individuals fulfilling their potential but also finally this notion of transformational education. We tried to hold these different visions together while we say that ESD is particularly about transformation.

It all out the ideas for example from Patrick Geddes (unknown name) was a Scott, moved around the world, he ended up in idea -- India and he talked about how the head and the heart and the hands were important in education.

We need to feel things, and our emotions with our heart but also think clearly with our head and also use our hands in practical ways. So how does this work across some of the different sectors? The different sectors of which we are most working. First of all, I want to talk about schools, on the left-hand side of this slide will see the big policy changes that we made recently.

In the middle, you will see the kind of networks which have been really important to move to

progress EST. On the right-hand side are examples of projects. In this context, the big influence has really been the policy change which said that we developed the concept of learning for sustainability being ESD outdoor learning, global citizenship combined. It meant that we could get a vision 2030 to work in schools and an action plan has now been developed for that.

There are some examples I would like to give in each of these different sectors. So for schools, two examples. The first is a secret garden outdoor nursery, which is not only an outdoor context in which children aged 3 to 5 spend all of their time outside, but it's also about offering opportunities for unstructured play, for creativity within the wooden setting and presents that the facility -- facilitators are trained and mindful processes to be able to hold the children's development in particular ways.

And to enable those children to really develop resilience. That is one example we found to be a really good example in Scotland that we have worked with.

Another example in relation to schools is within teacher education, we have now got compulsory learning for sustainability within the professional standards, which means that all teachers training have to learn a little bit about not just the topics, but the pedagogy's behind LFS. This is also in continuing professional development.

In further and higher education is perhaps being a little bit slower to get some of the messages across. Again, we have the same format, policy on the left, networks in the middle, projects on the right. I want to pull out two important policy aspects. One is the QAA which is a UK wide context, which developed some guidelines. RCE was involved in helping guidelines for ESD in higher education. In the Scottish funding Council which provides some of the funding for our universities, was instrumental in ensuring that sustainability was one of the requirements to gain funding.

And we work with a number of partners, I would like to mention EAUC which is particularly strong as our partner help us deliver some of our projects.

The Q AA guidelines is the example I would like to bring in terms of universities. The guidelines are available online. They are -- articulate what education versus animal development is, they try to make it attractive, not only for those or teaching environmental aspects, but those who are teaching in the humanities or the creative arts or the social sciences, or any of the other sciences. To be able to understand why we have ESD and how they might approach it within different disciplines in different contexts.

It offers a whole range of different resources to help people in either individual academics or program module coordinators or universities to start their progress in this direction. Finally I would like to talk about the connecting in communities as a sector.

As I said in the beginning, community is really important to us here in Scotland. And the government has mapped the national performance framework which is used by local authorities against these sustainable development goals, has been really helpful in starting to get

things moving from a local authority perspective, but communities themselves have come up with amazing projects stop that has been stimulated by the climate challenge fund. We have a number of networks that are really important including the SDG network Scotland. The example I would like to bring there is found for my own university. It is a community group of transition University of St. Andrews.

Led by staff and students, it does active creative projects, practical projects such as bike shares and spite -- bike skills and tools, and skill shares an edible campus, and a whole range of other projects to get people involved, get staff, students and community members involved together. The

We also of course as an RCE, correct globally with the other RCE around the place. We hope that you are that our global RCE conference next week.

But we have also engaged with a number of the UN activities, and we have partners all around the world. We are really delighted to be here today for

example. COP 26 is the current issue that people are talking about.

It's an opportunity, it's also a challenge because people are talking about climate change and not necessarily talking about a just transition which is what we would like to see. Nor talking about the other aspects of sustainable development. And so for us, is very important that we keep this conversation going.

My final slide today, just some final reflections on what has worked for us. I think each RCE is very individual and will have a different shape depending on the partners in the context.

Ours has allowed us to take across sectors to be able to advocate with multiple voices. And to contribute conceptualization but also practices of learning sustainability.

We feel like we've made pretty good crop progress in schools in Scotland, with policies, examples, projects. There was a long way to go but we have a bigger challenge now to continue this in universities. To work with our community

partners and we have ourselves, engage little with the private sector to date.

Some of our partners have done so more successfully. We do a lot of projects but we also work in partnership with those, mainly to not conflict with our memberships. We are always open to new conceptual framings. New ways of thinking about this, so we are trying not to - whilst we have our action plan and strategy, which are not to be locked in and the way we think about these.

That is what I would like to say for you for just now, I look forward to some questions later on.

JOHN HELLIKER:
Thank you. Your remarks have raised questions for me and I will follow-up in the question period. As I mentioned earlier to the audience, if you do have comments or questions for the speakers, please post them in the comment section, as I said, we will be addressing some of those in the session after the three presentations. Next up is Dr. Asaf Zorha he is an associate Prof. of business administration at Trent University. He is

the founder and current chair of the current trend the sustainability studies program and the director of the Entrepreneurship and Social Innovation Centre.

His strategies around change in management and sustainability is focused on the challenges of implanting sustainability initiatives in organizations and communities. His recent work addresses the unique opportunities of implanting the state ability initiatives including sustainable developing goals through collaborations between communities, private-sector, governments, and nongovernmental organizations.

These initiatives seek to simultaneously promote economic, social, and cultural well-being for all stakeholders. Over to you.

ASAF ZORHA:
Thank you so much for the introduction and kind words. Rehema, thank you very much for your presentation, I would like to very much build on what has been said. There's a lot of interesting similarities, in particular what I would like us to spend some time looking at is how we are

applying this in a university education, and how we are doing this and how we are distancing community needs and opportunities.

So, the context through which we engage these issues is a fundamental challenge. Our current system under siege, seeking creative and innovative ways to accelerate the transition out of a mindset that there is a vicious cycle where enterprise in general, when I say enterprise I say for profit and nonprofit sectors. They are seen as a detriment to social environmental well-being.

Especially in the particular case of business, I'm a professor in the School of Business, government and civil society have often criticized business and we see this, we'll talk a little bit about how we see this manifested in COP 26 right now, where Rehema has located that we exacerbate social issues and that it's always a compromise or a trade-off between what is good for business and what is good for society and what is good for illusion. For society and the environment.

One of the key things in I want to focus on is where the fundamental barriers which remove the

notion of a trade-off illusion. There is a trade-off between economic well-being, and environmental issues that has really been institutionalized in decades of policies and choices.

In particular, in cultures of organizing, next slide please.

Really this is the context through which we do this, they should be very familiar to most folks. This was traditionally focused up as a triple bottom line, the notion is this is the terrain of engagement, this is basically where we begin our conversations on sustainability, sustainable development.

For me, this is the context in which we begin to look for breakthroughs in sustainability and educating for sustainability in higher education.

Typically we view this in terms of people, profit and planet as being the spheres through which the discourse, the narrative, the ideas get turned into action around sustainability.

I think our first basic fundamental challenge is to get learners and stakeholders intention away from the fact that this kind of representation, inevitably, speaks of trade-offs between what's good for community, what is good for economic development and what's good for environment issues.

So, our basic challenge is to introduce learning experiences, pedagogies, ideas and actions that will transform this into a realm of opportunity. And an opportunity to find synergy.

At its end since, sustainable development efforts basically says the confluence of the needs and wants of people, communities, and community well-being, can find synergies and can be actually escalated, can be increased through economic development.

And in fact, together with furthering environmental well-being, there are areas of synergy, graphically this is represented by the space in the middle, all three overlap. They find value added in synergy. That is really our focus, in terms of we begin with really, really simple ideas.

A simple idea is that transferring the idea of trade-offs between these spheres and looking for synergy between them. We do this in a variety of contexts, I think it's really important, Rehema, you are there in the eye of the storm, in terms of context.

I think more than anything else, I hope the people are listening to what is happening in COP, especially in terms of the youth delegates and representatives attending there.

This is not just an out surge of an outlier community, this is something that we need to embrace is the lived experience of our learners in the classroom. There is a demand, an urgent demand, for accountability.

There is an urgent demand to create societal and environmental benefits but not only to do so as a trade-off with enterprise, but to basically coming to higher education to demand answers to how enterprise can actually further societal environmental benefits.

My argument today is that we have to reboot the way we teach. In the way that we address from pedagogy, experiential learning, the whole set of issues that basically relate to this fundamental issue of how through our actions can be further societal and environmental benefit?

This is interdisciplinary, and indeed should actually be a catalyst for our rising trans interdisciplinary work which creates more interdisciplinary issues.

The work through sustainability of environmental and restoration, ultimately it's the issue of angst. I have students coming in just like we see in COP, with a great deal of angst.

Gen Z and millennial share the sense of hopelessness. To me that needs to be changed with the excitement and challenge of revitalization which comes with sustainability and develop.

So, where the ways we do this, we talk about the transformation of enterprise into social enterprise. The positioning of enterprise, as taking on an explicit leadership role in change. So, if you will,

rather than looking at government level, whether it be national or regional or local, to actually proactively frame enterprise.

Taking on a leadership role through promoting social enterprise. We talk about social enterprise. This is social enterprise that is proactively and expertly designed to address social and environmental problems.

To argue that this form is a form of praxis, a form of engagement that is in uniquely equipped at this point of history to lead substantial of change.

We argue that organizations or entities and sadly we see in COP 26, other institutional forms of organizations, quite often take longer than we hope to reach decisions in turn those decisions into action.

Where we can do that at the level of enterprise. And finally, motivation, profit and sustainability of enterprises, provides a strong and powerful competitive motor that can accelerate rather than inhibit this transformation to sustainability at the local level.

And onto the global level through different forms of government comments on a new idea but it's an exciting idea that I find really goes a long way to addressing the angst and redirecting people to where they can find it.

This to me is the essence, we need to educate in a way that allows people to find their sphere of influence and what they do or learn in a daily basis in higher education, towards furthering sustainability.

Next slide please, thank you. So, Rehema, this looks familiar, you as well listed these as a series of core competencies that we need to educate for. Your RCE has as well embrace this, this is of course seminal work done by Rehema White and her colleagues for the past decade and a half.

We have a roadmap for how to actually drive that roadmap. So, let's just begin, in terms of systems thinking, this in particular is a difficulty for Western society. Thinking in terms of the relationship between the natural systems and the human systems, and if you will spiritual systems as well,

as interrelated and interconnected, driving forward.

This is something we really do, especially at Trent University, by really embracing the role of what our host communities, host indigenous communities, to bring new knowledge forms that can really assist us in this journey.

I will elaborate on some of these other competencies, but if you will, Rehema you mention this at some of the guiding ideas that are driving the RCE and their activities with the community. For us, this is the formula of transformation of higher education, in terms of how do we integrate these ideas throughout educational agendas and across all disciplines. How can we bring critical mass around our agenda, around what our learning aims are and what our vision is as an institution to make sure learners can merge with these competencies.

So, again it thinking in terms of systems thinking, not linear relationships between environmental systems, social systems, and cultural systems.

Thinking from short-term to long-term and of course our host indigenous communities, in the case of Trent University, we are guests of the people here in Canada which defined leadership as in terms of the future for multiple generations.

Where is most students are coming to a business program, they are finding challenges in relation to thinking beyond quarterly returns for an enterprise. So, extending people's understanding of the dimension of time, in relation to actions and initiatives.

Next, is normative thinking, ethical concepts of justice, fairness, inclusion, social justice, and responsibility. Integrating that into the mindset is absolutely critical, as a point of departure for building together a sustainable world.

Of course strategic thinking, and for me, this is actually the platform, interpersonal competence. We are challenged in basically giving people, giving our learners, the tools to engage and motivate them to train them into how to collaborate between multiple stakeholders. How

to set a context for multiple voices can come together and generate new insights.

Sadly, a lot of what I see in COP 26, really reflects some of the challenges that we continue to face around this. When we get multiple voices in a room, how do we find our way forward in terms of not only acknowledging differences but building out of those differences to generate new and exciting ideas.

Concept of solidarity, Mark Corny (?), the former chair of the Bank of England, was playing a large role in the UN as well as advising the UK government on issues of sustainability.

Redefine our fundamental angst in terms of how we address enterprise as a lack of attention to the fundamental need for social solidarity and enterprise. We need to incorporate this at the local level, and all the way up to global financial systems, greater solidarity and he actually positions this is a hallmark of our recovery and being able to launch specific initiatives in terms of finance and assistance of developing countries

and more so-called developed countries, especially, Western countries.

We do not educate for this, we do not educate properly for this, we have to do better. That is our our agenda, those interpersonal competencies, and a nutshell, we need better listeners, and we need folks that speak much more clearly, so, people with other points of view can hear them better.

Next slide please. What we like to encourage our learners, I think this is one of our most successful initiatives, in particular, and context where we worked directly with community to further sustainable development goals within our community here in Peterborough, there's a commitment to its economic development here.

In recent years, it's been a great victory, we have worked in collaboration with our region and city to identify STGs as the drivers for economic development for the future of the community.

We need to teach our students, our learners, to engage people with a message of sustainable

developments along multiple paths. This is a very challenging thing to do.

Please consider this is a very simple graphic that tries to reflect that there are many doors and windows that open into the space, the context of discussions, about sustainability and sustainable development.

We need to educate for individuals, in particular, leaders that will invite people into that room, not only through a single message like sustainability is the right thing to do.

But we need to educate them in terms of it is a part of a legal requirement. That is only emerging more strongly every year as we legislate restrictions and requirements for more sustainable modes of practice, in particular, with enterprise.

It's the cost of doing business, that right now everything has changed, especially in terms of Gen Z and millennial demands for brain legitimacy and operating of Emperor prizes which rests on their ability to integrate into their actions and their brand.

Social response ability and the pursuit of social justice, opportunities to create value, and in particular, an opportunity to avoid destroying value. This for me as a template for redesigning business education. Which we are in the middle of, offering multiple points of entry into this conversation and not just a single point of entry.

Next slide? So, I just want to conclude, I know we have experience a lot of angst especially over the past two weeks looking at COP 22, I actually seek great inspiration from Sir David Attenborough in his keynote address in launching COP, talked about needing to be motivated by hope rather than fear.

I would like to think in higher education, we are well on the way, we have so much work to do but we are well on the way to offering especially Gen Z and millennials. An idea for actions that goes beyond hope, seeking practical ways beyond the local level, and our education systems increasingly need to address this explicitly, and drying a straight line between sustainability, and

local action before they can see this at the community level and the organizational level.

That is what we aspire to do at Trent, thank you very much for your time.

JOHN HELLIKER:
Asaf. Thanks, the role of youth within sustainability and the role of community and the role of different layers within the different sectors play is really becoming clear in both presentations. We appreciate your thoughts and look forward to the question period afterwards.

Our final speaker is Doctor Marisol Campos-Navarrete from Sheridan College. Marsal is an impact manager for Edge, Sheridan's entrepreneurship have that in social enterprises. She is not the career of over 20 years, successfully designing and coordinating projects focused on social innovation, social ventures and impact. In industrial engineer with a Masters in sustainability and a PhD in indigenous studies, Marisol has worked with audible organizations in as an America, US and Canada, designing strategies to explore, design and implement

sustainability practices in collaborative strategies for community well-being, focus on economic growth.

Marisol just designing and facilitating collaborative cross sector projects and intercultural dialogue with indigenous communities, higher education institutions, social enterprises and international foundations.

Over to you.

MARISOL CAMPOS-NAVARRETE:
Thank you John, I am joining today from (Land Acknowledgement) displays is known as (unknown term) is encompassed by pre-20, I am happy to be here in to have the opportunity to with from the expertise and knowledge from Asaf and Rehema.

I would like to start this presentation by telling you, more as a practitioner than a researcher or a teacher. Although I do enjoy teaching, but I don't really believe in the word teaching. I'm going to explain read more later.

Please, next slide. So we have been listening from a Asaf and Rehema a few insights from what is going on with COP 26 and the world economic forum. I think by now we understood that we do have, as the measure, the roadmap, and set of goals we have in terms of education. Specifically the role of higher education institutions in transmitting education for sustainable development. Am not going to take a lot of time on this slide.

I am going to talk about more my experience in impact oriented action from communities and specifically now at the edge in my role. EDGE is an innovation hub at Sheridan College. There are some I would like to share with you today.

What we have been looking lately with our founders and practitioners at EDGE, specifically social entrepreneurs and use is in the communities we work with, is that we are right now having two realities going on. We have a picture of people that are having trouble including new labour into their businesses, at the same time we have highly committed entrepreneurial youth in the context.

How these two right now are willing together in the post COVID-19 economy. And we have been, at edge, been addressing those issues. Next slide. I am having trouble looking at this slide from my computer, give me a second.

I want to speak a bit about what we have been spotting from our members at EDGE. These are specifically needs that speak from our communities. In terms of why their attitudes toward sustainable development and how they are being reflected in initiatives.

We have highly committed group of people in addressing the local communities, their local communities needs. Coming from the global and having these education systems from different universities, the context, they are highly oriented to address what is happening immediately around them.

In this attitude, what the office explained before was really just seen as the bare minimum now. In any initiative taken forward... that are calling themselves or have potential for change making.

They do have this proactiveness for social change in the principles and equalization across every action. This is not only the initiatives, not as the checkpoint but also as a very integrative committed value that they have that they bring to the table.

So this assertiveness and pushing forward, pushing these values are seen in every action, not only in creating initiatives, but also in every interaction, social interaction they have. They hire standards in terms of holistic well-being, not only having that balance between work and life, also the spiritual balance and the social life that they have. Managing that tension, the new generations are proving to be way more skilled than us. (Laughs)

In balancing that in doing the proper space for that. Making a space for that. That is coming from -- advanced tech literacy, they were born and raised in technology. Everything now is immersed in that. All of these is really catalyzing this purpose driven, diverse and collaborative culture. That more than looking for multi-or blurry cultural

approaches in which we are looking for having these diversity going on. It's just a means to us, it's a genuine intercultural coexistence and procreation.

Which means not only acknowledging diversity but embracing it and then transforming our contacts based on that. Next one. So at EDGE, we have been working really hard and having Centre -- are centred member understanding of what we are doing. One of the main insight that we have been looking at is allowing our students, the people that are coming to our social innovation have, guide us in terms of what they are looking for. The first thing that is this urge, this crave for having this centre collaboration, integrating all of that stop

Having better strategies to address those emergent needs is something that has been going on in is the most challenging thing in transferring these estate -- sustainable development and adjustments that they need. Just a second...

I want to also share with you from the perspectives that I heard today. A bit of a

reflection of what can be seen as... what we are looking to in the future. So, give me one second here. I have to manage two screens here. Here, so... we have been talking about the role of higher education and sustainable development since 1992.

The first time in which this role was recognized was Eric (unknown name) and in December, the role of education was highlighted in helping ensure that seeds acquire a problem -- (Indiscernible) to consciousness and emotional intelligence based on solidarity, diversity, empathy, understanding, trust, cooperation and social organization.

But despite all these efforts, sometimes their conceptualization of sustainability has been muted to three dimensions.

Financial, social, and environment of all those the models limit sustainable development to these three dimensions seem insufficient to address this topic in all its complexities.

So creating an economic curricular force is sustainability not only involves three contents in the syllabus of all subjects, but also promoting an educational paradigm shift, proactively avoiding the traditional bias, that matters only encourage the recent cognition element dealing with thus detached from reality and real local and global problems.

It is necessary to value emotions, human being affects in the development of emotional intelligence in our efforts to reach a sustainable society.

Thus, education for sustainable development must guide the students emotional development as well, but only to improve their skills and help them achieve their maximum performance but to establish the foundations of a more cooperative and compassionate society.

In other words, if you want to advance in achieving this sustainable developing goals in education, we must also focus on the integration of a holistic nature of human beings, including our emotional aspect. Human beings have been

excelling in transferring these skills since time immemorial. Recognizing the holistic, as a human being.

In putting forward those values, not in teaching them, that's why, my belief in the word "Teach" is not that good. But also, being us as educators, the environment creators of these understanding. Being consistent, from what we are talking about and how we are, how we are the people we are trying to impact, the knowledge transfer. All of us researchers with experience with PAR, and also those from the global South, we are familiar with this approach in the field.

This is some deep concept in every human being, even researchers and teachers, this cannot be ignored in this conversation. There's a participatory action research approach that I want to make a case for participant reaction teaching approach, for sustainable development.

When that will effectively yield spaces that nurtures students interest in understanding sustainability and RGE's. I see this approach as basically taking a personal attitude as scientists

and teachers to the reality of the social, economic, and political crisis we find ourselves teaching in.

This implies the convergence of two places, one of consciousness, the social challenges we are observing in the knowledge of the theory and concepts applicable for these problems.

This point of convergence goes beyond the level of the practical production of knowledge to touch the level of the interpretation of these knowledge and communication.

As researchers and teachers, and me also as a practitioner, we know that these two levels are neither parallel or independent. They are a symbiotic dimensions of the same scientific set. We exert mutual effects in the process of systemization and application of knowledge including knowledge transfer in teaching.

For this reason, this commitment or action to education or purpose driven teaching is a start calling it, although it doesn't lay beyond the scientific principles of teaching.

In this line, there's already research advancing these ideas, studies have shown that emotionally competencies are required to build sustainable societies. It plays a key role in optimizing a student's academic performance in the classroom and their academic treatment action.

I want to finish by saying all the people we have had at EDGE, we worked across communities and students with many partners, we are already seeing these acknowledging the people that are coming with us.

It's really more about teaching about it, being consistent with those discussions, as you know, practitioners in the field. And transferring that through the environment with participants and very responsible for what we do and reflect his people. I would like to finish with that and I'm looking forward to the discussion with the questions, thank you.

JOHN HELLIKER:
Thank you Marisol, I would like to bring up all three of the speakers now and we can get into a further discussion of these areas. I really want to

thank all three of you for your openness and sharing of your expertise and your experiences.

One of the things that has come up with me, in what you have spoken about, at one level there are competencies and system in a sense for addressing education for sustainable development.

On the other hand, there is a complexity that can seem at some point daunting, possibly for people. I think if we can get a little bit to that area of attitudes, values, skills, and knowledge, that range of aspects of student empowerment that are part of education for sustainable developing.

How do you address that? How do you look at this from a skills and knowledge standpoint in the sense that students are progressing in their skills and knowledge, in terms of their particular discipline, and now they are also engaging within an ESD education for sustainable development with the complexity of attitudes and values and systems.

I am just curious in terms of your own perspective on that and any experiences that you have. If someone would like to volunteer to start? Or, I can… Okay, Asaf?

ASAF ZORHA:
Sure, not a problem, first of all, this gave me an idea to build on some really important points that Marisol has raised in her discussion. First of all, there is a need for us, especially at the level of higher education, and what we mean by teaching.

She began by talking about what are the skills and competencies, she mentioned emotional intelligence. How do we create the context in the classrooms that can move forward, finally, this notion of emotional intelligence.

Which is just a Western way of talking about a more holistic understanding of what it means to listen to another, what it means to engage in another in a meaningful way, because this crisis is so much a crisis of solidarity among communities.

So, I think that is really important when

MARISOL CAMPOS-NAVARRETE:
Stocking about aspects that she works on in EDGE, and Sheridan College, so much of this is basically looking at generating learning experiences outside of traditional coursework. Outside of traditional, sit at the foot of Masters, and learn the material.

Which is the traditional notion of Western teaching type of thing. So, it's just accelerated our crisis of relevance and we have to just really first of all, aligning our teaching with adults and how they learn.

Adults learn by doing not by listening to somebody else tell them what's right. We have known this forever. Jay Gardner has talked about this for decades. So, we have to refrain from that. The other thing I really want to emphasize is all of these notions, and of course I know that with Marisol,
through her lived experience, this is just a sliver of what we have known for centuries from indigenous knowledge and indigenous ways of knowing.

So, those lovely matrices that Rehema, you and I have put forward, in terms of core competencies for sustainability, this has been known for millennium by our host communities and indigenous communities at a global level.

How do we integrate or have a holistic understanding of things? So, John we have to be more flexible in embracing multiple ways of knowing, bring that into the conversation, because we need some shortcuts in terms of building community, regional, national, and global solidarity around sustainability issues.

Because we have to speed up the process, so, those Western pedagogy things that Rehema and I put up, they have been known for indigenous knowledge, we need to ask those forms of knowing if they can help our Western embedded notions, how we can move forward more quickly than we need to learn from them?

JOHN HELLIKER:
Thank you Asaf, Rehema?

REHEMA WHITE:

I absolutely agree with what they have both been saying, we need these different ways of knowing but I also hear you John, when you say it sounds complicated and it sounds very big, it sounds very challenging and a bit scary to your average person perhaps, who was just struggling to get through the semester and to do their teaching.

How do they start to draw this in? I think that's where working through the QAA guidelines was very useful to us to keep that broader picture and also offer some insights.

So, one of the ways we can start to support different competencies and different ways of thinking, is to offer different pedagogical approaches, you can do that in classes of all sizes.

You can do that in the assessment you said, for example we had an assessment where students had to monitor their own carbon footprint, how they might change it, monitor it again and then write a reflective essay what succeeded and what did not come on what they chose to do and why they chose to do the things they did.

So, in that way we build in self-reflection and an understanding of science, we building an understanding of systems thinking, because they have to understand that their transport choices are influenced by their transport system around them.

So, small pedagogical changes in terms of assessment can work very well, pedagogical seminars or tutorials if you have very large lectures, but even in large lectures, this can be influenced.

I'm a big believer in the field trip, then you can go out and talk to people in different contexts and places, I think that's a fantastic way to understand. If you have students working individually, but then also working in groups, they can develop interpersonal skills in different kinds of ways.

You can experiment, it can be very fun to examine all these different types of pedagogy's, like drama, role-play, and external speakers. All of these

things are not just ESD they are about good education.

JOHN HELLIKER:
Thank you. Marisol?

MARISOL CAMPOS-NAVARRETE:
In my experience, you initially perceive if the person is trying to transfer this knowledge is genuine and consistent with what their speaking of and how they conduct themselves.

I think one thing I have learned in working with indigenous communities and indigenous elders is that the more as a teacher you connect as a human being with the people you are talking to, the easier it is to navigate this kind of discussion and transferring or doing an effective transfer of the experience, not the knowledge, they are to have the knowledge.

It's more so about the experience and how we, as I said before, we interpret those experiences because when we transfer the knowledge as teachers it's really an interpretation of what we think of it. The knowledge is there and everybody

has their own opportunity to do it and transferring what you are interpreting from it.

There is way more, the teacher is only one means, so, doing that personal level connection, allows ourselves as educators to be also humans in front of our students and the people we are collaborating with, beyond teaching.

Collaborating with knowledge creation, is something that I have found is a very good strategy to navigate also the whole system of the big load of having to submit reports, doing surveys, doing tests, grading students, doing marketing, I've had seminars of 80+ students and they low that the system of higher education sector, it's exhausting.

When you're trying to be a human being and educate and connect with your students on top of doing all of the requirements that are required of us as teachers, it's easy to disconnect from that humanity and just become a robot that is just like talking about these issues.

In my experience, the whole structure around teaching in the higher education sector can be navigated better when you are honest with your students, you go and you come forward as a human you are when you are teaching about this. So, that would be me and my experience for that question John.

JOHN HELLIKER:
Okay, thank you very much, all three of you, just to remind people in the audience, if you do have questions, please put them into the comment section.

But I will continue here with another question that we have. The question from me, that has been raised is that you have talked a lot about communities, local communities, and the role they play within the work you do.

How essential they are, from an international perspective, what sort of approach do you take to bring that in, so, you have the local to global connections that are so important for sustainable development? And maybe we can start this one with Rehema?

REHEMA WHITE:
Sure, it's always a really important aspect. So we have, I think all of these questions, they are too big to just address in one way, so we need multiple ways to do that.

So many of us in the department in which I teach how to work in the global side or work with people in the global side, so we are able to draw on some of those experiences.

We are increasingly using different kinds of resources for students, including video, which is one way of getting into the world of those different places.

Increasingly, we are getting better at employing more people from diversity backgrounds, and this is, we are decolonizing our staff, not just curriculum. I find that really exciting. The rate we are having in the staff room I also really interesting in that regard.

And we encourage the students to speak to each other, from their different perspectives, from their

different world perspectives. Because our students come from over 100 countries all around the world.

Also we encourage them to travel, obviously there has been more different is not difficult recently, but we encourage them when they can to work in different places, visit and be open to different cultural perspectives.

JOHN HELLIKER:
Thank you. And Marisol?

MARISOL CAMPOS-NAVARRETE:
Students are not only students anymore. We are dealing now... before maybe 20 years ago, 30 years ago, they came to study.

Now we have these highly smart entities from multi-disciplines, multi-contextual, working in several fields, not only coming to study but also putting all those things into action.

And they are craving for having that knowledge being useful, immediately.

In terms of the global from the local, I have worked in international and the local, and going across that transition, something that I keep seeing is with this strategy, is to be flexible to those emergent needs.

And to be a very good listener in terms of connecting again with the students, but also being able to connect with their struggles and hustle outside of the classroom. And then being sufficiently adaptable to have the curricula addressing all that, is incredibly challenging.

In connecting in that personal level and doing it again genuinely, actually taking care of what you're doing, and facilitates that transition. And by doing it, you are also putting the example of the more empathetic in front of the people you're talking.

Dealing with this approach, it becomes more holistic in that way. So again, from the international to the local, something that comes forward so as having the space in the educational space, the space to get to know what is happening with the people you are working with

beyond the curricula. So you present something, having the space for them to also drive the curricula according to their own needs. Asaf, I don't know if you have something else to add?

ASAF ZORHA:
I actually really want to build on that, again we are talking about how we can do this at the level of higher education. Most higher education institutes that I know have had to actually add a structural entity to bridge more readily with the type of learners that Marisol is mentioning.

And that is our traditional response to it. Our learners have changed. They've changed in a fundamental way, and they've changed in ambition, in age group. We have to change accordingly. I just want to highlight two things that I think are absolutely transformational.

Rehema and Marisol have talked about authentic empathy. In residence, within higher education and community. I think we need to take it a step further and we need to ground as much as he possibly can in terms of local community challenges, opportunities and needs.

We have our learners move more fluidly, institutionally, structurally but experientially. Rehema, you talked about field trips.

I think a university education should be 80% field trip and 20% classroom. We've got it the other way around. And the more they can spend in community, the more the issues become a life, and John also I think, the less complex it looks. The competencies Rehema and I were listing there, look complex in terms of an academic paper.

In real life, we experience it every working moment. Because we have that complexity as being endemic. The other thing, we have to expose them experientially in terms of ways of knowing that negotiate these challenges and overcome them in ways that are different from what we traditionally do in Western cultures.

I come back to indigenous knowledges, and meaningful engagement with indigenous communities. There needs to be more authenticity, we have to be better at higher

education in creating agencies for those communities to come in with equal voice in equal power base and we actually have to be better listeners to their ways of knowing as they bring them in.

In practice what we have done that successfully, they have been very few actors, we've had huge successes. And we have to continue doing that.

Burying those new ways of knowing in a way that is meaningful to our students, not just an add-on.

JOHN HELLIKER:
Thank you very much for this, thank you for your passion and for your expertise that you have been sharing here. We are going to move now to a short wrapup. We are getting to the end of the presentation. What I would like to do is to have each of you just some thoughts, as we conclude here, based on the conversations we've had.

Let's start with Sabbir.

SABBIR SAIYED:

I think this is an excellent webinar, going from local to global. I can mention from our expertise, accessibility is key, such as Peel international airport, we are working on multi-national systems, we can link from local to global, as we can see the seamless transportation system that is required but it has to be sustainable.

Again sustainable developing is key and there are many municipal programs that we have the students can see and also visit our website.

There are many job opportunities that are there, to apply the learnings that you are getting from this sustainable education. You can see Asaf mentioned, that of those they do learn from doing, and was a the type of co-op opportunities, the job replacements that we are providing sustainable transportation. In other programs. At municipal level, and with our all levels of public sector as well.

JOHN HELLIKER:
OK, thank you very much. Marisol?

MARISOL CAMPOS-NAVARRETE:

I would like to highlight my point about beyond the teaching education, work more towards co-creation and doing it inter-culturally and collaboratively.

I have the immense, I'm so lucky to work at multicultural but also I have the opportunity to do two things I love, which is being in front of an audience, sharing knowledge and co-creating knowledge with them.

At the same time being working with highly action oriented impact oriented use. People that really are going to make a change in the world, but at the same time addressing their needs in terms of bringing food to their tables, paying their bills, and doing so in a way that is not only decent but meaningful.

When I say 'decent', I think I am using the Spanish connotation of decent. Or (speaks foreignlanguage) which is doing it in across all our values.

Not only for one need but across values. But being also co-creators and fans farmers of these

reality and systems are their entry in. So giving them the idea that you have the power to transform those systems.

And by being consistent -- consistent and taking their values across every action that they do. That is only the way to promote that Edge. Is having you have resources with all members.

JOHN HELLIKER:
Thank you very much. Rehema?

REHEMA WHITE:
I think I would like to just make two points at the end. One is kind of we talked about all the competencies and the complexities, what I think is a plea coming back to what we started off with, John. It is a relationship between people and land and how the land holds us and we hold the land.

We collectively hold the land and so as an academic, I may call that strong sustainability and an understanding that nature frames the way we can be on the earth.

So nature, as teacher as context, as being one point as really being fundamental and in education for sustainable development. Sometimes we are looking to work in the long term, we need ways of maintaining hope in particularly when young people go out and want to make a change, straight away. How can we encourage them to keep hope.

Being at COP yesterday, being physically there, some of the discussions are not going to be exactly were we want. Sometimes the political may not be were we one.

But there is such a vibrant scene on the side NGO talking to each other, I saw hundred power yesterday, they are all sorts of private-sector innovations in public sector and collectors that are happening, and we need to just keep working on those small steps and in the long term we will have systems transformation.

JOHN HELLIKER:
Thank you. And Asaf?

ASAF ZORHA:

Such a wonderful series of concluding comments and I just want to resonate as well with the comment that Lana just posted from the audience.

In terms of what to tell impact urban youth and what to expect in the workforce. We've had a microcosm of what we need to do, the first thing we need to do is to continue to amplify the demand and accountability for impact. We'd actually begin to make them feel that they are in the right place when they come to higher education.

Expecting us to work with that demand for higher impact, Marisol is part of an institution whose mandate is to amplify that demand for impact and to channel it to specific projects. Sabbir, you are mentioning co-op, we need to partner better. We reflect the same type of excitement that Rehema has witnessed in person, in terms of collaboration between sectors.

We need to take a leadership role in higher education to create a context where those students can have positive answers.

To feel that they are OK by having high demands and bringing their vision and their values into the University and that the University can actually be a place of relevance for it.

And one way of doing that is through being a better collaborator. There were host communities, there were -- other sectors, with the workforce and smoothly directing experiential learning into impact based contact like some of the opportunities that Sabiir spoke of.

JOHN HELLIKER:
Thank you, thank all of you for sharing in this very open way. And I really feel impacted myself, by the conversation and this conversation about the need for collaboration and in partnership. You've opened up some possibilities for me in terms of this. I think that if people can take one thing away from this, as an audience, is that if you could just reflect on some of the things that have been sent, whether you are a teacher or student or administrator, postsecondary or you are part of other sectors that the speakers have spoken about. I think it is really important to recognize that this is something we all have to do together.

That it is critical, and that there is a way to start. You can start with small steps, but joining together with others is a key to this.

I hope that it has been a stimulating for all of you as an audience, as it has been for me. And I also hope that you enjoy the rest of your day. Take care!