Summit Series 2018

Cultivating the Globally Sustainable Self

July 7, 2018

Banff, Canada

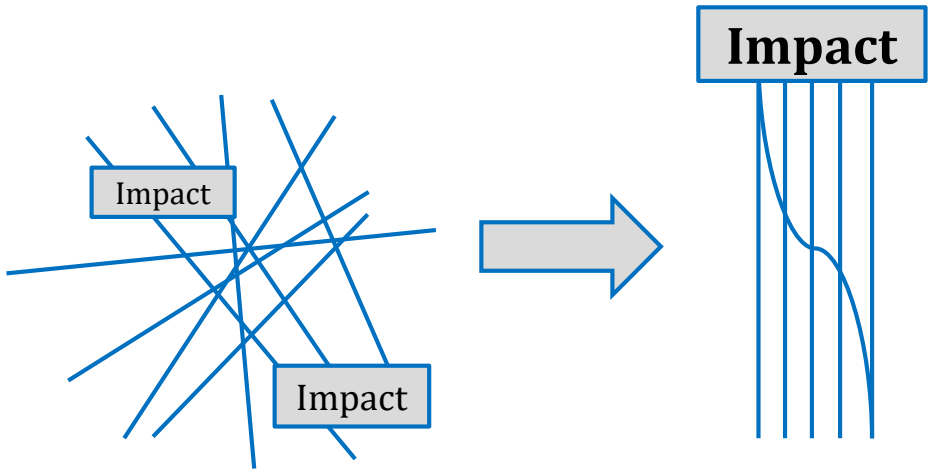
Charles A. Hopkins · UNESCO Chair in Reorienting Education towards Sustainability, York University, Toronto, Canada

The power of the Summit: a personal story

- The eclectic mix of people,
- Size,
- Culture,
- Context,
- Ability to seek and learn, and
- Ability to „think, pair, share“ as an adult.

UNESCO Chair strategic development

Reorienting the mandate of the UNESCO Chair



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Our approach towards the future

Hopkins model

1. Define new overall vision within 2030 Agenda frameworks with **institutionalized Chair approach** focussing on **unique impact opportunities** and reach **visibility** within professional community

2. Analysis of current situation and activities in 2015 and before
Goal: define fields of interest and best forms of activities based on past outcomes

3. Goal setting for the future and developing indicators for future selection of activities
Goal: systematic approach based on a benefit analysis (point system)

5. Optimizing the organizational structure and processes with York U

6. Evaluation cycles and readjustment

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UNESCO Chair overview 2018

Reorienting education towards sustainability

'ESD' Education for sustainable development as a purpose of education

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Fields of interest

- ESD in the 2030 Agenda
- Quality education in light of SDG 4
- Indigenous education research
- Regional Centres of Expertise on ESD
- Greening TVET and Higher Education

Forms of activities

- Research activities, publishing
- Advising partners
- Develop policy recommendations
- Coordinating networks
- Conference Chair
- (Public) Speaking

International networks

International
Network of
Teacher
Education
Institutions

#IndigenousESD research network

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Sustainable development:
a simple concept, yet so elusive

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“Enough, for all, forever.”

African elder

“Dish with one spoon”

“The three basic rules are:

- First, only take what you need,
- second, you always leave something in the dish for everybody else, including the dish, and
- third, you keep the dish clean…that was the treaty between us and nature, and then the treaty between us and everybody else.”

Haudenosaunee (Iroquois) Confederacy

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The Globally Sustainable Self: 2 aspects

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As

1. The self, seeking to sustain itself?

(Attributes of mental resilience, avoidance of aggression, and well-being as perceived by the individual)

or

2. The self, seeking to create a sustainable future and well-being for all?

The Global Sustainable Self: education's roles

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= Globally Sustainable Self

+ Well-being and world view

+Personal attributes, values

+ Professional and life skills

+ Specific adjectival education

+ Reoriented core disciplines

Nature/nurture (experiences)

Education's role conceived with a purpose of sustainability.

Reorienting the purpose of education

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1996 UNESCO

- To know
- To do
- To be
- To live together

2016 2030 Agenda with SDGS

- To know **+ aware of unknown**
- To do **+ be engaged**
- To be **+ ensure equity for others**
- To live together **with "others"- sustainably**

The purpose and potential of the Summit

Develop relevant product through

- thinking,
  - pairing,
    - sharing, and
      - playing fair

as we bring light to the darkness in the sandbox.

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Thank you.

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Education 2030

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Another simple concept of sustainable development

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Well-being, for all, forever.

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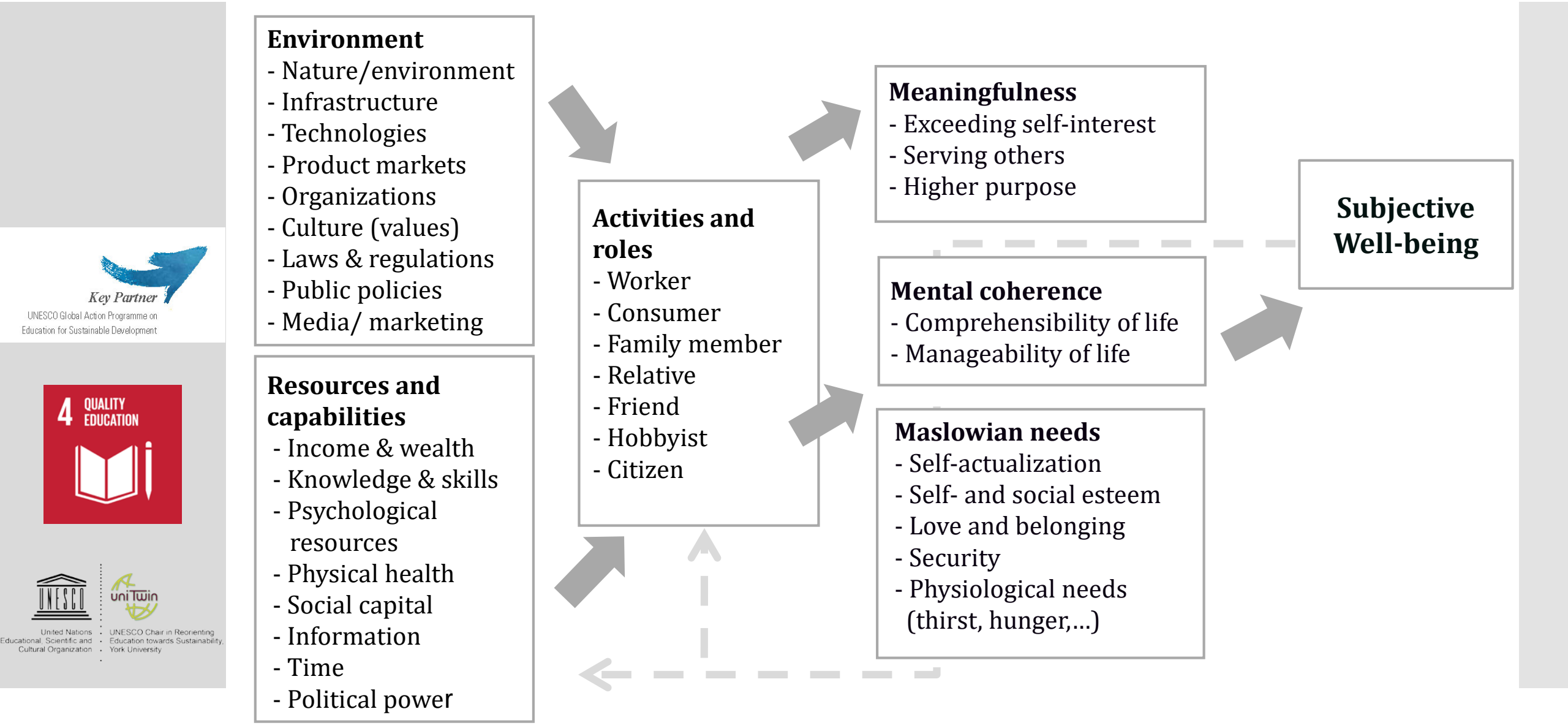
Key drivers of well-being for the self



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