



RCE
SASKATCHEWAN

REGIONAL CENTRE
OF EXPERTISE
ON EDUCATION
FOR SUSTAINABLE
DEVELOPMENT

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ON EDUCATION FOR
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Education for Sustainable Development Recognition Award Application Guide

Who is RCE Saskatchewan?

The Regional Centre of Expertise (RCE) program is a global initiative of the United Nations University Institute for the Advanced Study of Sustainability (UNU-IAS). An RCE is not a physical center or building, but rather a network of individuals, organizations and experts who are committed to using education as a tool for building a sustainable future. In March 2007, the Regional Centre of Expertise on Education for Sustainable Development in Saskatchewan was officially designated by the United Nations University.

What is sustainable development?

Two popular definitions of sustainable development are “development that meets the needs of the present without compromising the ability of future generations to meet their own needs” and “improving the quality of life while living within the carrying capacity of supporting ecosystems.”

What are the Sustainable Development Goals?

In 2015, countries adopted the 2030 Agenda for Sustainable Development and its 17 Sustainable Development Goals, a set of goals to end poverty, protect the planet and ensure prosperity for all. Universal, inclusive and indivisible, the Agenda calls for action by all countries to improve the lives of people everywhere. RCE Saskatchewan is also committed to the UN’s Sustainable Development Goals.

Further information can be found at www.un.org/sustainabledevelopment.

SUSTAINABLE DEVELOPMENT GOALS



The 17 Sustainable Development Goals

- 1: No Poverty: end poverty in all its forms.
- 2: Zero Hunger: end hunger, achieve food security and improved nutrition and sustainable agriculture.
- 3: Good Health and Well-Being: healthy lives and promote well-being for all.
- 4: Quality Education: inclusive and quality education for all.
- 5: Gender Equality: achieve gender equality and empower all women and girls.
- 6: Clean Water and Sanitation: ensure access to safe water resources and sanitation for all.
- 7: Affordable and Clean Energy: ensure access to affordable, reliable, sustainable and modern energy.
- 8: Decent Work and Economic Growth: inclusive & sustainable economic growth, employment & decent work for all.
- 9: Industry, Innovation and Infrastructure: resilient infrastructure, sustainable industrialization and innovation.
- 10: Reduced Inequalities; reduce inequality within and among countries.
- 11: Sustainable Cities and Communities: make cities inclusive, safe, resilient and sustainable.
- 12: Responsible Consumption and Production: ensure sustainable consumption and production patterns.
- 13: Climate Change: take urgent action to combat climate change and all its impacts.
- 14: Life Below Water: conserve and sustainably use the oceans, seas and marine resources.
- 15: Life on Land: sustainably manage forests, combat desertification, halt and reverse land degradation and halt bio-diversity loss.
- 16: Peace, Justice and Strong Institutions: promote just, peaceful and inclusive societies.
- 17: Partnerships for the Goals: revitalize the global partnership for sustainable development.

How is the “Education for Sustainable Development” definition applied by RCE Saskatchewan?

The goal of all RCEs is to promote and support transformative education for sustainable development that fosters sustainable lifestyles and livelihoods and supports one or more of the Sustainable Development Goals in a fashion that is locally relevant and culturally appropriate.

How is education incorporated into sustainable development?

Education for Sustainable Development (ESD) simultaneously supports social wellbeing, economic prosperity, and ecological health by:

- explicitly addressing sustainability and/or furthering our understanding of the interconnectedness of social, cultural, economic and environmental issues;
- supporting the advancement of one or more of the 17 Sustainable Development Goals;
- contributing to solving one or more major sustainability challenge (e.g. contributes toward achieving principles outlined in the [Earth Charter](#)); and/or
- engaging community members with the aim of combining knowledge and action to achieve positive social, economic and environmental outcomes.

ESD is an ongoing, life-long process that includes formal education, non-formal education, and informal education.

- **Formal Education** includes school systems from kindergarten to the end of high school, as well as technical institutes, colleges and universities.
- **Non-formal Education** includes education, training, and public awareness that occurs through organizations outside the formal school system, such as businesses and community-based organizations.
- **Informal Education** includes educational activities, including occurring public and social media, aimed at a general public audience.

How will applications be evaluated?

Projects must include **education for sustainable development**: education that supports the three pillars of sustainability -- social and cultural wellbeing, economic prosperity, and ecological health. Projects must directly strengthen one or more pillars, while not damaging the other pillars.

In addition, the evaluators will review the applications based on the following:

Section 2:

Project description - Is it easy to understand the nature and scope of the project? Is there a clear indication of the educational nature and its relationship to sustainability themes and issues?

Project achievements - What are the sustainability impacts and accomplishments of the project or program? Has the project or program reached a significant milestone or its conclusion by March 31?

Section 3:

Building capacity for sustainable development –Will the project or program have a lasting effect to maintain ongoing momentum toward sustainable development?

Will supplemental information be accepted?

Additional information that directly relates to the application questions and illustrates the project and accomplishments is encouraged. Examples include a low resolution photograph, scanned news article, brochure pdf or link to a YouTube video. Please be aware that large files (i.e. PowerPoint presentations) emailed directly may not be received and extremely lengthy presentations will only be skimmed. If your project is selected to receive a Recognition Award you will have opportunity to re-submit high quality photographs to be used in the event's presentation. This additional information should only be used to supplement what is already written, not as the sole source of information.

What kinds of projects have received recognition in the past?

The following table provides a few examples of initiatives that have received recognition in the past. A complete list of winners, including some with links, is available at www.rceskrecognitionevent.com/history

Initiative	Exemplifies education for sustainable development because:
The Saskatchewan Ecomuseum Initiative helps preserve & build natural & cultural heritage in communities bringing together partners from a variety of sectors (the museums, governments and non-governmental organizations, businesses, volunteers, and researchers) to advance projects with important cultural and environmental dimensions.	<ul style="list-style-type: none">• promotes environmental stewardship and heritage preservation• collaboration and partnerships build capacity to work together among multiple communities• demonstration sites provide opportunities for public to learn about sustainable development
Regina's Edible Campus is an organic community garden at the University of Regina that brings together faculty, staff, students and community members to plant and harvest high quality vegetables. Produce harvested from the community gardens is donated to the Carmichael Outreach Centre. The Edible Campus is a partnership between the First Nations University of Canada, the Regina Public Interest Group, Wascana Centre Authority and the Institut Français.	<ul style="list-style-type: none">• provides a demonstration site for the community to learn about localized food production, healthy lifestyles and food security• gives faculty, staff, students and community members the opportunity for hands-on horticulture experience• promotes healthy lifestyles by giving underprivileged groups access to high quality vegetables
Sustainability Action and Awareness Month (SAAM) showcased sustainability initiatives at the University of Regina and educated the public on sustainability themes such as food security and transportation. SAAM featured events such as movie screenings, winter cycling workshops, and seminars. The project empowered university members to make a change in their lives and their community.	<ul style="list-style-type: none">• showcased sustainability initiatives happening on campus giving the campus community opportunities to get involved• featured Information sessions and seminars that educated the public about a variety of sustainability issues• created a space where interested parties on campus could network and develop partnerships, building capacity
Footprints is an initiative of the First Nations University of Canada Northern Campus. Initially the goals were to develop an on-campus recycling program and to promote awareness of waste. It later grew to include wider environmental concerns including local food, composting, and hosting Earth Day events.	<ul style="list-style-type: none">• A committee with broad representation, including students, was established to address local environmental concerns.• The committee gained wide internal support and involvement in their on-campus activities and their educational efforts reached a large number of students.

<p>SaskPower Energy Conservation & Efficiency Education Program provides customers with information to assist in effectively managing electricity use with the goal of saving money, benefiting the environment and helping SaskPower manage infrastructure growth.</p>	<ul style="list-style-type: none"> • helps individuals to understand how energy conservation and efficiency benefits themselves, the environment and reduces the need for more power stations • encourages and supports positive behavior change
<p>Regina Catholic School's Oil Recycling Project is organized and operated by students to provide Regina residents with an opportunity to drop off used oil products.</p>	<ul style="list-style-type: none"> • students learn about the impacts of the disposal of used oil • builds students' capacity and life-long skills for leadership and taking positive action • provides Regina residents with an easy way to dispose of used oil responsibly and to learn about why they should do so.
<p>Prairie Spruce Commons is Regina's first multi-generational cohousing community committed to creating a beautiful, sustainable, green building with abundant common spaces.</p>	<ul style="list-style-type: none"> • builds capacity in members for cooperative decision-making • building designed for energy and water efficiency • located to reduce transportation-related ecological footprint • designed for efficient use of resources by enabling sharing of space and other resources