

ESD Project Summary Sheet

Basic Information

Title of project <i>(should be concise and within approximately 25 words)</i>			
Hope and Resilience and Facing Climate Change Workshops			
Submitting RCE			
RCE Greater Portland			
Contributing organization(s) <i>(Individual RCE member organizations and/or non-members)</i>			
Portland Community College			
Author(s) and affiliation(s)			
Kim Smith, Kathy Stanley, and Rebecca Lexa, RCE Greater Portland			
Format of project <i>(manuscript or audiovisual)</i>	Handbooks	Language	English
Keywords <i>(3-5 key concepts included in the case study)</i>			
Climate Change, ecopsychology, training, workshop			
Date of submission <i>(or update, if this is an update of an existing case study)</i>		11/29/17	
Web link <i>(of the case study or lead organization if available for more information)</i>		www.gpsen.org	

Geographical & Education Information

Country <i>(where site(s) or activities described in the case study are located – if multiple, please list all participating countries)</i>									
USA									
Location(s) <i>(subnational units and/or cities within the country or countries – leave blank if specific location(s) cannot be identified)</i>									
Portland, Oregon									
Longitude/latitude or Google Maps link <i>(if location is identified)</i>									
https://www.google.com/maps/place/Cascade+Hall,+705+N+Killingsworth+St,+Portland,+OR+97217/@45.5637916,-122.6776513,17z/data=!3m1!4b1!4m5!3m4!1s0x5495a70ebcb9efa9:0xd423549338bab580!8m2!3d45.5638859!4d-122.6754399									
Ecosystem(s) <i>(please place an "x" in all appropriate boxes)</i>									
Forest		Grassland		Agricultural		In-land water		Coastal	
Dryland		Mountain		Urban/Peri-urban	x	Other (Please specify)			
Level of Education <i>(please place an "x" in all appropriate boxes)</i>									
Primary		Higher	x	TVET		Youth (Informal)			
Secondary		Teacher Ed.		Community		Other (Please specify)			
Socioeconomic and environmental characteristics of the area <i>(within 50 words)</i>									
Working class neighborhood, in a successful, wealthy city.									
Description of sustainable development challenge(s) in the area the project addresses <i>(Within 50 words)</i>									
Developing the psychological and educational tools to maintain hope and resilience and face climate change.									

Contents






<p><i>Note: The following fields are used for information about activities described in the project or the production of the project itself, and contents may vary depending on the nature of the case project. For example, a project about on-the-ground teaching or training may include the rationale, objectives etc. for the activities; a case study about an ESD-related policy may describe the policymaking process; or a toolkit may address particular practices used within ESD. Please make an effort to fill as many fields as possible.</i></p>			
Status ("ongoing" or "completed")	Ongoing	Period (MM/YY to MM/YY)	12/16 to present
<p>Rationale (why activities or policies described, or information shared through the educational practices/material are needed – within 50 words)</p>			
<p>RCE Greater Portland focuses on building capacity to “educate, empower, and engage” for a sustainable future. We received funding from Portland Community College to develop two workshops that helped participants gain hope and resilience and face climate change, using ecopsychology tools.</p>			
<p>Objectives (goals of activities or policies described, teaching or learning outcomes – within 50 words)</p>			
<ul style="list-style-type: none"> • Teach methods for self-care that are crucial to resilience and psychological well-being. • Design exercises to strengthen connection, communication, and empathy. • Offer strategies for building positive visions for a flourishing planetary future. 			
<p>Activities and/or practices employed (within 50 words)</p>			
<ol style="list-style-type: none"> 1. Create a series of workshops with regional experts. 2. Train students with tools in sustainability education and environmental justice. 3. Prepare students to host their own trainings. 4. Provide training materials in paper and digital form. 			
<p>Results (within 50 words)</p>			
<p>Workshops were open to students and community members from across the Portland region. 18 students and community members attended our first training and 19 attended our second training. One workshop has been offered twice since and a third workshop is in development.</p>			
<p>Lessons learned (factors in success or failure, challenges and opportunities – within 40 words)</p>			
<p>Increase accountability and motivation for attendance, as not all people who registered attended. Ongoing funding is required to prepare materials and provide refreshments, so grants or fees for services are needed. Consider the time needed to dig into tough topics.</p>			
<p>Key messages (within 40 words)</p>			
<p>Excellent, participatory experience... enlivening and inspiring!</p>			
<p>Relationship to other RCE activities (if the project is related to any other RCE collaborative activities, regional plans, working groups, etc.)</p>			
<p>Offered via our RCE College Network and is available for our youth network and faculty trainings.</p>			
<p>Funding (any relevant information about funding of activities or projects described in the case study)</p>			
<p>Costs vary between \$4,000 to \$6,000 for Materials (handbooks and flash drives); Food for training, Operational Expenses to organize event-planning, logistics and outreach; and Contracted Labor to develop trainings and stipends for community leaders to lead trainings. Other sources of funding include a Registration fee, Volunteer time, and In-kind donations (e.g., facilities).</p>			

Contributions to Global Agendas

UN Sustainable Development Goals (SDGs) (<https://sustainabledevelopment.un.org/sdgs>)

Please place an “x” in the “direct” or “indirect” boxes next to any of the UN Sustainable Development Goals to which the work described in this case study contributes as appropriate. Note: please mark only those that the case actually has made or is making a contribution, not those to which it could make a potential contribution in the future.

SDG	Description	Direct	Indirect
	End poverty in all its forms everywhere		
	End hunger, achieve food security and improved nutrition, and promote sustainable agriculture		
	Ensure healthy lives and promote wellbeing for all at all ages		
	Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	x	
	Achieve gender equality and empower all women and girls		
	Ensure availability and sustainable management of water and sanitation for all		
	Ensure access to affordable, reliable, sustainable and modern energy for all		
	Promote sustained, inclusive and sustainable economic growth, full and productive employment, and decent work for all		
	Build resilient infrastructure, promote inclusive and sustainable industrialisation, and foster innovation		
	Reduce inequality within and among countries		
	Make cities and human settlements inclusive, safe, resilient and sustainable		
	Ensure sustainable consumption and production patterns		

	Take urgent action to combat climate change and its impacts	x	
	Conserve and sustainably use the oceans, seas and marine resources for sustainable development		
	Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification and halt and reverse land degradation, and halt biodiversity loss		
	Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels	x	
	Strengthen the means of implementation and revitalise the global partnership for sustainable development		x