

# ESD Project Summary Sheet

## Basic Information

Title of project <i>(should be concise and within approximately 25 words)</i>			
United Nations Sustainable Development Teachers' Resource Book			
Submitting RCE			
Regional Centre of Expertise México-USA			
Contributing organization(s) <i>(Individual RCE member organizations and/or non-members)</i>			
Living Lab/Centro de Diálogo y Transformación Inc.			
Author(s) and affiliation(s)			
Authors: Andrea Rivera, Edwin Gómez, Michelle Rivera, David Córdova, Cristian López, Javier Pichardo, Jesús López, Ramón Hernández and Yessica Vega Editors: Carolina López C., Ajitha Nayar K., Iván Rodri:, and Aixchel Cordero Hidalgo.			
Format of project <i>(manuscript or audiovisual)</i>	Manuscript	Language	English
Keywords <i>(3-5 key concepts included in the case study)</i> Education for Sustainable Development			
Education for Sustainable Development,			
Date of submission <i>(or update, if this is an update of an existing case study)</i>			
Web link <i>(of the case study or lead organization if available for more information)</i>		None	

## 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>									
México									
Location(s) <i>(subnational units and/or cities within the country or countries – leave blank if specific location(s) cannot be identified)</i>									
Chihuahua									
Longitude/latitude or Google Maps link <i>(if location is identified)</i>									
Ecosystem(s) <i>(please place an "x" in all appropriate boxes)</i>									
Forest		Grassland		Agricultural		In-land water		Coastal	
Dryland	X	Mountain		Urban/Peri-urban	X	Other (Please specify)			
Level of Education <i>(please place an "x" in all appropriate boxes)</i>									
Primary		Higher		TVET		Youth (Informal)			
Secondary	X	Teacher Ed.		Community		Other (Please specify)			
Socioeconomic and environmental characteristics of the area <i>(within 50 words)</i>									
Chihuahua, Chihuaha, México, having a calculated population of around three and a half million of people, is the country's most extensive state. The state's weather is mostly arid and desertic. Chihuahua is within the 10 mexican states with the best economy, it is mostly known for its manufacturer industry out of which many people with few studies make a living.									
Description of sustainable development challenge(s) in the area the project addresses <i>(Within 50 words)</i>									
This project gives opportunities for the students to discuss about SDG in the classroom, so all the students and learners are focusing on a particular topic and we are getting active ideas from all the students and with the intervention of the teacher on what are the problems and how these problems can be solved									

## 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)	06/2016 to 06/2017
<p><b>Rationale</b> (<i>why activities or policies described, or information shared through the educational practices/material are needed – within 50 words</i>)</p> <p>A constructivist approach towards Education for Sustainable Development is needed since we think the knowledge students that acquire should be immediately put into practice as a way to better understanding and mastering of the subjects. It is required to develop skills in the students such as critical thinking and analytical skills towards Sustainable Development.</p>			
<p><b>Objectives</b> (<i>goals of activities or policies described, teaching or learning outcomes – within 50 words</i>)</p> <p>One of the main objectives is that putting into practice the book we developed will contribute to raise awareness in the younger generations on the importance of Sustainable Development, working as a curricular spiral in which students will take the acquired knowledge home and help raise awareness in their social circle.</p>			
<p><b>Activities and/or practices employed</b> (<i>within 50 words</i>)</p> <p>Since we were going to create a book on ESD, we designed it specifically around the seventeen Sustainable Development Goals. The SDGs were assigned to us the students and authors, we did it as a teacher resource, a brief introduction and what were the required outcomes and the resource materials we took them from the net, resource materials for learners, for skill building and capacity building, we identified meaningful, relevant sites and resources and we tailor made them for young students and teachers.</p>			
<p><b>Results</b> (<i>within 50 words</i>)</p> <p>Changes in consciousness, awareness, knowledge level, attitudes behaviors and commitments. Since children have a big impact in their family, they have an impact on their siblings, on the larger family, they go home and teach them as something that began with the boy, then the family, the community, the government and so on. Thus, everything begins in the community, moves then to state level and then to different sectors</p>			
<p><b>Lessons learned</b> (<i>factors in success or failure, challenges and opportunities – within 40 words</i>)</p> <p>Students become familiar with the videos, and because they work individually and the book project motivated them. The strategy was to design a framework in which to map these SDGs and to identify the learning outcomes and so it made it more meaningful, relevant and it also empowered the students, it will empower the teachers, and make aware and sensitize the students.</p>			
<p><b>Key messages</b> (<i>within 40 words</i>)</p> <p>Sustainability becomes relevant only when students realize that Sustainability is not something to be implemented by the United States, developing countries, or not so developed countries, but it is something to be implemented by everyone. For that matter, resource books will help the students on this matter.</p>			
<p><b>Relationship to other RCE activities</b> (<i>if the project is related to any other RCE collaborative activities, regional plans, working groups, etc.</i>)</p> <p>It will help other RCEs to go on similar projects and develop similar country specific resource books for the own country. This is not only for México but in certain case studies focused on other countries, so the different CES can identify their own case studies and choose and highlight them.</p>			
<p><b>Funding</b> (<i>any relevant information about funding of activities or projects described in the case study</i>)</p> <p>We haven't got any funding yet</p>			

## Contributions to Global Agendas

10YFP programmes and SCP-related targets (<http://web.unep.org/10yfp/about/10yfp-and-sdgs>)

Please place an “X” in the “direct” or “indirect” boxes next to any of the 10YFP programmes and SCP-related targets 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.





Program	Description	Direct	Indirect
	<b>Sustainable Public Procurement Programme (SPP)</b> SPP brings together actors interested in collectively promoting the supply and demand of sustainable products through SPP.		X
Target	Description	Direct	Indirect
	Promote public procurement practices that are sustainable, in accordance with national policies and priorities	X	
	Encourage companies, especially large and transnational companies, to adopt sustainable practices and to integrate sustainability information into their reporting cycle		X
Program	Description	Direct	Indirect
	<b>Consumer Information for SCP (CI-SCP)</b> Consumer information is defined as a range of tools and systems that seek to enable consumers to make more sustainable choices about services and products, including in their use and end-of-life phases. The focus is on information presented ‘to the consumer’ (individual or end-use consumer), including information from government and business to consumers, as well as from consumer to consumer.	X	
Target	Description	Direct	Indirect
	By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature	X	
	Encourage companies, especially large and transnational companies, to adopt sustainable practices and to integrate sustainability information into their reporting cycle		X
Program	Description	Direct	Indirect
	<b>Sustainable Tourism Programme (STP)</b> The mission of the 10YFP Sustainable Tourism Programme is to support cooperation between stakeholders for the development and implementation of good practices in resource efficient and low-carbon tourism, reducing biodiversity loss, conserving ecosystems, preserving cultural heritage, alleviating poverty and improving sustainable livelihoods.		X
Target	Description	Direct	Indirect
	By 2030, devise and implement policies to promote sustainable tourism that creates jobs and promotes local culture and products		X
	Develop and implement tools to monitor sustainable development impacts for sustainable tourism that creates jobs and promotes local culture and products		X
	By 2030, increase the economic benefits to Small Island developing States and least developed countries from the sustainable use of marine resources, including through sustainable management of fisheries, aquaculture and tourism		X
Program	Description	Direct	Indirect

	<b>Sustainable Lifestyles and Education (SLE)</b> The programme's vision is of a world where sustainable lifestyles are desirable, beneficial and accessible for everyone; enabled, supported and encouraged by all sectors of society.	X	
<b>Target</b>	<b>Description</b>	<b>Direct</b>	<b>Indirect</b>
	By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature	X	
	By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development	X	
<b>Program</b>	<b>Description</b>	<b>Direct</b>	<b>Indirect</b>
	<b>Sustainable Food Systems (SFS)</b> Launched in April 2016, the vision of the Programme is that "all food systems are sustainable, delivering food security and nutrition for present and future generations".		X
<b>Target</b>	<b>Description</b>	<b>Direct</b>	<b>Indirect</b>
	By 2030, ensure sustainable food production systems and implement resilient agricultural practices that increase productivity and production, that help maintain ecosystems, that strengthen capacity for adaptation to climate change, extreme weather, drought, flooding and other disasters and that progressively improve land and soil quality  By 2030, end all forms of malnutrition, including achieving, by 2025, the internationally agreed targets on stunting and wasting in children under 5 years of age, and address the nutritional needs of adolescent girls, pregnant and lactating women and older persons		X
	By 2030, halve per capita global food waste at the retail and consumer levels and reduce food losses along production and supply chains, including post-harvest losses		X
<b>Program</b>	<b>Description</b>	<b>Direct</b>	<b>Indirect</b>
	<b>Sustainable Buildings and Construction</b> The vision of the SBC programme of the 10YFP is to achieve a situation in 2030 where "all stakeholders involved in the planning, design, construction, commissioning, management operation and deconstruction of buildings have a common understanding of sustainable buildings and the knowledge, resources and incentives required to create, maintain and use them; structures that are healthy to live and work in, that sustainably utilise energy, water, land and other key resources, respecting environmental limits, and ultimately have a minimally adverse impact on the natural world, supporting social and economic development."		X
<b>Target</b>	<b>Description</b>	<b>Direct</b>	<b>Indirect</b>
	Support positive economic, social and environmental links between urban, per-urban and rural areas by strengthening national and regional development planning  By 2020, substantially increase the number of cities and human settlements adopting and implementing integrated policies and plans towards inclusion, resource efficiency, mitigation and adaptation to climate change, resilience to disasters, and develop and implement, in line with the Sendai Framework for Disaster Risk Reduction 2015-2030, holistic disaster risk management at all levels  Support least developed countries, including through financial and technical assistance, in building sustainable and resilient buildings utilizing local materials	X	
	By 2030, substantially reduce waste generation through prevention, reduction, recycling and reuse	X	

## 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		X
	End hunger, achieve food security and improved nutrition, and promote sustainable agriculture		X
	Ensure healthy lives and promote wellbeing for all at all ages		X
	Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	X	
	Achieve gender equality and empower all women and girls	X	
	Ensure availability and sustainable management of water and sanitation for all		X
	Ensure access to affordable, reliable, sustainable and modern energy for all		X
	Promote sustained, inclusive and sustainable economic growth, full and productive employment, and decent work for all		X
	Build resilient infrastructure, promote inclusive and sustainable industrialisation, and foster innovation		X
	Reduce inequality within and among countries		X
	Make cities and human settlements inclusive, safe, resilient and sustainable		
	Ensure sustainable consumption and production patterns		
12.1	Implement the 10-year framework of programmes on sustainable consumption and production, all countries taking action, with developed countries taking the lead, taking into account the development and capabilities of developing countries		X
12.2	By 2030, achieve the sustainable management and efficient use of natural resources		X

12.3	By 2030, halve per capita global food waste at the retail and consumer levels and reduce food losses along production and supply chains, including post-harvest losses		X
12.4	By 2020, achieve the environmentally sound management of chemicals and all wastes throughout their life cycle, in accordance with agreed international frameworks, and significantly reduce their release to air, water and soil in order to minimize their adverse impacts on human health and the environment		X
12.5	By 2030, substantially reduce waste generation through prevention, reduction, recycling and reuse		X
12.6	Encourage companies, especially large and transnational companies, to adopt sustainable practices and to integrate sustainability information into their reporting cycle		X
12.7	Promote public procurement practices that are sustainable, in accordance with national policies and priorities		X
12.8	By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature		X
12.A	Support developing countries to strengthen their scientific and technological capacity to move towards more sustainable patterns of consumption and production		X
12.B	Develop and implement tools to monitor sustainable development impacts for sustainable tourism that creates jobs and promotes local culture and products		X
12.C	Rationalize inefficient fossil-fuel subsidies that encourage wasteful consumption by removing market distortions, in accordance with national circumstances, including by restructuring taxation and phasing out those harmful subsidies, where they exist, to reflect their environmental impacts, taking fully into account the specific needs and conditions of developing countries and minimizing the possible adverse impacts on their development in a manner that protects the poor and the affected communities		X
 13 CLIMATE ACTION	Take urgent action to combat climate change and its impacts		X
 14 LIFE BELOW WATER	Conserve and sustainably use the oceans, seas and marine resources for sustainable development		X
 15 LIFE ON LAND	Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification and halt and reverse land degradation, and halt biodiversity loss		X
 16 PEACE, JUSTICE AND STRONG INSTITUTIONS	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
 17 PARTNERSHIPS FOR THE GOALS	Strengthen the means of implementation and revitalise the global partnership for sustainable development		X