

# Caring for “place”



Key Partner

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UNESCO Chair in Reorienting  
Teacher Education towards  
Sustainability  
(Toronto, Canada)



Credit: C. Hopkins



# A sense of “place””



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# ESD and STEM (design with purpose)

“If I had asked people what they wanted, they would have said faster horses.”

...Henry Ford

Designing with biomimicry, societal needs...



# Technology infused with decency and kindness...

- “I’m not worried about artificial intelligence giving the computers the ability to think like humans. I am more concerned about people learning to think like computers.”
- Technology must be infused with decency and kindness...

Apple CEO Tim Cook @ MIT, June 9<sup>th</sup>, 2017



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# Globally, youth are being engaged: STEM



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# SDG 4: By 2030 all learners will have...



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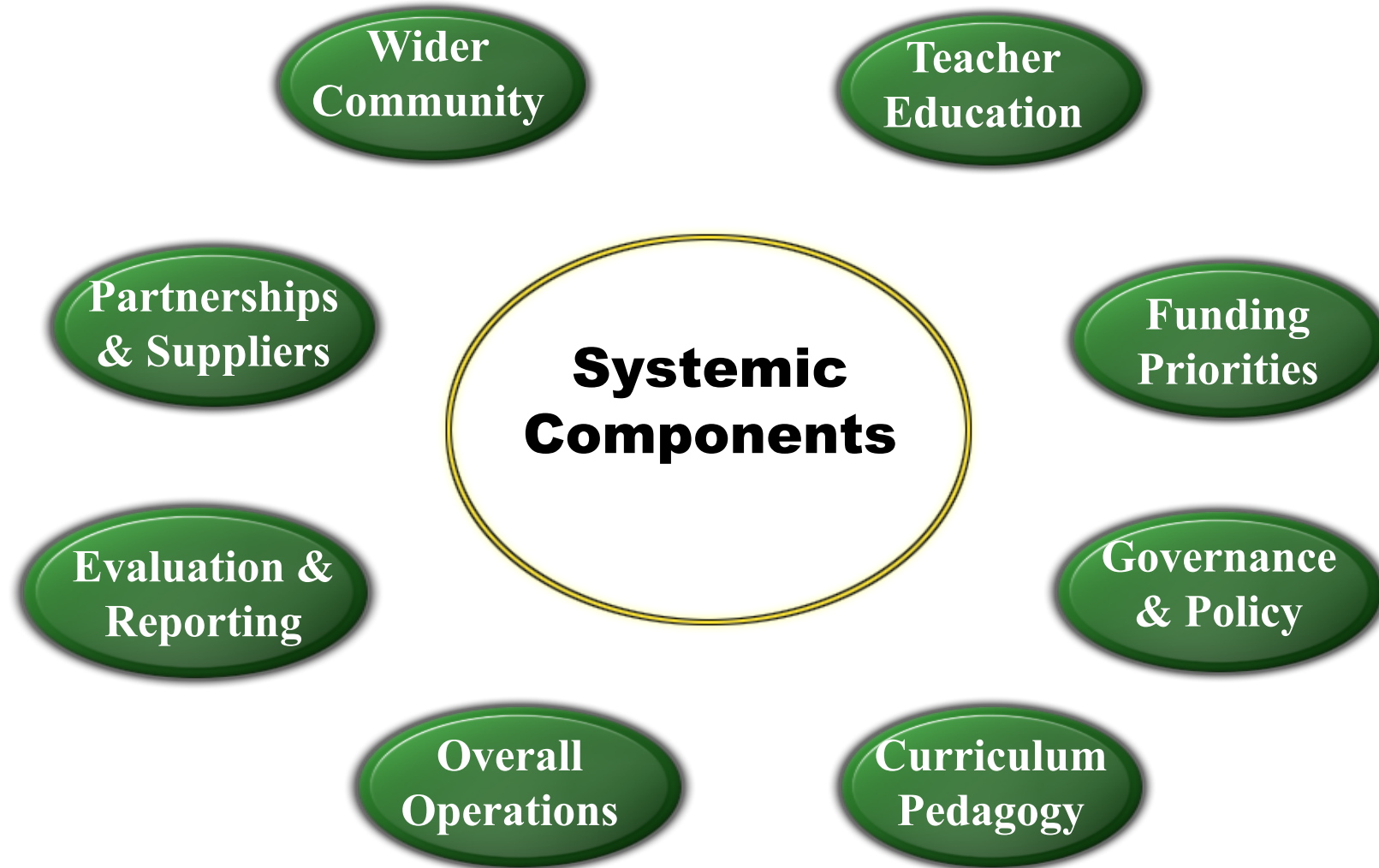
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- 4.1 Complete free quality primary and secondary school
- 4.2 Access to early childhood education and care
- 4.3 Affordable quality technical, vocational, tertiary, & university
- 4.4 Skills for employment and entrepreneurship
- 4.5 Eliminate gender disparities, indigenous and vulnerable
- 4.6 Ensure youth and “most” adults have numeracy & literacy
- 4.7 Knowledge and skill for sustainable development (ESD)

# Engaging an entire education system





# Greening TVET 2017



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International Centre  
for Technical and Vocational  
Education and Training

Promoting learning for the world of work

UNESCO » UNEVOC » Themes » Themes » Greening TVET

A- A+ f t YouTube

Themes

Youth and skills

**Greening TVET**

ICTs and TVET

Other themes

## Greening TVET

### Overview



Greening Technical and Vocational  
Education and Training  
A practical guide for institutions

Download available @  
[www.unevoc.unesco.org](http://www.unevoc.unesco.org)

Technological and societal developments and growing concerns about climate change, environmental degradation and scarcity of resources are changing the nature of work. These developments demand that TVET develop skills and provide knowledge to ease transitions to green economies and societies.

In light of the Sustainable Development Goals (SDGs), TVET underpins many of the proposed goals and the achievement of sustainable development. TVET is crucial in reorienting society to adopt the low-carbon mentality so essential to addressing climate change. It is also impossible to think of making gains in poverty reduction, job creation and decent work provision without transforming TVET. For example, Goals 4, 6 and 8 of the SDGs are directly related to TVET, with many of the targets capable of being supported by a well-designed TVET system and targeted skills-development interventions.

- Overview
- Why TVET institutions must engage in greening process?
- Why invest in greening TVET
- What the greening of TVET institutions can achieve?
- The 'greening' process for TVET institutions
- Contact us
- Our activities
- Resources



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# Transforming schools for ESD

- Clarity of vision/purpose
- Reason for change
- Awareness of & understanding the changes
- Professional development (school leaders)
- Resources
- Monitoring and feedback
- Evaluation of success
- School culture



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# The ecological footprint



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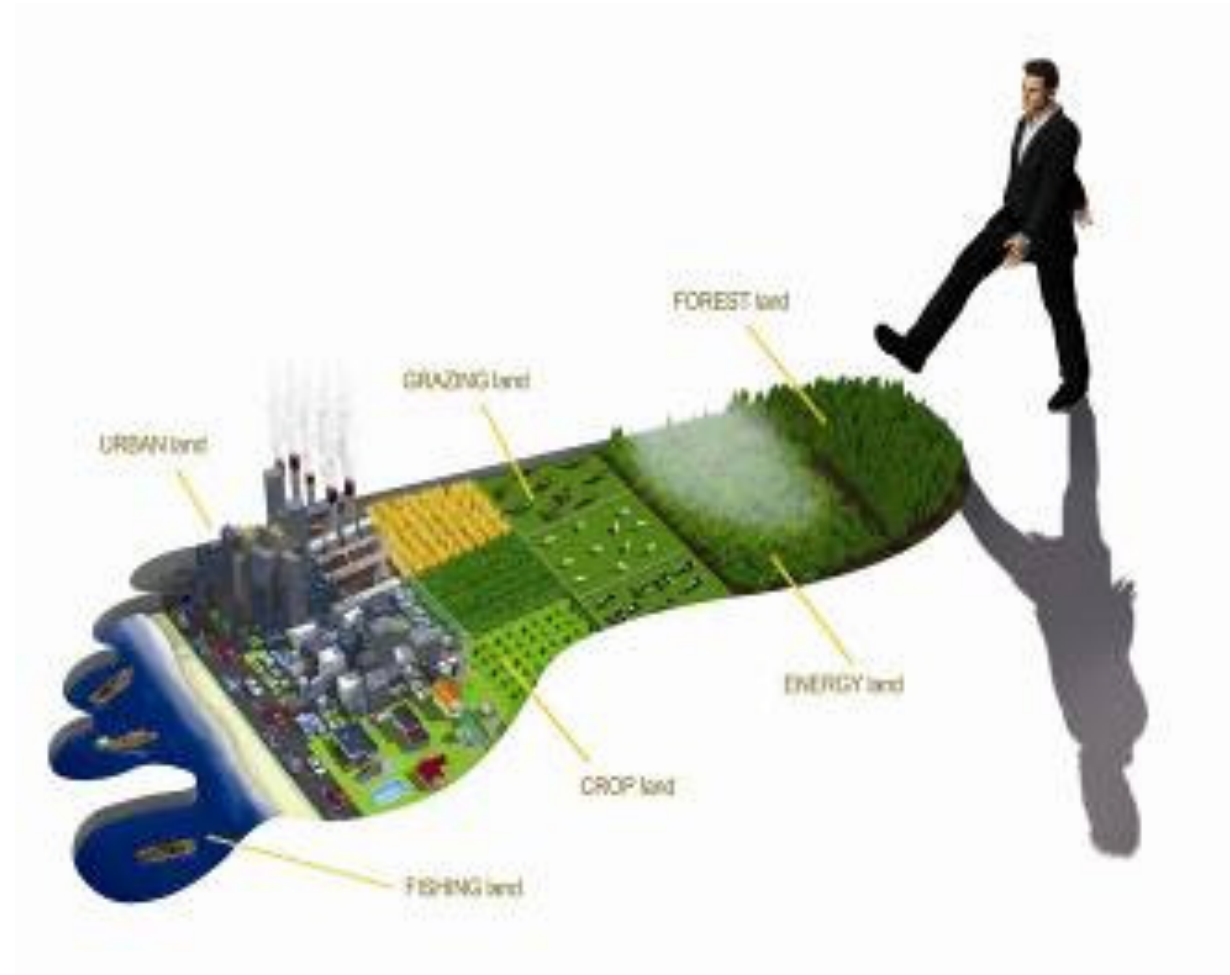
Education  
2030



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# From footprints to handprints



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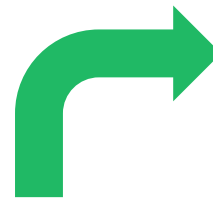
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Credit: CEE India

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

# The positive and inspirational hope in Education 2030





# Thank you.

**Charles A. Hopkins**

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**Web:** [www.unescochair.info.yorku.ca](http://www.unescochair.info.yorku.ca)

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