

## **Session 1 - Climate Action and Sustainability in European Education Abroad**

*Stephen Robinson - Champlain College Dublin, Ireland*

*Scott Blair - American International Accreditation Association, France*

*Daniel Ponce-Taylor - IOI (Intercultural Outreach Initiative), Spain*

# Our speakers



**Stephen Robinson**  
*Champlain College  
Dublin, Ireland*



**Scott G. Blair**  
*American International  
Accreditation Association  
of Schools and Colleges,  
France*



**Daniel Ponce-Taylor IOI**  
*(Intercultural Outreach  
Initiative), Spain*  
Co-Chair  
NAFSA Sustainability SIG



# Climate Action, COP 26, and Study Abroad

**Who is responsible for taking the lead in climate action? Governments, industry, communities, or individuals? Or all of them?**

## **COP 26 in Glasgow, Scotland**

The role of international education, including U.S. study abroad, in climate change.

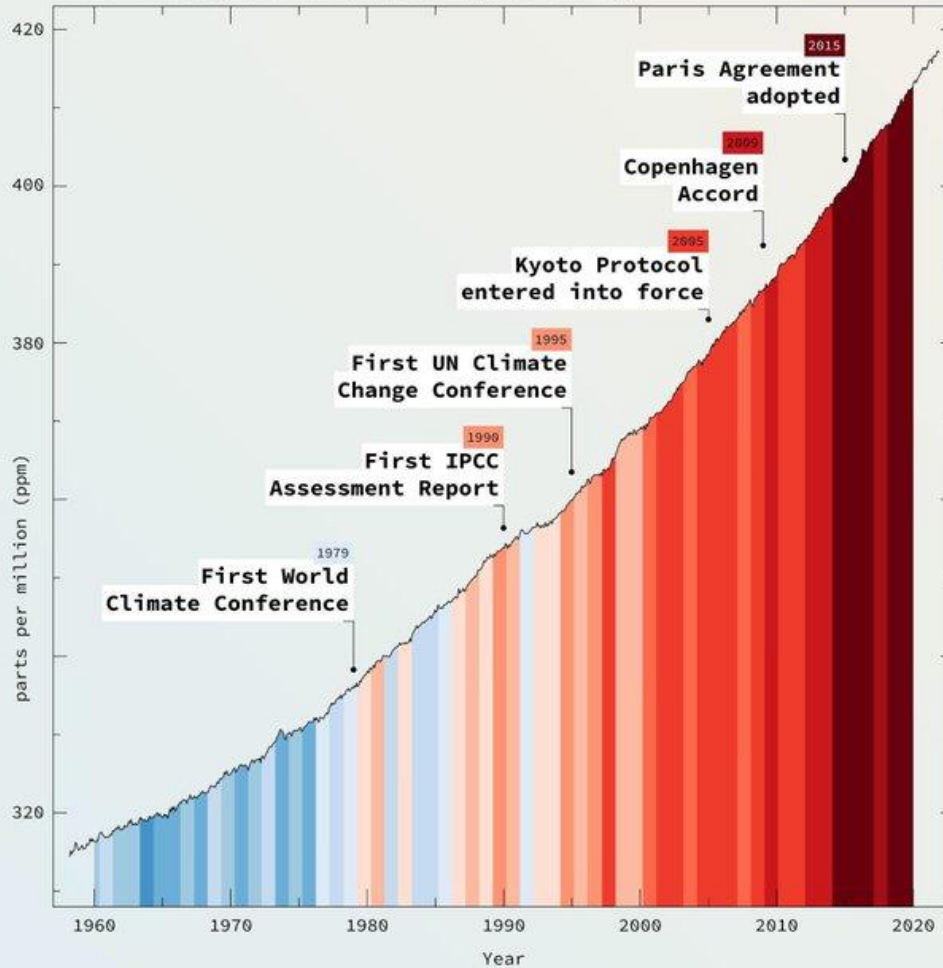
While our sector is very carbon intensive, we also have a unique opportunity to promote action and a mindset of responsible and sustainable study abroad

- positive environmental education
- programs to reduce our carbon footprint
- promote lifelong action
- Insetting, Offsetting, and Onsetting carbon emissions

‘Carbon can be offset by lifelong behavioral change’



Trends in Atmospheric CO<sub>2</sub> vs Global Temperature Change



Composite Graph of: Atmospheric CO<sub>2</sub> at Mauna Loa Observatory, December 2021 – Scripps Institution of Oceanography & NOAA Global Monitoring Laboratory | #ShowOurStripes – Graphics & Lead Scientist: Ed Hawkins, National Centre for Atmospheric Science, University of Reading; Data: UK Met Office | Design by: sustentio [Poi] | Licence: CC-BY



# Climate Action, COP 26, and Study Abroad

Who is responsible for taking the lead in climate action? Governments, industry, communities, or individuals? Or all of them?

COP 26 in Glasgow, Scotland

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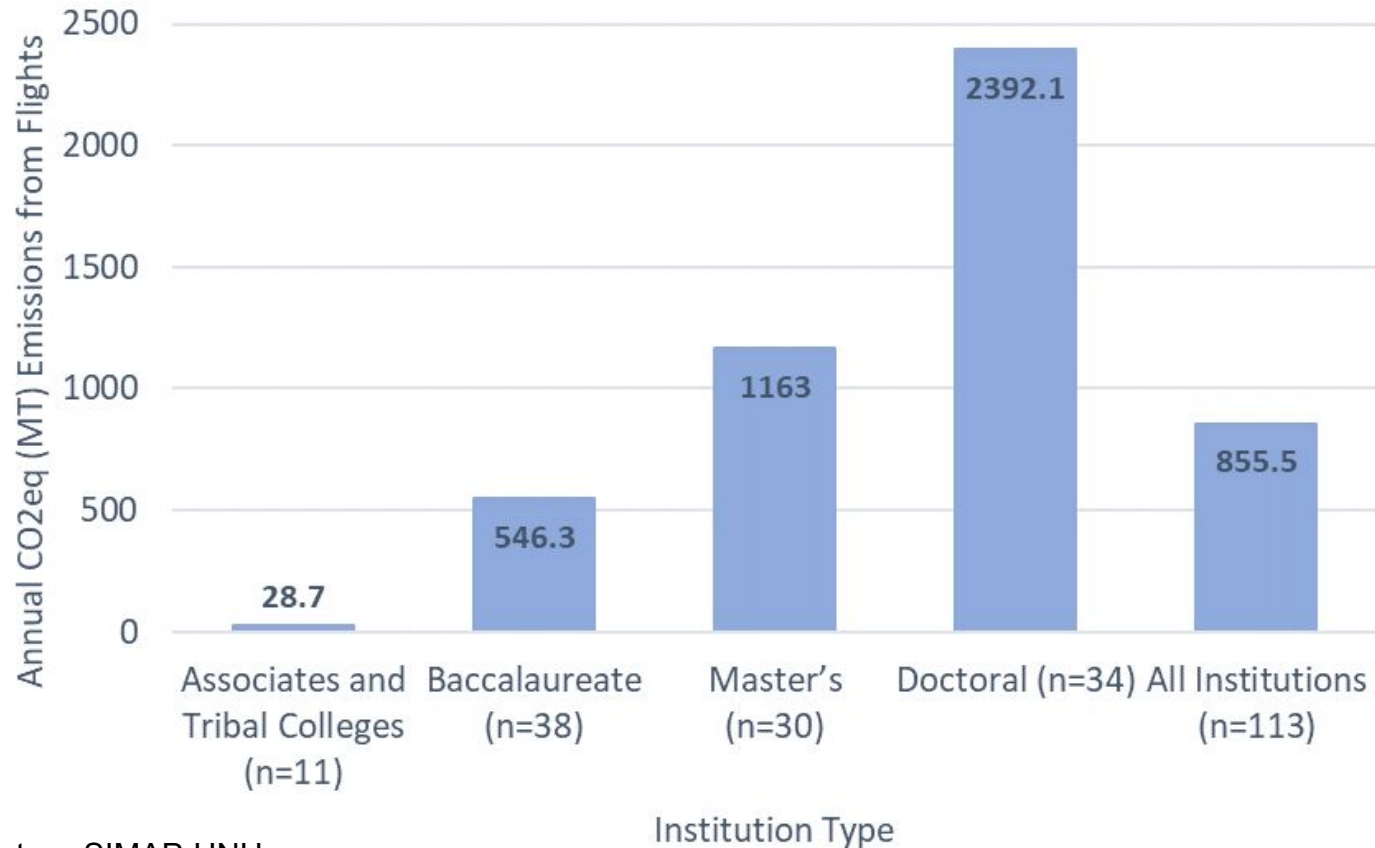


# *Carbon Accounting in Education Abroad*

U.S. Study abroad low-end estimates from Robinson et al. (in press)

- The average U.S. study abroad student flies >16,000km to and from their study abroad site, emitting an estimated 3.2 metric tonnes of CO<sub>2</sub>-eq (using destination data from Open Doors)
- Study abroad flight carbon emissions account for a median of 3.1% of a U.S. institution's total carbon emissions (travel data from SIMAP database)
- The U.S. study abroad sector as a whole emits >1.1 million metric tonnes of CO<sub>2</sub>-eq, just from flights to and from the study abroad site. European study abroad represents about half of this total.

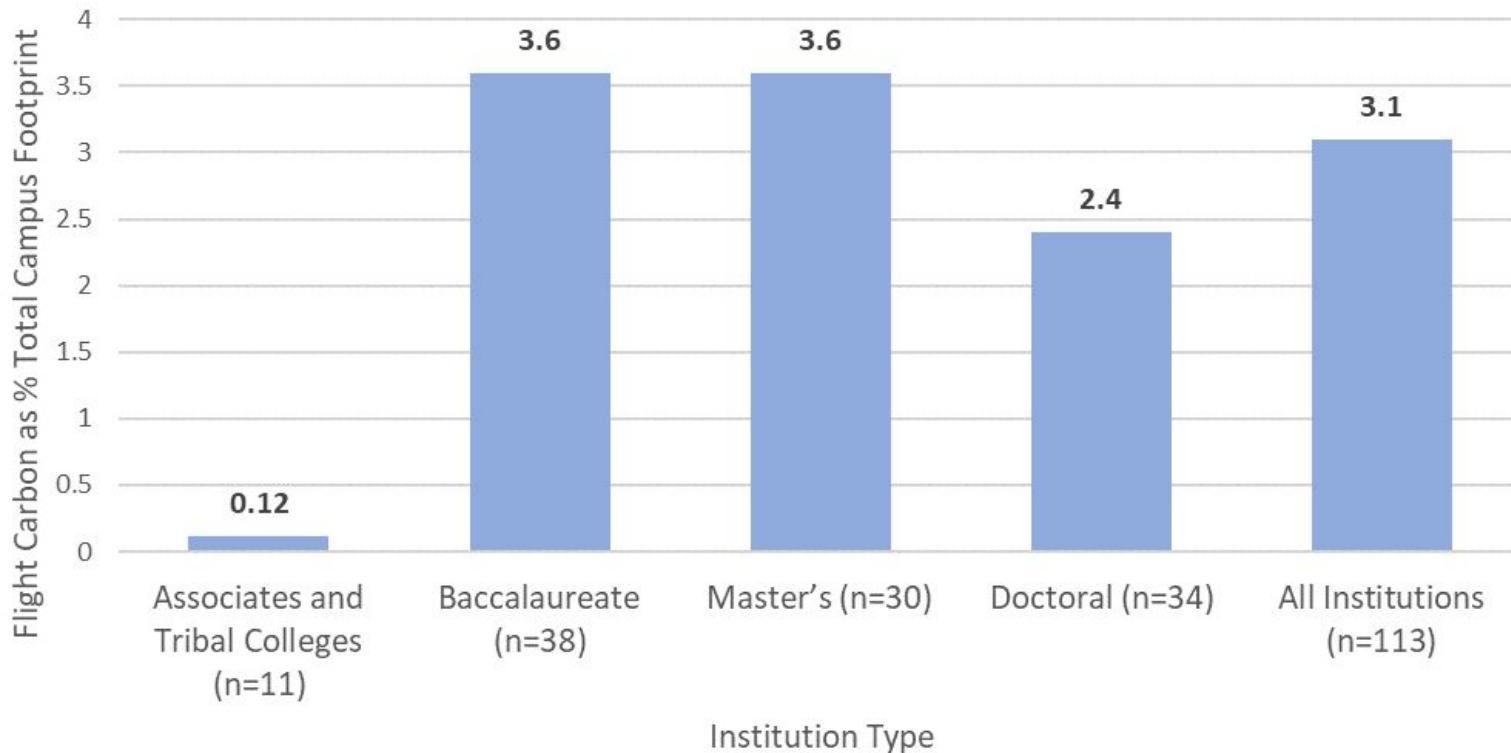
## Estimated Median Annual Study Abroad Flight Carbon Emissions in Metric Tonnes CO<sub>2</sub>eq by Institution Type



Raw data courtesy SIMAP-UNH



## Study Abroad Flight Carbon as a Percentage of Total Campus Carbon Footprint by Institution Type



Raw data courtesy SIMAP-UNH





# *Carbon Counting in Education Abroad*

Into more meaningful terms, 1.1 million metric tonnes of CO<sub>2</sub>-eq is:

- GHG emissions from >240,000 U.S. passenger vehicles per year
- CO<sub>2</sub> emissions from energy consumption of >130,000 US households per year
- Switching >41 million incandescent lamps to LEDs
- Carbon emissions avoided by 230 wind turbines for a year
- Carbon sequestered by >18 million saplings growing for 10 years (about 50 per student!)

From the US EPA Carbon Equivalencies Calculator



# Climate Action, COP 26, and Study Abroad

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COP 26 in Glasgow, Scotland

The role of international education, including U.S. study abroad, in climate change.

**While our sector is very carbon intensive, we also have a unique opportunity to promote action and a mindset of responsible and sustainable study abroad**

- **positive environmental education to promote lifelong action**
- **programs to reduce our carbon footprint**
- **Insetting, Offsetting, and Onsetting carbon emissions**

'Carbon can be offset by lifelong behavioral change'



# Carbon Insetting, Offsetting, and Onsetting

**Carbon Insetting** - reducing carbon consumption within your organization

- e.g. switching to renewable energy supplier, using more efficient travel for student trips, providing meat-free meals, sourcing local food

**Carbon Offsetting** - accounting for your carbon outside of your program

- e.g. tree planting, providing fuel efficient cookstoves to developing areas, wetland restoration projects

**Carbon Onsetting** - an environmental action that does not have an exact carbon equivalency

- e.g. river cleanup, biodiversity initiatives, creating local food sources



***Daniel Ponce-Taylor IOI***

[www.ioi.ngo](http://www.ioi.ngo)

[daniel@ioi.ngo](mailto:daniel@ioi.ngo)



# Sustainability & Sustainable Development

## Sustainability

Sustainability is the long-term maintenance and enhancement of human well-being within finite planetary resources. It is usually considered to have **environmental, economic, and social dimensions**. (As defined by the [United Kingdom Houses of Parliament Office of Science and Technology](#))

## Sustainable Development

Sustainable development **promotes prosperity and economic opportunity, greater social well-being, and protection of the environment**. United Nations Member States agree that sustainable development offers the best path forward for improving the lives of people everywhere. (Adapted from the [United Nations](#))

*Sustainable development is the pathway to sustainability*

# Agenda 2030 and the UN SDGs



**SUSTAINABLE DEVELOPMENT GOALS INTEGRATION**

**EU  
ASA**

# THE SDGs: AN INTEGRATED APPROACH

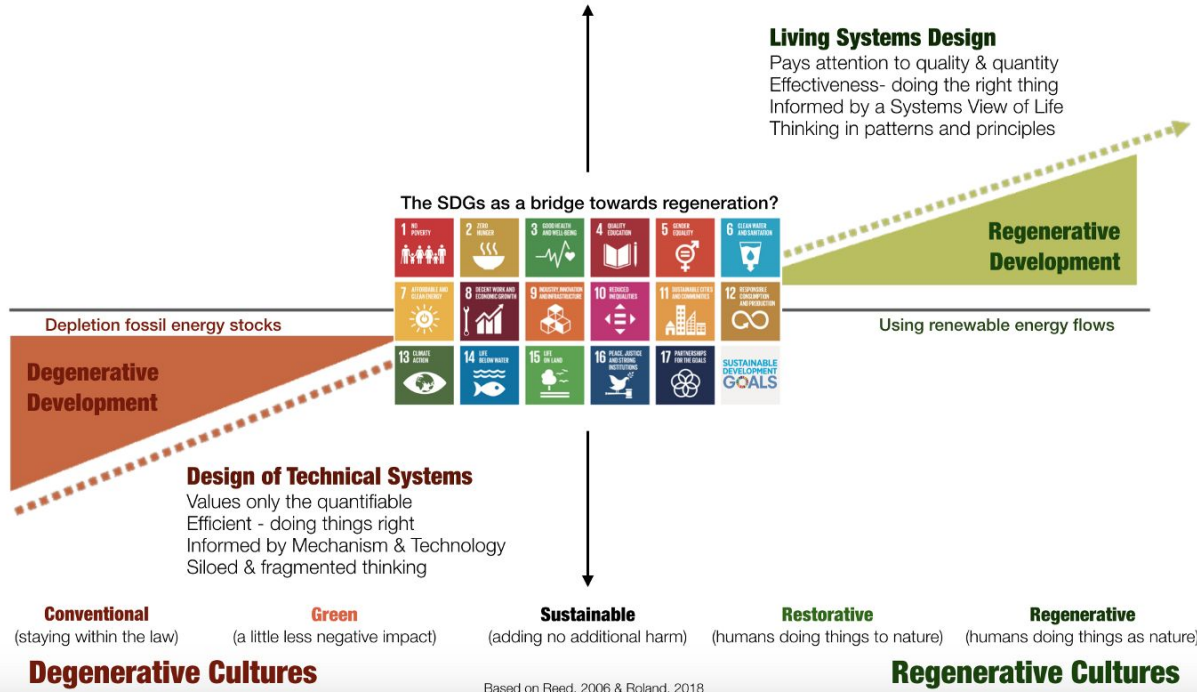
## Sustainable Development: An Integrated Approach



**Transforming our world: the 2030 Agenda for Sustainable Development is a set of seventeen aspirational "Global Goals" with 169 targets between them.**

# Regenerative approach

## Beyond Sustainability: Designing Regenerative Cultures

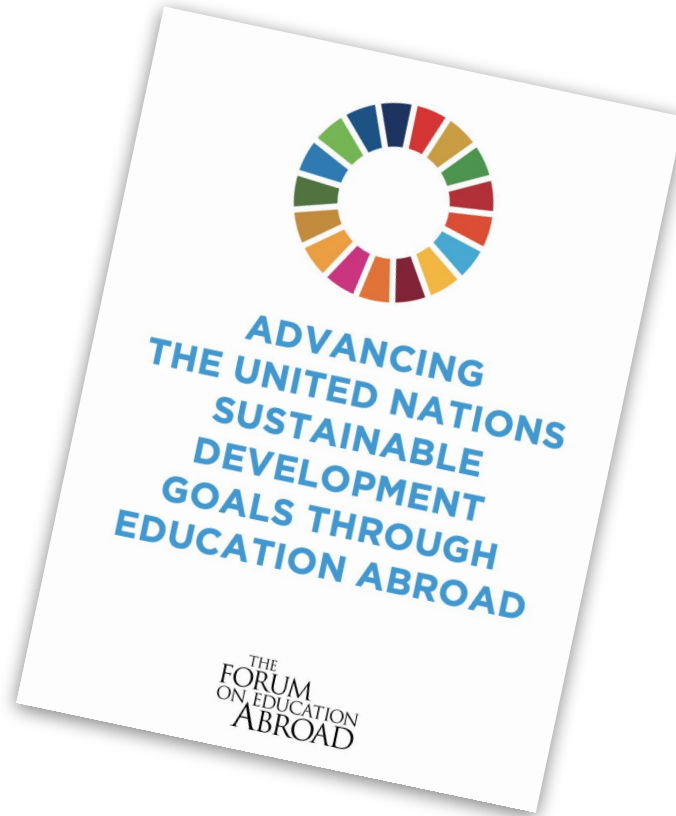


Based on Reed, 2006 & Roland, 2018





# ALIGNING INTERNATIONAL EDUCATION & SDGs



# ALIGNING INTERNATIONAL EDUCATION & SDGs

## THE FORUM ON IE GUIDELINES

### SDG IMPACT TABLE FOR EDUCATION ABROAD

This table illustrates how some of the guidelines for Advancing the UN SDGs Through Education Abroad could align with relevant SDGs. This is by no means meant to be exhaustive, as the SDGs positively impacted by your initiatives may vary based on the way you choose to implement the guidelines. We hope that this table helps you visualize the connections between some of the guidelines and the SDGs, so you can formulate your own plan.

	PEOPLE					PROSPERITY					PLANET				PEACE	PARTNERSHIPS
<b>4 GUIDING PRINCIPLES</b>																
<b>4.1 MISSION AND GOALS</b>																
Establish mission, goals, objectives, and outcomes for being socially and economically just and environmentally responsible	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
<b>4.2 COLLABORATION &amp; TRANSPARENCY BETWEEN PARTNERS</b>																
Strengthen partnerships with mutual commitment to advancing UN SDGs by: - identifying pertinent SDGs to be addressed - agreeing on shared & individual responsibilities	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
<b>4.3 ETHICS</b>																
Pursue collaborative and mutually beneficial decisions more than individual interests					✓		✓	✓						✓	✓	
Address ethical issues around SDGs (e.g. cultural tourism, educational colonialism)				✓				✓						✓		
Establish policies to engage with local communities in an ethical manner	✓		✓		✓		✓	✓	✓		✓		✓		✓	
Attempt mutual and equitable exchange of ideas, learning, benefit, and value between EA participants and local communities			✓	✓	✓		✓	✓	✓						✓	
Recognize rights of host communities for a basic standard of living, pay, and conditions	✓	✓	✓				✓	✓	✓	✓				✓		
<b>4.4 EQUITY, DIVERSITY, AND INCLUSION</b>																
Identify and address systemic biases and deficiencies in policies, practices, and programs				✓	✓		✓							✓	✓	
Ensure inclusive and equitable access to education abroad				✓	✓		✓	✓	✓							
Develop meaningful, equitable, reciprocal community partnerships	✓				✓		✓	✓	✓	✓					✓	
<b>5 ADMINISTRATIVE FRAMEWORK</b>																
Make operations more energy-efficient (conservation culture, use of green energy, virtual meetings, less/no printing, etc.)						✓				✓	✓	✓	✓			
Collaborate with established entities within your institution (e.g. Sustainability Office, Facilities Office, etc.)				✓			✓	✓			✓			✓	✓	
Reduce carbon-footprint of program (choice of transport, housing, food & other local consumption, etc.)						✓				✓	✓	✓	✓			
Align program activities with priorities and long-term wellbeing of local communities	✓	✓	✓		✓		✓	✓	✓	✓				✓	✓	
Recruit, train, empower and reward staff to promote SDG agenda and outcomes				✓	✓		✓	✓	✓					✓	✓	
Integrate commitment to SDGs into fabric of partnerships for education abroad programs				✓	✓		✓	✓	✓					✓	✓	
Develop partnerships with broader SDG ecosystem (e.g. UN Academic Impact)														✓	✓	
Source supply chain so programs meaningfully benefit local economies and environment	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓			✓	
<b>6 STUDENT LEARNING AND DEVELOPMENT</b>																
Integrate SDGs into the education abroad experience (through frameworks, learning objectives, pedagogy, on-site activities, etc.)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Promote a habitus/culture of exchange, so students learn about methods to achieve sustainable development in the local context				✓			✓	✓	✓	✓					✓	
Structure reflection time for students to link their learning to SDGs & sustainable development				✓												
Provide curricular/co-curricular channels for students to engage with host communities on social, environmental, and economic issues				✓				✓							✓	
Help students offset their carbon footprint						✓				✓	✓	✓				
Help students integrate their experience into future learning, research and career transitions				✓		✓	✓						✓			

Key ✓ Guideline can potentially positively impact this SDG

# NAFSA SUSTAINABILITY SIG



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## Sustainability in Study Abroad

## NAFSA Senior Fellows


The NAFSA Senior Fellows provide intellectual support to NAFSA's efforts in thought leadership and research and scholarship generation in higher education internationalization, global learning, and international affairs. Recognized for their significant experience and outstanding academic scholarship, the Fellows provide strong intellectual groundwork in the field of environmental sustainability through shared research and collaboration for NAFSA. The 2020-2021 NAFSA Senior Fellows have worked with NAFSA to develop two critical resources on climate change, sustainability, and international higher education.

[Access the white paper](#) [Access the Trends & Insights article](#)

## Sustainability SIG

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**Community Leaders**

- Daniel Ponce Taylor, *Intercultural Outreach Initiative*
- Sam Brier, *Academic Experiences Abroad*
- Karen McBride, *Bound International*

[#GlobalLearning](#)  
[#TeachingandLearning](#)  
[#Trends](#)

**10 YEARS**

[#Advocacy](#)

With growing awareness and concern around climate change, population growth, resource depletion, and global inequities – and the growing number of students studying abroad – NAFSA is increasingly becoming a key player both in terms of its global environmental and social impacts and its potential to create positive change.

The Sustainability SIG is a forum for international education professionals to come together to discuss, learn about, and address the environmental and social impacts inherent in how we create and manage programs as well as opportunities we have to educate our students on these issues.

*Founded May 2009*



## Universities restoring nature – Join the Alliance of Nature-Positive Universities

UNEP and the University of Oxford are launching a global network of Nature Positive Universities in order to prompt the prioritization of nature and its restoration within the higher education sector; in their operations and supply chains, on campuses and within the cities where they operate. This network will form a major contribution to the UN Decade of Ecosystem Restoration, the post-2020 Biodiversity Framework and the Sustainable Development Goals.

We need to move urgently from degrading nature to restoring it. Universities have a substantial role to play in this quest for nature-positivity: They nurture the minds of future leaders, create knowledge as well as networks of thinkers, and directly impact the planet as land-holders and consumers of resources. Uniting universities for ecosystem restoration has impact beyond the walls of any given institution, into the wider community within which they are embedded, and beyond.



# GLOBAL INITIATIVES

Together we can make an impact

Join us today

Institutions involved

**1096**

Students represented

**10,678,397**



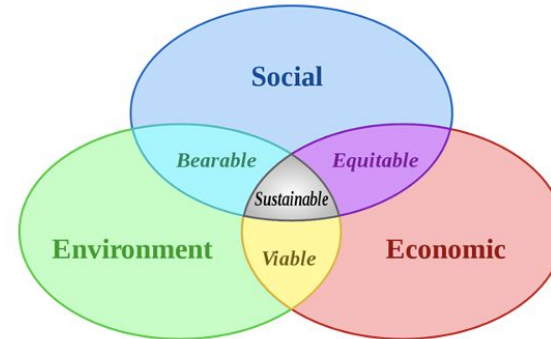
# CASE STUDY: IOI

## **Case Study IOI: Sustainable Development through International Education**

- The Intercultural Outreach Initiative (IOI) is a Florida-based 501(c)(3) non-profit founded in 2006.
- IOI provides carbon-negative study abroad and volunteering programs
- IOI's programs are aligned with the UN SDGs
- IOI is the nexus between international education institutions and local conservation and development needs

### **IOI's Mission**

is to provide international education programs that help isolated communities to develop sustainably



## Integrating global goals and local needs

### Locally designed projects:

- International Baccalaureate
- Waste Management
- Sustainable Agriculture and Carbon Footprint Reduction
- Coral Reef Restoration
- Reforestation
- Invasive Species Control
- Economic Development



### International Cooperation

- 12 International University Partners
- 4 local Government Partners
- 4 local focus groups
- Holistic conservation and education approaches
  - Semester abroad
  - Volunteering
  - Faculty-led
  - Community Education





# CARBON NEGATIVE CASE STUDY



Phase 1:  
Office and  
programmatic emissions



Phase 2:  
Ground transportation  
and air travel



# IOI's Carbon calculations: methodology and calculator

Greenhouse Gas Protocol, (World Resources Institute) and World Business Council on Sustainable Development (WBCSD)

- Central Emissions
- Local emissions of operations
- Specific programmatic activities
- Flights
- One off events

Know more about your carbon footprint!

### Answer these simple questions

Flight Transport Cruise **Lodging**

Lodging Type: Boutique hotel, Cottage Hotel, 3 star hotel, 4 star hotel, 5 star hotel

Nights number: 1

Previous Calculate Skip this step

**HOTEL**

Know more about your carbon footprint!

### Answer these simple questions

Flight Transport Cruise Lodging

Flight type: Single Round trip

Class: Economy Business First class

Include Radiative Forcing\*

From: [input] To: [input]

Legs: 0

\*Radiative Forcing (RF) is a measure of the additional environmental impact of aviation. These include emissions of nitrous oxides and water vapour when emitted at high altitude.

Next Skip this step

# IOI's Carbon mitigation actions

## Carbon mitigation

### Emissions reduction

- Plastic negative organization
  - Use of low energy lights & appliances
- 
- Reduction of imports
  - Reduction of Fertilizers



### Carbon Capture

- Reforestation
- Regenerative Agriculture

## Shifting the paradigm to Carbon "In-setting" :



Phase 1:  
Office and  
programmatic emissions

Leveraging our ongoing sustainable agriculture project in the Galapagos to "in-set" our office and programmatic emissions. The project increases food sovereignty from continental Ecuador while reducing the carbon footprint of produce sent to the archipelago and swiftening to regenerative agricultural practices



Phase 2:  
Ground transportation  
and air travel

Implementing a reforestation program on Isabela Island, where native trees have been diminished by invasive species and unsustainable farming practices. The second phase will "in-set" the emissions of our staff and programmatic ground transportation. Additionally, if needed, we will contribute to key external projects in the region to mitigate program related air travel emissions to complete our commitment.



By 2021 this project aims to reduce the emission of 11.5 metric tons of CO2 annually

Studies have calculated that each Kg of produce imported to the Galapagos results in the emission of 50.73 gr of CO2

## Insetting examples: pilot phase case study



x8



Tomatoes and  
peppers =  
37056kg/2year



x73

24820kg

During an **18 month pilot** IOI used  
~868KWh/month on campus

- 1 KWh from Diesel = 270gr CO<sub>2</sub>
- 868KWh \* 270grCO<sub>2</sub> \* 18 = **4218.48KG**

**3500KG** “inset” by import reductions alone

CI study: each Kg imported is responsible for 50,73gr CO<sub>2</sub>.  
Mitigation of 3546 kg CO<sub>2</sub> or 3.5 metric tons CO<sub>2</sub>

# Public outreach and co-responsibility

INICIO ¿A DÓNDE VA MI COMPENSACIÓN? ¿QUÉ ES LA HUELLA DE CARBONO? ¿CÓMO SER UN TURISTA RESPONSABLE?



## Acerca de nosotros

La calculadora de carbono ha sido desarrollada por **Sustentur**, iniciativa líder de turismo sustentable en México. En Sustentur hemos desarrollado un programa llamado **Turismo Carbono Neutral**, a través del cuál apoyamos a las empresas a identificar sus impactos y generar acciones para volverse neutrales en carbono, es decir, equilibrar las emisiones de CO2e que generan mediante acciones de reducción de emisiones, y en caso de no ser posible, alguna acción que garantice la absorción de CO2e y su consiguiente desaparición de la atmósfera.



Para conocer más acerca de nuestro proyecto, e Invitamos a leer nuestro informe de sustentabilidad.

[Conoce más](#)

INICIO ¿A DÓNDE VA MI COMPENSACIÓN? ¿QUÉ ES LA HUELLA DE CARBONO? ¿CÓMO SER UN TURISTA RESPONSABLE?

## ¿Qué es la huella de Carbono?

La huella de carbono puede definirse como la totalidad de gases de efecto invernadero (GEI) emitidos por efecto directo o indirecto de un individuo, organización, evento o producto\* (UK Carbon Trust 2008).

Se mide en kilos o toneladas de CO2 equivalente (CO2e).

**Cada actividad humana genera una huella de carbono, aquí algunos ejemplos:**



- Una dieta basada en carne por un año genera 6,700 kilos de CO2e
- Un vuelo París – NY – París genera 3,670 Kilos de CO2e
- Fabricar una computadora produce 275 Kilos de CO2e

- Reduce, then mitigate
- Follow least carbon footprint travel itinerary
- Include topics that exposes sustainability concerns in the host country, regardless of main study topic
- Engage students in reflection session
- Carbon literacy
- Carry reusable food storage containers
- “In-setting” as preferred option over off-setting carbon emissions, where available. But doing nothing is not an option



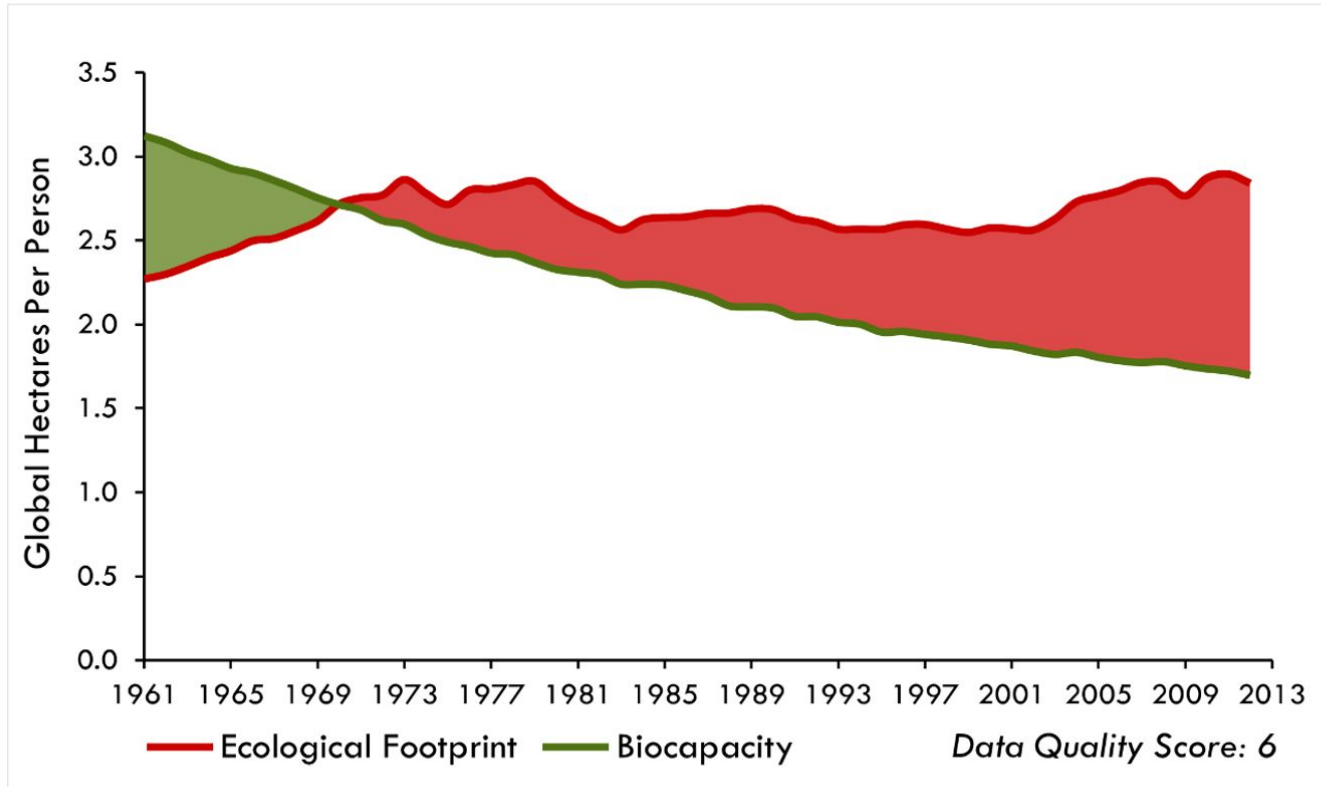
**Scott G. Blair, Ph.D.**  
Director of Accreditation and  
Quality Assurance  
International Higher Education



 [sblair@aiaasc.org](mailto:sblair@aiaasc.org)  
[aiaasc.org](http://aiaasc.org)

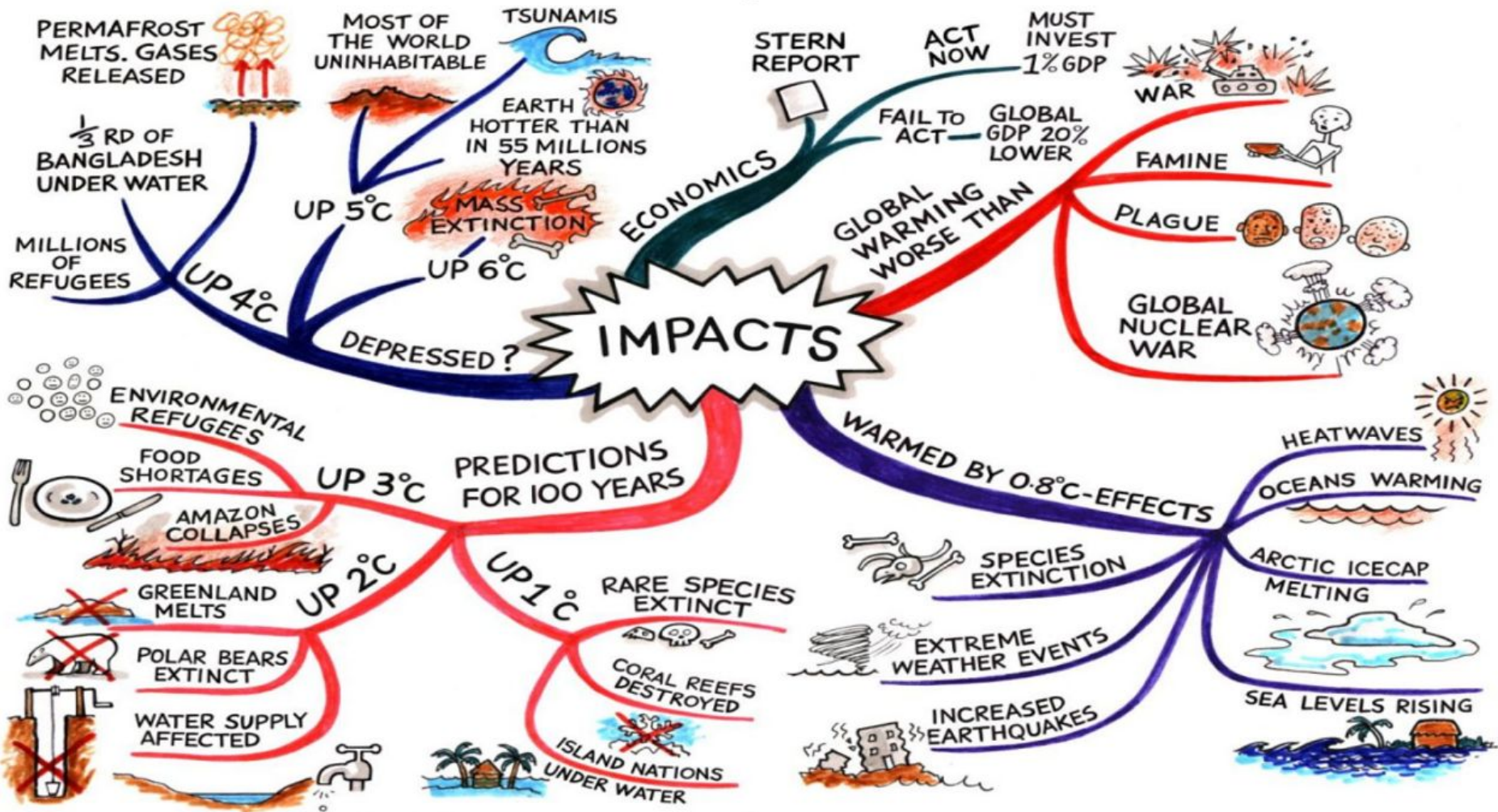


# WORLD ECOLOGICAL FOOTPRINT

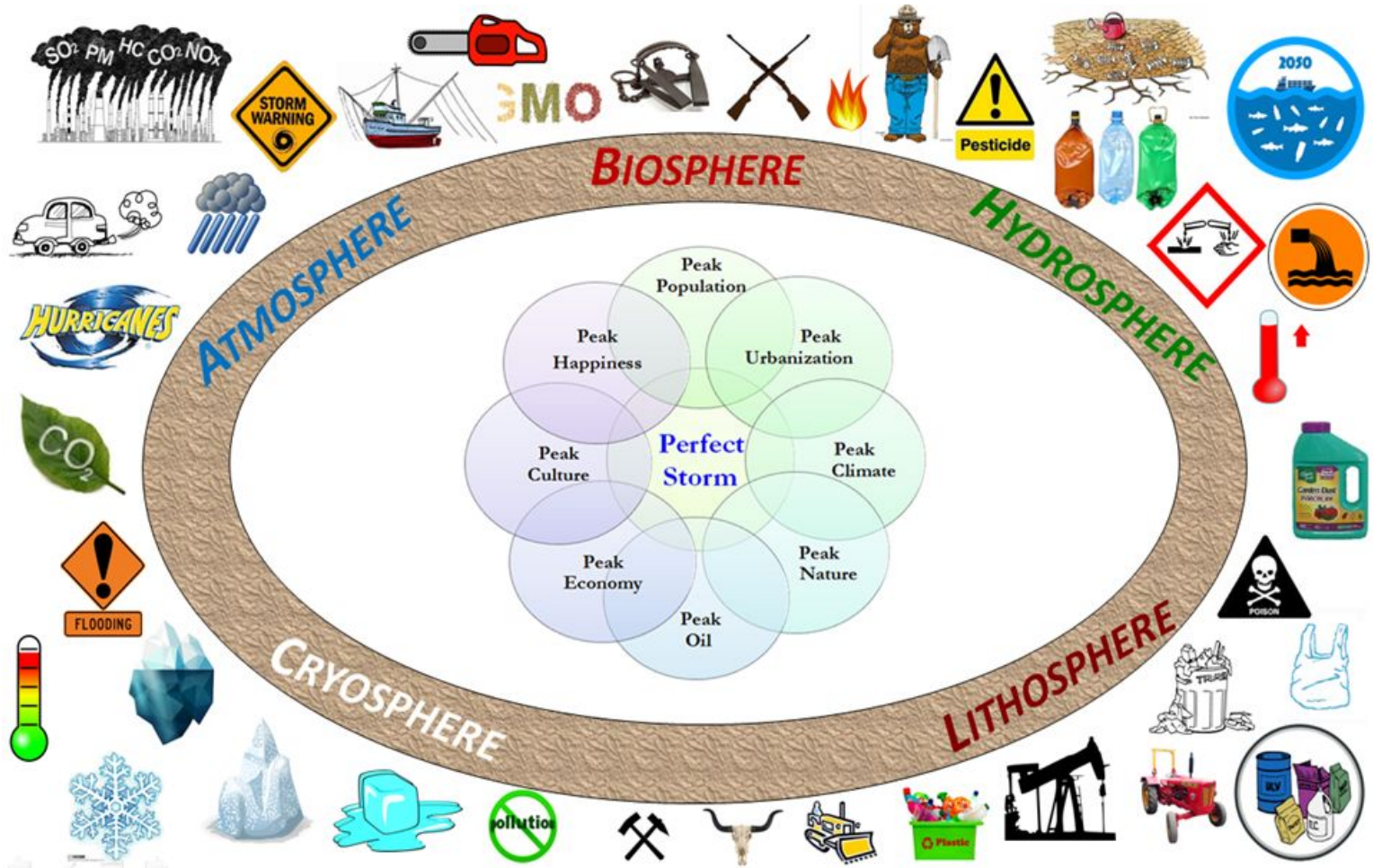


Consumption Footprint: 2.9; Biocapacity: 1.7; Deficit: -1.2; N° Earths: 1.6





# Its A Global Systemic Structural Crisis





# ENERGY SAVING CLIMATE CHANGE TIPS FOR YOUR SCHOOL

## CANTEEN

CHOOSE FRIDGE WITH A GOOD ENERGY STAR RATING



MEATLESS MONDAY!  
HAVE ONE DAY A WEEK THAT IS VEGETARIAN DAY



USE LOCALLY GROWN PRODUCE



## TRANSPORT

WALK



RIDE A BIKE



TAKE THE BUS TO SCHOOL



## WASTE

REDUCE LUNCH TIME RUBBISH



COMPOST  
RECYCLE

## LIGHTING

AT RECESS/ LUNCH  
TURN OFF LIGHTS



USE ENERGY EFFICIENT LIGHTS

## AIR HEATING AIR CONDITIONING

INSULATE BUILDINGS



SET THERMOSTAT TO 18°C - 20°C IN WINTER AND 26°C IN SUMMER



ONLY USE HEATERS WHEN THE SPACE IS OCCUPIED



KEEP DOORS AND WINDOWS CLOSED WHEN HEATING OR USING REFRIGERATIVE AIRCONDITIONING



## WATER HEATING

CONSIDER GOING SOLAR FOR WATER HEATING SYSTEMS



PUT TIMERS ON URNS OR USE A KETTLE



WWW.SUSTAINABLESCHOOLS.WA.EDU.AU AUSSI



## ORGANISATIONS THAT CAN HELP

SOLAR SCHOOLS PROGRAM (\$12,500 GRANT)  
WWW.SEDO.ENERGY.WA.GOV.AU



LOOK FOR A GOOD ENERGY STAR RATING

## CHOOSING EQUIPMENT

## OFFICE EQUIPMENT

## TURN OFF

## TURN OFF

TURN OFF AT POWERPOINT PHOTOCOPIERS, COMPUTER PRINTERS OUTSIDE SCHOOL HOURS



TURN COMPUTER OFF AT POWERPOINT WHEN NOT IN USE



NOTE: SCREENSAVERS DO NOT SAVE ENERGY



A Mind Set On Sustainability®  
The EDUCATION ABROAD Network

# REDUCE YOUR CARBON FOOTPRINT ABROAD

Reducing your carbon footprint is easy! It's about making lots of small but smart choices in your daily life. But just getting to your study abroad destination adds significantly to your carbon deficit. So start offsetting your impact on our fragile planet with these fast and easy things you can do every day. **Choose Earth!**



## Lighting and Using Power

- Turn off unnecessary lights
- Use fewer lights
- Use natural light
- Use CFL low energy light bulbs
- Minimize use of elevators
- Use smart power strips that can be turned off
- Unplug idle chargers and gadgets
- Use rechargeable batteries

## Heating and Cooling

- Lower the thermostat
- Weatherproof windows and doors
- Use curtains for heating and cooling
- Use windows for heating and cooling
- Learn to adapt to zero AC
- Use hand-held fans
- Wear sweaters for staying warm
- Wear light clothes for staying cool
- Avoid unnecessary bottled water at home
- Drink tap water where safe

## Relaxing and Playing

- Watch movies in the dark
- Power audio/visual devices thru smart-strips
- Watch less TV
- Get a solar phone charger
- Read print media online
- Download movies
- Avoid electric powered treadmills
- Send electronic greeting cards
- Plant trees
- Share all paper publications
- Acquire a bike
- Engage in sustainability recreational activities

## Studying and Working

- Replace desktop with laptop
- Shut off your computer
- Unplug computer equipment
- Screen savers don't save: let computers sleep
- Select smaller fonts and margins
- Print double-sided
- Turn off wireless router
- Use recycled paper
- Block direct mail & choose electronic billing
- Buy used books
- Buy only recycled paper publications

## In the Bathroom

- Use cool and cold water whenever possible
- Shut off water when soaping hands
- Turn shower off when soaping
- Reduce shower length
- Shower less frequently
- Minimize taking baths
- Use soaps and shampoos sparingly
- Avoid beauty products using micro-plastics
- Use a non-electric toothbrush
- Turn water off when brushing teeth
- Shut off water when shaving
- Reduce hair dryer use
- Install low-flow faucets
- Flush less
- Use short flush option where available
- Put bricks in toilet holding tank
- Fix leaks and drippy faucets asap
- Don't use paper towels in public bathrooms

## In the Kitchen

- Keep fridge door closed
- Set fridge thermostat judiciously
- Share the fridge and keep it full
- Keep oven and fridge separate
- Install low-flow faucets
- Turn off coffee maker after brewing
- Use reusable food containers
- Reuse "disposable" food containers
- Use top shelf of oven
- Wash dishes well when using cold water
- Use microwave oven judiciously

## Cooking and Eating at Home

- Eat seasonal foods whenever possible
- Eat locally-produced and organic food
- Reduce beef and dairy products
- Avoid eating processed food
- Use reusable coffee filters
- Avoid coffee capsules
- Don't overfill kettles with water
- Reuse tea bags for another cup
- Filter your own water
- Designate several vegan days per week
- Consume frozen foods as soon as possible
- Serve modest portions & clean your plate
- Drink bottled water only when safety requires
- Don't waste food: Some 40% already is

## Managing Home Waste

- Install designated recycle bins
- Compost all food and biomass
- Recycle paper, glass, metal and plastic
- Minimize food waste
- Economize water use
- Avoid using black plastic trash bags
- Water plants with excess or used water
- Advocate against and stop junk mail
- Keep stuff! You'll find a need for it later
- Decline getting ATM receipts

## Cleaning and Drying

- Fill washers and dishwashers before use
- Use a drying rack for air-drying clothes
- Wash and dry larger clothes loads
- Keep appliance filters clean
- Use broom & dustpan over vacuum cleaner
- Use washable rags over paper towels
- Avoid using tumble dryer
- Use Earth-friendly cleaners and detergents

## Shopping for Food

- Reduce meat & especially beef consumption
- Inform yourself about ethical eating practice
- Download a good ethical shopping app
- Buy seasonal foods whenever possible
- Buy local produce, goods and wines
- Avoid non-seasonal food
- Purchase "Fair trade" labeled products
- Purchase organic and free-range products
- Shop at local farmer markets
- Shop at stores that sell misshapen food
- Purchase locally-produced and organic food
- Avoid processed food
- Don't buy over-packaged goods
- Support bottle consignment schemes
- Avoid buying aluminum cans
- Favor glass over plastic and metal containers
- Use grocery stores that have salad bars which recycle aging or "unattractive" produce
- Use reusable bag for groceries
- Avoid using plastic bags and plastic packaging
- Reuse your current stock of plastic bags
- Avoid or reduce plastic bag use
- Avoid disposable coffee cups; use reusable
- Shop intelligently and frugally
- Be informed about ethical consumer practice

## At the Restaurant

- Inform yourself about ethical eating practice
- Choose family-run eateries
- Avoid multinational chains
- Ask your server what is most local and fresh
- Ask what the locals eat and drink
- Order local produce and wines
- Eat seasonal food and avoid the non-seasonal
- Choose organic and free-range products
- Select sustainable seafood options
- Avoid ordering processed food
- Reduce beef and dairy products
- Use salad bars which use imperfect produce
- Share side orders and take leftovers home
- Don't drink bottled water unnecessarily
- Ask for tap water where safe
- Avoid unsustainable fast-food chains

## Travelling and Getting Around

- Avoid cars, especially in single occupancy mode
- Ride the bus, train, light rail and tram
- Use ride-sharing opportunities where safe
- Use air travel only for long distances
- Take direct flights; minimize take-off/landings\*
- \*Planes burn 25% total fuel on short-haul take-offs
- Fly less and only in economy if you must
- Pack light for air travel
- Buy carbon offsets
- Use a carbon footprint calculator
- Walk more; see more, stay in shape more
- Use a bike: ride defensively
- Use taxis and Ubers only as safety requires
- Choose family-run hotels
- Avoid multinational hotel and food chains
- Choose hotels concerned about sustainability
- Don't waste energy or water in hotels
- Support sustainable eco-tourism

## Consuming Miscellaneously

- Buy secondhand clothes
- Choose manmade over natural fibers
- Avoid cotton fiber
- Avoid single-use items (e.g., razors, paper plates)
- Recycle and don't litter
- Don't waste: repair, reuse, share and borrow
- Invest in durable and reusable products
- Discipline yourself to be happier with less
- **Choose Earth!**





# RECYCLING MATTERS ABROAD



The act of sorting and recycling our consumer waste reminds us that the environmental cost of modern goods is almost never included in the price we pay for them. It reminds us that in a closed system such as planet Earth where natural resources are all limited, we must act with economy and care as watchful stewards of our biosphere. *Waste not, want not*. Yet, in addition to conserving resources, saving energy, reducing pollution, or preserving habitats, the time we spend recycling also gives us an opportunity to ponder the poetry of Mother Nature—her generosity, efficiency, reciprocity and harmony. These are traits we can cherish and emulate.

That being said, recycling is not a panacea. At best, recycling can help delay the depletion of non-renewable resources. Plus, the costs of recycling—in terms of collection, shipping, and sorting along with the energy used to create new products and the corresponding pollution generated in the process—may outweigh the benefits. For these reasons, the international recycling logo is accompanied by words *Reduce, Reuse and Recycle* in that order. As such, when it comes to waste, it's best to prevent or minimize it in the first place. This requires that we rethink both how and why we buy the things we do that generate so much waste and pollution. In the end, we will need to learn how to lead full and meaningful lives that are significantly less dependent on acquiring, consuming and throwing away so much stuff.

In the meantime, and until we develop a truly sustainable economy based on wholly renewable resources, these recycling guidelines should help you better understand the basic techniques of recycling most of your daily "waste" materials. Of course, what can be recycled depends on what can be feasibly processed locally and this will differ from culture to culture, country to country, and city to city. Indeed, city recycling programs vary enormously, both in what materials are recycled and how they are sorted and collected. As such, ensure that you are well-informed about local recycling culture, regulations and collection processes, wherever you are.

PLASTIC	METAL	GLASS	PAPER	COMPOST	LANDFILL	NON-LANDFILL
						
<ul style="list-style-type: none"> <li>All plastic containers with codes #1 - #02</li> <li>Possibly plastic containers with codes #04 and #05</li> <li>Unlikely for plastic with codes #03, #06 and #07</li> <li>Bottles should be empty, crushed and with caps on</li> <li>Soda bottles and milk jugs</li> <li>Rigid food packages</li> <li>Shampoo containers</li> <li>Detergent bottles</li> <li>Cleaning goods containers</li> <li>Tubs, trays and jugs</li> <li>Dairy tubs</li> <li>Rigid plastic (toys, junk)</li> </ul> <p><b>Generally Non-Recyclable</b></p> <ul style="list-style-type: none"> <li>Trash, zip-lock, cereal bags</li> <li>Bubble &amp; clear plastic wrap</li> <li>6-pack plastic &amp; candy wrap</li> <li>Send all plastics with no code to landfill</li> <li>Send plastic spray bottle nozzles to landfill</li> </ul>	<p><b>Recycle</b></p> <ul style="list-style-type: none"> <li>Aluminum and tin cans (Lids and tabs inside squeezed closed; labels ok)</li> <li>Clean aluminum foil</li> <li>Disposable aluminum trays and pie plates (cleaned of food residue)</li> <li>Foil yogurt tops</li> <li>Clean paint cans</li> <li>Empty aerosol cans w/o caps</li> <li>Bottle caps and jar lids</li> <li>No batteries</li> </ul> <p><b>Take to Scrap Yard</b></p> <ul style="list-style-type: none"> <li>Pots, skillets &amp; pans</li> <li>Wire hangers</li> <li>Shelving</li> <li>Patio furniture</li> <li>Tools, wire and cable</li> <li>Garden tools</li> <li>Bed frames</li> <li>Exercise equipment</li> <li>Sporting goods equipment</li> <li>Car and machinery parts</li> </ul>	<p><b>100% Recyclable Forever</b></p> <ul style="list-style-type: none"> <li>All clear bottles &amp; jars</li> <li>All green bottles</li> <li>All amber bottles</li> <li>All other colored bottles</li> <li>Empty all glass containers</li> <li>Light rinse all glass</li> <li>Remove caps and wire</li> <li>Do not break glass as it is sorted by color</li> <li>Re-use jars and bottles whenever possible</li> </ul> <p><b>Do Not Mix With Glass</b></p> <ul style="list-style-type: none"> <li>Light bulbs</li> <li>Eye-glass and optical glass</li> <li>Drinking glasses</li> <li>Crystal</li> <li>Industrial and plate glass</li> <li>Tempered glass</li> <li>Window glass</li> <li>Anything made of Pyrex</li> <li>Ovenware</li> <li>All ceramics</li> <li>Fiberglass</li> </ul>	<ul style="list-style-type: none"> <li>Standard office paper (white or colored)</li> <li>Glossy paper (junk mail)</li> <li>Mail and envelopes (plastic windows are ok)</li> <li>Carbon paper</li> <li>File folders</li> <li>Any type of corrugated box, flattened</li> <li>Cereal-type boxes (plastic inserts removed)</li> <li>Soda and beer boxes</li> <li>Shredded paper (must be placed in a paper bag)</li> <li>Magazines, catalogs, brochures</li> <li>Phone books</li> <li>Newspaper</li> <li>Clean cardboard</li> <li>Pizza box covers (greasy bottoms should be sent to compost)</li> <li>Paper-based egg cartons</li> <li>Books (Hard and soft cover)</li> <li>Paper bags</li> </ul>	<p><b>Selected Organic Waste</b></p> <ul style="list-style-type: none"> <li>Crushed egg shells</li> <li>Raw fruit and vegetable trimmings</li> <li>Straw, hay and cut grass</li> <li>Leaves and plant cuttings</li> <li>Coffee grounds</li> <li>Coffee filters &amp; tea bags</li> <li>Shredded paper</li> <li>Yard &amp; garden plant waste</li> <li>Cardboard compostable utensils, plates and bowls</li> <li>Food-tainted paper items: (plates, towels, boxes, cardboard, etc.)</li> <li>Paper towels and napkins</li> <li>Hair and fur</li> <li>Chemical-free sawdust</li> </ul> <p><b>Do Not Compost</b></p> <ul style="list-style-type: none"> <li>Dairy products</li> <li>Meat, fish or bones</li> <li>Cooked food</li> <li>Animal waste</li> <li>Chemically treated wood</li> <li>Colored or treated paper</li> </ul>	<ul style="list-style-type: none"> <li>Plastic bags</li> <li>Clear food bags</li> <li>Frozen food bags</li> <li>Foil food wrap</li> <li>Chips &amp; munchies bags</li> <li>Foil-lined juice boxes</li> <li>Plastic-foil drink pouches</li> <li>Plastic utensils</li> <li>Styrofoam</li> <li>Polystyrene</li> <li>Rubber gloves</li> <li>Plastic film and wrap</li> <li>Candy wrappers</li> <li>Packing peanuts</li> <li>Bubble wrap</li> <li>Ceramics and crockery</li> <li>Styrofoam egg-cartons</li> <li>Glassware and Pyrex</li> <li>Mirror and plate glass</li> <li>Diapers</li> <li>Tires</li> <li>Medicine bottles</li> <li>Wood &amp; lumber products</li> <li>Nails, screws and washers</li> <li>Kitchenware &amp; utensils</li> </ul>	<ul style="list-style-type: none"> <li>All light bulbs</li> <li>All batteries</li> <li>All chemical fluids</li> <li>All cleaning products</li> <li>All medical products</li> <li>All medical waste</li> <li>All pharmaceuticals</li> <li>All household poisons</li> <li>All pesticides</li> <li>All fertilizers</li> <li>All paints &amp; solvents</li> <li>All pool chemicals</li> <li>All garden chemicals</li> <li>All automotive fluids</li> <li>All inflammable fluids</li> <li>All electronics &amp; E-waste</li> <li>All explosives</li> <li>All fuels &amp; combustibles</li> <li>All sharp instruments</li> <li>All guns and ammo</li> <li>All non-empty aerosols</li> <li>All photography fluids</li> <li>All pressurized goods</li> <li>All other toxic or hazardous material</li> </ul>



# MAPPING ENVIRONMENTAL IMPACT AND MITIGATION IN EDUCATION ABROAD

The 5 Natural Earth Systems	Biosphere ( <i>Life</i> )	Atmosphere ( <i>Air</i> )	Lithosphere ( <i>Land</i> )	Hydrosphere ( <i>Water</i> )	Cryosphere ( <i>Ice</i> )
<b>Major aggregate anthropogenic impacts</b>	<ul style="list-style-type: none"> <li>Habitat loss and desecration</li> <li>Deforestation</li> <li>Extinction</li> <li>Cross-species contamination</li> <li>Invasive species</li> <li>Hunting and fishing</li> <li>Abusive animal breeding</li> <li>Animal cloning</li> <li>Vivisection and animal testing</li> <li>Animal trafficking and poaching</li> <li>Use of GMOs</li> <li>Use of Neonicotinoids</li> <li>Factory animal farming</li> <li>Animal cruelty and animal rights violations</li> <li>Use of pesticides and herbicides</li> </ul>	<ul style="list-style-type: none"> <li>GHGs emissions (CO<sub>2</sub>, CH<sub>4</sub>, N<sub>2</sub>O, HFCs)</li> <li>Air pollution (industrial, transport, agricultural, domestic)</li> <li>CH<sub>4</sub> generating industrial animal farming</li> <li>High-altitude commercial aviation</li> <li>Space debris</li> <li>Terrestrial light pollution</li> <li>Satellite light pollution</li> </ul>	<ul style="list-style-type: none"> <li>Non renewable resource extraction</li> <li>Fossil fuel extraction and combustion</li> <li>Mining</li> <li>Waste and waste mismanagement</li> <li>Soil pollution</li> <li>Soil erosion (by water and wind)</li> <li>Industrial animal farming</li> <li>Land artificialization</li> <li>Fracking</li> <li>Nuclear waste production and storage</li> <li>Use of pesticides a fertilizers</li> <li>Landfill /pollution</li> </ul>	<ul style="list-style-type: none"> <li>Organic pollution (esp. human excreta)</li> <li>POPs (Persistent Organic Pollutants)</li> <li>Run-off &amp; leaching (pesticides, fertilizers, antibiotics, nitrogen, potassium, etc.</li> <li>Industrial and agricultural pollution</li> <li>Inorganic pollutants (heavy metals)</li> <li>Microplastics</li> <li>Aquifer depletion</li> <li>Wetland drainage</li> <li>Sea warming</li> <li>Acid rain</li> <li>River damming and intensive irrigation</li> <li>Sea acidification</li> <li>Algae blooms and dead zones</li> <li>Intensive industrial fish farming</li> </ul>	<ul style="list-style-type: none"> <li>Melting of glacial ice</li> <li>Loss of snowpack</li> <li>Thawing of permafrost</li> <li>Release of fossil carbon to atmosphere</li> <li>Melting of polar ice</li> <li>Diminished Albedo</li> </ul>
<b>Determinants of student abroad impacts (+ / -)</b>	<ul style="list-style-type: none"> <li>Food consumption choices</li> <li>Animal rights values</li> <li>Ethical consumer choices</li> <li>Level of environmental activism</li> <li>Degree of eco-literacy</li> <li>Attachment to nature</li> </ul>	<ul style="list-style-type: none"> <li>Carbon footprint at home and abroad</li> <li>CO<sub>2</sub> travel budget</li> <li>Recycling and zero-waste habits</li> <li>Carbon offset choices</li> <li>Low-carbon consumption choices</li> <li>Level of environmental activism</li> <li>Degree of eco-literacy</li> </ul>	<ul style="list-style-type: none"> <li>Carbon footprint at home and abroad</li> <li>Personal energy use</li> <li>Recycling and zero-waste habits</li> <li>Low-carbon consumption choices</li> <li>Animal rights values</li> <li>Level of environmental activism</li> <li>Degree of eco-literacy</li> </ul>	<ul style="list-style-type: none"> <li>Carbon footprint at home and abroad</li> <li>Reduced use of plastics</li> <li>Personal water use and wastage</li> <li>Low-carbon consumption choices</li> <li>Animal rights values</li> <li>Level of environmental activism</li> <li>Degree of eco-literacy</li> </ul>	<ul style="list-style-type: none"> <li>Carbon footprint at home and abroad</li> <li>Low carbon consumption choices</li> <li>Carbon offset choices</li> <li>Level of environmental activism</li> <li>Degree of eco-literacy</li> </ul>
<b>Corresponding UN Sustainable Development Goals</b>	<p>SDG 1 — No Poverty</p> <p>SDG 2 — Zero Hunger</p> <p>SDG 3 — Good Health and Well-Being</p> <p>SDG 10 — Reduced Inequalities</p> <p>SDG 12 — Responsible Consumption/Production</p> <p>SDG 13 — Climate Action</p> <p>SDG 14 — Life Underwater</p> <p>SDG 15 — Life on Land</p>	<p>SDG 3 — Good Health and Well-Being</p> <p>SDG 7 — Affordable Clean Energy</p> <p>SDG 9 — Industry, Innovation, &amp; Infrastructure</p> <p>SDG 11 — Sustainable Cities &amp; Communities</p> <p>SDG 12 — Responsible Consumption/Production</p> <p>SDG 13 — Climate Action</p> <p>SDG 15 — Life on Land</p>	<p>SDG 2 — Zero Hunger</p> <p>SDG 3 — Good Health and Well-Being</p> <p>SDG 7 — Affordable Clean Energy</p> <p>SDG 9 — Industry, Innovation, &amp; Infrastructure</p> <p>SDG 11 — Sustainable Cities &amp; Communities</p> <p>SDG 12 — Responsible Consumption/Production</p> <p>SDG 13 — Climate Action</p>	<p>SDG 6 — Clean Water &amp; Sanitation</p> <p>SDG 7 — Affordable Clean Energy</p> <p>SDG 9 — Industry, Innovation, &amp; Infrastructure</p> <p>SDG 11 — Sustainable Cities &amp; Communities</p> <p>SDG 12 — Responsible Consumption/Production</p> <p>SDG 13 — Climate Action</p> <p>SDG 14 — Life Underwater</p>	<p>SDG 6 — Clean Water &amp; Sanitation</p> <p>SDG 12 — Responsible Consumption/Production</p> <p>SDG 13 — Climate Action</p> <p>SDG 14 — Life Underwater</p> <p>SDG 15 — Life on Land</p>

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# 3x3 Conceptual Map of Study Abroad

<b>Space / Time</b> 	T1			T2			T3		
<b>Actors / Agents</b> 	Pre-Program Preparation			Onsite Experience			Post-Program Re-entry		
The Student		1			2			3	
The Sending Institution		4			5			6	
The Host Institution		7			8			9	



# Levels of Change

## Renovation

*Doing things better!*  
Conformative change  
Conservative  
Knowing — *Savoir*

Light Green Ethics  
Anthropocentric  
Risk of Greenwashing: High

## Innovation

*Doing better things!*  
Reformative change  
Progressive  
Doing — *Savoir faire*

Mid-Green Ethics  
Biocentric  
Risk of Greenwashing: Moderate

## Re-Foundation

*Seeing things differently!*  
Transformative change  
Radical  
Being — *Savoir être*

Dark/Deep Green Ethics  
Ecocentric  
Risk of Greenwashing: Low



## CHART I: PRE-DEPARTURE STAGE — THE STUDENT PERSPECTIVE

Things to consider when deciding ...	Level 1: Renovation	Level 2: Innovation	Level 3: Re-Foundation
<p><b>What institution or provider to attend?</b></p>	<ul style="list-style-type: none"> <li>Do the vision, mission and core values align to your principles?</li> </ul>	<ul style="list-style-type: none"> <li>Has the institution completed a carbon footprint analysis?</li> <li>Has the institution engaged in <a href="#">Carbon Divestment</a>?</li> <li>Does <a href="#">Wikipedia</a> list the institution as carbon divested?</li> </ul>	<ul style="list-style-type: none"> <li>Review <a href="#">Green Gown Awards</a></li> <li>Review status as a <a href="#">Campus Responsables</a></li> <li>Review <a href="#">University Presidents' Climate Commitments</a></li> <li>Review <a href="#">AASHE Sustainable Campus Index</a></li> </ul>
<p><b>What kind of housing to choose?</b></p>	<ul style="list-style-type: none"> <li>Ask program leaders what low-carbon options are provided</li> <li>Prioritize shared apartments, residence halls, and dormitories</li> </ul>	<ul style="list-style-type: none"> <li>Prioritize homestays (<a href="#">more information</a>)</li> <li>Research housing opportunities that are sustainable.</li> <li>Taking action to transform the housing options.</li> </ul>	<ul style="list-style-type: none"> <li>Prioritize eco-villages and eco-cooperatives</li> </ul>

<b>Activity</b>	<b>Environmental Impacts</b>
Promoting reduced meat, meat-free, vegetarian, and vegan diets	Beef and pork have significantly higher carbon cost per serving than poultry or fish. Fully vegetarian or vegan diets have significantly lower carbon footprints than non-vegetarian diets
Consuming locally-sourced foods	Reduces carbon emissions from the transportation of food supplies while supporting local businesses.
Walking, cycling, and using public transportation	Avoids or reduces carbon emissions from travel while promoting exercise.
Shorter and colder showers	Promotes lower water heating and consumption demand.
Washing clothes in cold water	Reduces water heating energy consumption
Lower the thermostat and reduce air conditioning use in student housing	Reduces energy consumption
Participate in sustainable events, such as community clean-ups, recycling efforts, and composting.	Onsetting activities that may not have a carbon equivalency, but promote more environmentally sustainable communities, lifestyles and behaviours.
Using more environmentally-responsible modes of travel	Train and bus travel, particularly electric or hybrid vehicles, have lower carbon footprints than air travel, and should be promoted where feasible. Direct flights have lower carbon footprints than the same destination with connecting flights.



## Assessing Up The Wrong Tree





# Re-conceptualizing Assessment for Study Abroad in the Anthropocene

## **Traditional Outcomes Assessment**

- Focus on individual learner achievements
- CO<sub>2</sub> system-based knowledge, skills, attitudes
- Short-term formative & summative outcomes
- Narrow focus on intercultural competence
- Values career success, upward mobility
- Premised on unlimited growth
- Limited to species-centric worldview

*Such outcomes lead to biosphere collapse*

## **Sustainable Outcomes Assessment**

- Focus on fate of global commons & neighbors
- Focus on post-carbon holistic knowledge, skills, values
- Pursues long-term consequentialist outcomes
- Emphasis on sustainable, equitable behavior
- Premised on biosphere vitality & biodiversity
- Inclusive of needs of other life forms and habitats

*Such outcomes lead to biosphere healing and ecological mindfulness*

# Assessing Sustainability Literacy Intentionally

## *The Sulitest*



### WHAT IS THE SULITEST?

The Sulitest is an international educational initiative for assessing core sustainability literacy. A standardized test used by over 500 academic institutions and non-academic organizations in more than 50 countries, the Sulitest survey instrument serves as a basic reference to raise awareness of sustainable development and to improve sustainability literacy worldwide. The Sulitest initiative is in partnership with the United Nations.

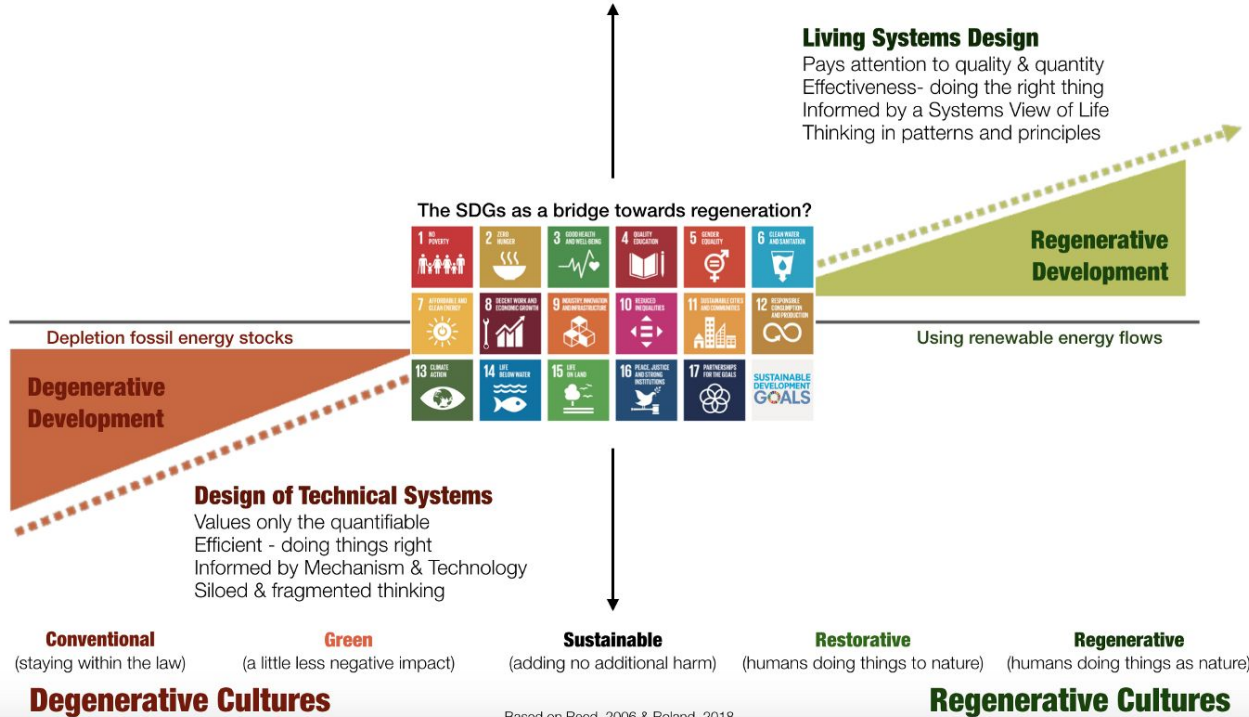
#### Frequently Asked Questions

- Is taking the Sulitest mandatory? *No, but it's fun and informative. Try it!*
- How long does it take? *About 40 to 50 minutes.*
- How many questions are there? *There are 30 multiple-choice knowledge items & 28 optional background bio items.*
- How will I know if I get the right answer? *Upon validating your answer, you'll see the correct response explained.*
- Will I see my overall results? *Yes, at the end. You can compare them to your current group results & world averages.*
- Can I go back afterwards and revisit my responses? *Yes, anytime. Just log back into your account.*
- How can I track my progress? *There are additional sessions of the Sulitest during your semester abroad.*
- Can I compare my results today with those I get later in the semester? *Yes, of course. Just log back in.*



# The Big Picture

## Beyond Sustainability: Designing Regenerative Cultures



Based on Reed, 2006 & Roland, 2018

