



European Study Abroad Conference February 10 & 11, 2022

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'







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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 CO₂-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 CO₂-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 CO₂eq by Institution Type



Raw data courtesy SIMAP-UNH

Institution Type

Stduy 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_2 -eq is:

- GHG emissions from >240,000 U.S. passenger vehicles per year
- CO₂ 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



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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

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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 <u>United</u> <u>Kingdom Houses of Parliament Office of</u> <u>Science and Technology</u>)

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 <u>United</u> <u>Nations</u>)

Sustainable development is the pathway to sustainability



Agenda 2030 and the UN SDGs



SUSTAINABLE DEVELOPMENT GOALS INTEGRATION



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





ALIGNING INTERNATIONAL EDUCATION & SDGs





ALIGNING INTERNATIONAL EDUCATION & SDGs

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				PR	OSPERI	TY				PLANET	r		PEACE	PARTNERSHIPS
		1 Addad No Poverty	2 == Zero Hunger	3 	Cusity Education	S Oender Equality	Affordable & Clean Energy	8 THE REAL PROPERTY AND A CONTROL OF A CONTR	hdusty, Innovation & Infectorulare	Reduced Inequalities	Sustainable Crites & Communities	Crean Water & Santation	Responsible Concumption & Production	13 ::: Omete Actor	H	Ute on Land	Fence, Justice &	17 2000 Contracting for the local
4	GUIDING PRINCIPLES																	
4.1	MISSION AND GOALS																	
	Establish mission, goats, objectives, and outcomes for being socially and economically just and environmentally responsible	3	3	3	3	0	0	0	3	3	8	3	8	3	Ø	3	S	8
4.2	COLLABORATION & TRANSPARENCY BETWEEN PARTNERS																	
	Strengthen partnerships with mutual commitment to advancing UN SDGs by: - identifing pertinent SDGs to be addressed - agreeing on shared & individual responsibilities	0	0	8	8	ø	0	0	8	8	0	8	8	8	0	0	8	S
4.3	ETHICS						0											
	Pursue collaborative and mutually beneficial decisions more than individual interests					Ø		Ø		Ø			· · · · · · · · · · · · · · · · · · ·				Ø	\otimes
	Address ethical issues around SDGs (e.g. cultural tourism, educational colonialism)				S					S							Ø	
	Establish policies to engage with local communities in an ethical manner	S		S		Ø		S		S	Ø		Ø		S	S		
	Attempt mutual and equitable exchange of ideas, learning, benefit, and value between EA participants and local communities			S	ø	ø				S								8
	Recognize rights of host communities for a basic standard of living, pay, and conditions	S	ø	S				ø		S	ø	0					0	
4.4	EQUITY, DIVERSITY, AND INCLUSION										-	ŝ					1	
	Identify and address systemic biases and deficiencies in policies, practices, and programs.				0	0		0		0							8	0
	Ensure inclusive and equitable access to education abroad		1	1	S	0		0		S								
	Develop meaningful, equitable, reciprocal community partnerships	S				S		S	S	S	ø		S					S
5	ADMINISTRATIVE FRAMEWORK																	
	Make operations more energy-efficient (conservation culture, use of green energy, virtual meetings, lessino printing, etc.)						Ø				Ø		0	Ø	Ø	Ø		
	Collaborate with established entities within your institution (e.g. Sustainability Office, Facilities Office, etc.)				0		ø		S			-	ø				8	0
	Reduce carbon-footprint of program (choice of transport, housing, food & other local consumption, etc.)						ø		0		ø		0	S	Ø	S		
	Align program activities with priorities and long-term wellbeing of local communities	S	S	S		Ø		S		S	ø	S					Ø	S
	Recruit, train, empower and reward staff to promote SDG agenda and outcomes				S	Ø		Ø	S	S							Ø	
	Integrate commitment to SDGs into fabric of partnerships for education abroad programs	() (S	0
	Develop partnerships with broader SDG ecosystem (e.g. UN Academic Impact)																Ø	0
	Source supply chain so programs meaningfully benefit local economies and environment	ø	ø	S		ø	Ø	ø	3	8	ø	3	3	S				ø
6	STUDENT LEARNING AND DEVELOPMENT																	
-	Integrate SDGs into the education abroad experience (through frameworks, learning objectives, pedagogy, on-site activities, etc.)	Ø	0	ø	0	Ø	ø	S	Ø	Ø	Ø	0	0	Ø	Ø	Ø	0	8
	Promote a habit/culture of exchange, so students learn about methods to achieve sustainable development in the local context				0				0	S	ø							8
	Structure reflection time for students to link their learning to SDGs & sustainable development				S													
	Provide curricularico-curricular channels for students to engage with host communities on social, environmental and economic issues				8					0		_						0
	Help students offset their carbon footprint	1					S						ø	S	S	S		
	Help students integrate their experience into future learning, research and career transitions				0			ø	ø								ø	

THE FORUM ON IE GUIDELINES

NAFSA SUSTAINABILITY SIG



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



Sustainability SIG Settings



Community Leaders

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

#GlobalLearning #TeachingandLearning #Trends

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



#Advocacy

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













CASE STUDY: IOI

Case Study IOI: Sustainable Development through International Education is to p

- 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

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
 - O Semester abroad
 - O Volunteering
 - O Faculty-led
 - O Community Education





CARBON NEGATIVE CASE STUDY



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

≯ Flight	🛱 Transport	🚊 Cruise	興 Lodging
flight type	Clase	😰 Inclu	de Radiative Forcing*
Single Round trip	Economy Business	s 📀 First class	
rom	Το		
egs			
0			



IOI's Carbon mitigation actions

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" :





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 swifting to regenerative agricultural practices

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 netric tons of CO2 annually 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



CI study: each Kg imported is responsible for 50,73gr CO_{2} . Mitigation of 3546 kg CO_{2} or 3.5 metric tons CO2

Public outreach and co-responsibility

2A DÓNDE VA MI COMPENSACIÓN? 20UÉ ES LA HUELLA DE CARBONO? 2CÓMO SER UN TURISTA RESPONSABLE? INICIO

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



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.



¿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



Fabricar una computadora produce 975 Kilos do CO9o



3.670 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 were available. But doing nothing is not an option

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Global Footprint Network Advancing the Science of Sustainability



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



Its A Global Systemic Structural Crisis







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!



At the Restaurant

Choose family-run eateries

Avoid multinational chains

· Ask what the locals eat and drink

Select sustainable seafood options

Avoid ordering processed food

Reduce beef and dairy products

· Ask for tap water where safe

Order local produce and wines

Inform yourself about ethical eating practice

· Ask your server what is most local and fresh

· Eat seasonal food and avoid the non-seasonal

Use salad bars which use imperfect produce

· Avoid cars, especially in single occupancy mode

Take direct flights; minimize take-off/landings *

* Planes burn 25% total fuel on short-haul take-offs

Share side orders and take leftovers home

Don't drink bottled water unnecessarily

Avoid unsustainable fast-food chains

· Ride the bus, train, light rail and tram

Use air travel only for long distances

Use a carbon footprint calculator

· Use a bike: ride defensively

· Choose family-run hotels

Pack light for air travel

Buy carbon offsets

Use ride-sharing opportunities where safe

· Fly less and only in economy if you must

· Walk more: see more, stay in shape more

· Use taxis and Ubers only as safety requires

Avoid multinational hotel and food chains

· Don't waste energy or water in hotels

Choose manmade over natural fibers

Avoid single-use items (e.g., razors, paper plates)

TEAN-RYCFA: Revised 02/04/2017

Don't waste: repair, reuse, share and borrow

Invest in durable and reusable products

Discipline yourself to be happier with less

Support sustainable eco-tourism

Consuming Miscellaneously

Buy secondhand clothes

· Recycle and don't litter

· Avoid cotton fiber

• Choose Earth!

Choose hotels concerned about sustainability

Travelling and Getting Around

Choose organic and free-range products

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 staving 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
- Geta 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 driver 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 For more information, contact Scott G. Blair, Ph.D., Director, Assessment and Sustainability, The EDUCATION ABROAD Network: scott, blair@teanabroad.org

Managing Home Waste

- Install designated recycle bins
- · Compost all food and biomass
- Recycle paper, glass, metal and plastic

· Water plants with excess or used water

Keep stuff! You'll find a need for it later

· Fill washers and dishwashers before use

Use a drying rack for air-drying clothes

Use broom & dustpan over vacuum cleaner

Use Earth-friendly cleaners and detergents

Reduce meet & especially beef consumption

Inform yourself about ethical eating practice

Download a good ethical shopping app

Buy seasonal foods whenever possible

· Purchase "Fair trade" labeled products

Shop at stores that sell misshapen food

Support bottle consignment schemes

Purchase organic and free-range products

· Purchase locally-produced and organic food

Favor glass over plastic and metal containers

· Use grocery stores that have salad bars which

· Avoid using plastic bags and plastic packaging

recycle aging or "unattractive" produce

Reuse your current stock of plastic bags

Avoid disposable coffee cups: use reusable

Be informed about ethical consumer practice

Buy local produce, goods and wines

Wash and dry larger clothes loads

· Use washable rags over paper towels

Keep appliance filters clean

· Avoid using tumble dryer

Avoid non-seasonal food

· Avoid processed food

Shop at local farmer markets

Don't buy over-packaged goods

· Avoid buying aluminum cans

Use reusable bag for groceries

Avoid or reduce plastic bag use

Shop intelligently and frugally

Shopping for Food

· Advocate against and stop junk mail

· Minimize food waste · Economize water use

Decline getting ATM receipts

Avoid using black plastic trash bags

Cleaning and Drving



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, wont 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. Assuch, when it comes to waste, it's best to preventor 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 way 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 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	Сомрозт	LANDFILL	NON-LANDFILL
					S		Hazardous waste
	All plastic containers with codes #1 - #02 Possibly plastic containers with codes #04 and #05 Unlikely for plastic with codes #03, #06 and #07 Sottles should be empty, crushed and with caps on Soda bottles and milk jugs Biglid food packages Shampoo containers Detergent bottles Cleaning goods containers Tubs, trays and jugs Yoghurt-like containers Dairy tubs Rigid plastic (toys, junk) Generally Non-Recyclable Trash, zip-lock, cereal bags Subble & clear plastic wrap Speck plastic & condy wrap Send all plastics with no code to landfill	Recycle Aluminum and tin cans (Lids and tabs inside squeezed (closed, labels ok) Clean aluminum foil Disposable aluminum trays and pie plates (cleaned of food residue) Foil yogurt tops Clean paint cans Empty aerosol cans w/o caps Bottle caps and jar lids No batteries Take to Scrap Yard Pots, skillets and pans Wire hangers Shelving Patio furniture Garden tools Bed frames Exercise equipment	100% Recyclable Forever All clear bottles & jars All green bottles All other colored bottles All other colored bottles Empty all glass containers Lightrines all glass Remove caps and wire Do not break glass as it is sorted by color Re-use jars and bottles whenever possible DO Not Mix With Glass Light bulbs Eyeglass and optical glass Drinking glasses Drinking glasses Crystal Industrial and plate glass Anything made of <i>Pyrex</i> Overware Overware	Standard office paper (white or colored) Glossy paper (junk mail) Mail and envelopes (plastic windows are ok) Carbon paper File folders Any type of corrugated box, flattened Cereal-type boxes (plastic inserts removed) Soda and beer boxes Shredded paper (must be placed in a paper bag) Magazines, catalogs, brochures Phone books Newspaper Clean cardboard Pizza box covers (greasy bottom should be sent to compost) Paper-based egg cartons Books (Hard and soft	Selected Organic Waste • Crushed egg shells • Raw fruit and vegetable trimmings • Straw, hay and cut grass • Leaves and plant cuttings • Coffee grounds • Coffee finters & tea bags • Shredded paper • Yard & garden plant waste • Cardboard compostable utensls, plates and bowls • Food-tainted paper items: (plates, towels, boxes, cardboard, etc.) • Paper towels and napkins • Hair and fur • Chemical-free sawdust Do Not Compost • Dairy products • Meat, fish or bones • Cooked food • Animal waste	Plastic bags Clear food bags Frozen food bags Frozen food bags Chips & munchies bags Chips & munchies bags Plastic-fold drink pouches Plastic fold drink pouches Plastic film and wrap Candy wrappers Packing peanuts Bubble wrap Ceramics and crockery Styrofoam egg-cartons Glassware and Pyrex Mirror and plate glass Diapers Tires Medicine bottles Wood & lumber products	All light bulbs All batteries All chemical fluids All chemical fluids All cheminal fluids All cheminal products All medical products All medical waste All pesticides All pesticides All pesticides All pol chemicals All pol chemicals All pol chemicals All automotive fluids All inflammable fluids All inflammable fluids All inflamsers All guss and ammo All guns and ammo All pressurized goods All pressurized goods All pressurized goods
F	 Send plastic spray bottle nozzles to landfill or more information, contact Sci 	Sporting goods equipment Car and machinery parts ott G. Blair. Ph.D., Director, Asse	 Fiberglass ssment and Sustainability. The I 	cover) Paper bags EDUCATION ABROAD Network:	Chemically treated wood Colored or treated paper scott blair@teanabroad.org	Kitchenware & utensils	All other taxic or hazardous material

MAPPING ENVIRONMENTAL IMPACT AND MITIGATION IN EDUCATION ABROAD

The 5 Natural Earth Systems	Biosphere (Life)	Atmosphere (Air)	Lithosphere (Land)	Hydrosphere (Water)	Cryosphere (Ice)
Major aggregate anthropogenic impacts	 Habitat loss and desecration Deforestation Extinction Cross-species contamination Invasive species Hunting and fishing Abusive animal breeding Animal cloning Vivisection and animal testing Animal trafficking and poaching Use of GMOs Use of Neonicotinoids Factory animal farming Animal cruelty and animal rights violations Use of pesticides and herbicides 	 GHGs emissions (CO2, CH4, N2O, HFCs) Air pollution (industrial, transport, agricultural, domestic) CH, generating industrial animal farming High-altitude commercial aviation Space debris Terrestrial light pollution Satellite light pollution 	 Non renewable resource extraction Fossil fuel extraction and combustion Mining Waste and waste mismanagement Soil pollution Soil erosion (by water and wind) Industrial animal farming Land artificialization Fracking Nuclear waste production and storage Use of pesticides a fertilizers Landfill /pollution 	 Organic pollution (esp. human excreta) POPs (Persistent Organic Pollutants) Run-off & leaching (pesticides, fertilizers, antibiotics, nitrogen, potassium, etc. Industrial and agricultural pollution Inorganic pollutants (heavy metals) Microplastics Aquifer depletion Wetland drainage Sea warming Acid rain River damming and intensive irrigation Sea acidification Algae blooms and dead zones Intensive industrial fish farming 	 Melting of glacial ice Loss of snowpack Thawing of permafrost Release of fossil carbon to atmosphere Melting of polar ice Diminished Albedo
Determinants of student abroad impacts (+ / —)	 Food consumption choices Animal rights values Ethical consumer choices Level of environmental activism Degree of eco-literacy Attachment to nature 	 Carbon footprint at home and abroad CO₂ travel budget Recycling and zero-waste habits Carbon offset choices Low-carbon consumption choices Level of environmental activism Degree of eco-literacy 	 Carbon footprint at home and abroad Personal energy use Recycling and zero-waste habits Low-carbon consumption choices Animal rights values Level of environmental activism Degree of eco-literacy 	 Carbon footprint at home and abroad Reduced use of plastics Personal water use and wastage Low-carbon consumption choices Animal rights values Level of environmental activism Degree of eco-literacy 	 Carbon footprint at home and abroad Low carbon consumption choices Carbon offset choices Level of environmental activism Degree of eco-literacy
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The 5 Natural Earth Systems	Biosphere (Life)	Atmosphere (Air)
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3x3 Conceptual Map of Study Abroad

Space / Time		T1 Pre-Program Preparation			T2 Onsite Experience			T3 Post-Program Re-entry		
Actors / Agents	Pre-Pro _§									
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

Re-Foundation

Seeing things differently! Transformative change Radical Being — Savoir être

Mid-Green Ethics Biocentric Risk of Greenwashing: Moderate Dark/Deep Green Ethics Ecocentric Risk of Greenwashing: Low



OWNER CHART I: PRE-DEMARTURE STARE - THE STUDENT PERSPECTIVE - INNACT MITIGATION APPROACHES, MITHORS, AND TOOLS

BUE CHART II: PRE-DENATURE STALE - THE HOME INSTITUTION PERSPECTIVE - IMPACT MITIGATION APPROACHES, METHODES, AND TOOL

PURPLIC NAME HIT: PRE-DEMARTURE STAGE — THE HOST INSTITUTION PERSPECTIVE — IMPACT MITIGATION APPROADES, METHODS, AND TOOLS

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GREEN CHART IV: ONSITE STALE - THE STUDENT PERSPECTIVE - IMPACT MITIGATION APPROACHES, METHODS, AND TOOLS

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CHART VI: ONSITE STAGE - THE HOST INSTITUTION PERSPECTIVE - INVINCE MITIGATION APPROACHES, METHODS, AND TOOLS

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GREY CAMET VIII: REPARTY STAGE - THE HOWE IMPIRITUMON PERSPECTIVE - IMPACT MINIGATION APPROACHES, MICHAELS, AND TOOLS

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CHART I: PRE-DEPARTURE STAGE — THE STUDENT PERSPECTIVE			
Things to consider when deciding	Level 1: Renovation	Level 2: Innovation	Level 3: Re-Foundation
What institution or provider to attend?	 Do the vision, mission and core values align to your principles? 	 Has the institution completed a carbon footprint analysis? Has the institution engaged in <u>Carbon Divestment</u>? Does <u>Wikipedia</u> list the institution as carbon divested? 	 Review <u>Green Gown Awards</u> Review status as a <u>Campus</u> <u>Responsables</u> Review <u>University Presidents' Climate</u> <u>Commitments</u> Review <u>AASHE Sustainable Campus</u> <u>Index</u>
What kind of housing to choose?	 Ask program leaders what low-carbon options are provided Prioritize shared apartments, residence halls, and dormitories 	 Prioritize homestays (more information) Research housing opportunities that are sustainable. Taking action to transform the housing options. 	 Prioritize eco-villages and eco- cooperatives

Activity	Environmental Impacts
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
- CO₂ 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



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



