



EMESCAM



**SUSTAINABILITY EDUCATION – EMESCAM
ACTION PLAN**



PRESENTATION

Brazil faces complex and interconnected challenges across various areas, such as economic development, education, health, social inequality, and environmental preservation. In this context, the 2030 Agenda proposed by the UN emerges as a crucial pathway for sustainable development, with its 17 Sustainable Development Goals (SDGs). This global agenda represents a commitment undertaken by numerous countries, including Brazil, aimed at eradicating poverty, promoting prosperity, protecting the environment, and addressing climate change by 2030.

In the Brazilian context, this mission is even more urgent. Despite its natural and cultural wealth, Brazil continues to grapple with significant regional, social, and economic disparities. States like Espírito Santo (ES) exemplify this reality, facing challenges such as the need to reduce social inequalities, strengthen the local economy inclusively and sustainably, and ensure equitable access to quality education.

Given the importance of the 2030 Agenda, higher education institutions, such as colleges and universities, play a central role in promoting the SDGs. They serve as engines of transformation, providing critical education, innovation, and applied research that directly contribute to advancing society towards sustainable development. In Espírito Santo, educational institutions have the responsibility to prepare citizens and professionals who can tackle local challenges while contributing to the achievement of the SDGs.

In this context, Emescam plays a crucial role. In addition to training skilled professionals in their fields, the institution is committed to implementing the SDGs in its academic and administrative practices. It integrates sustainability and social responsibility into the curriculum, encouraging research and innovation focused on social and environmental well-being. The active participation of the institution in the strategic planning process contributes to building a more just, prosperous, and sustainable Espírito Santo, aligned with the objectives of the 2030 Agenda.

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SUSTAINABLE DEVELOPMENT AND EDUCATION FOR SUSTAINABILITY


On September 25, 2015, the UN General Assembly adopted the 2030 Agenda for Sustainable Development (UNITED NATIONS, 2015). This new global framework to redirect humanity towards a sustainable path was developed in the wake of the United Nations Conference on Sustainable Development (Rio+20), held in Rio de Janeiro, Brazil, in June 2012. The agenda was shaped through a three-year process involving UN member states, national consultations that mobilized millions, and thousands of actors worldwide.

At the heart of the 2030 Agenda are the 17 Sustainable Development Goals (SDGs). These universal, transformative, and inclusive goals outline the primary development challenges facing humanity. The purpose of the 17 SDGs is to ensure a sustainable, peaceful, prosperous, and equitable life on Earth for all, both now and in the future.

The 2030 Agenda serves as an action plan for people, the planet, and prosperity, embracing the theme “Transforming Our World: The 2030 Agenda for Sustainable Development.” It includes actions aimed at ending poverty and hunger everywhere, combating inequalities within and among countries, building peaceful, just, and inclusive societies, protecting human rights, promoting gender equality and empowering women and girls, and ensuring the lasting protection of the planet and its natural resources. This is characterized through 17 Sustainable Development Goals and 169 targets that define poverty in a multidimensional manner.

In this context, higher education institutions, such as colleges and universities, are critical arenas for discussion, strategy promotion, and action implementation focused on achieving these goals. They are not only spaces for academic training but also centers for innovation, research, and social transformation. Their contribution is essential for building a more just, equitable, and sustainable society, promoting the development of solutions to global and local challenges.

Education is a fundamental human right and establishes the foundation for peacebuilding and the promotion of sustainable development. Global issues, such as climate change, require an urgent shift in our lifestyles and a transformation in our ways of thinking and acting. To achieve this change, we need new skills, values, and attitudes



that lead to more sustainable societies. Educational systems must respond to this urgent need by defining relevant learning objectives and content, introducing pedagogies that empower learners, and urging their institutions to incorporate sustainability principles into their management structures.

Education is both an objective in itself and a means to achieve all other SDGs. It is not only an integral part of sustainable development but also a fundamental factor for its realization. This is why education represents a critical strategy in the pursuit of achieving the SDGs.

For the goals to be attained, everyone must play their part: governments, the private sector, civil society, and all people worldwide. Higher education has the responsibility to prepare citizens and professionals who are aware of contemporary environmental, social, and economic challenges. Education for sustainability extends beyond technical content; it seeks to integrate ethical values, develop critical skills, and foster the capacity for innovation in building a sustainable future.

By incorporating sustainability into their curricula, colleges and universities contribute to training professionals across all fields with a holistic view of the world, capable of applying sustainable solutions in their professional practices. This includes promoting scientific research aimed at the SDGs, integrating sustainable practices within the university environment, and training managers, scientists, educators, and community leaders committed to sustainable development.

Mission

To generate and disseminate cultural, scientific, and technical knowledge, standing out as a reference institution in the training of critical, ethical, and reflective professionals in the health sector. These professionals will possess a solid scientific and humanistic foundation, committed to transformative interventions in society and to the cultural, social, and economic development of the State and the Country.



Vision

To be recognized as an institution of excellence in the health sector, dedicated to intellectual growth and regional development.

Values


- Ethics and integrity in all relationships
- Continuous pursuit of innovation and excellence
- Respect for individuality, pluralism, and diversity
- Commitment to society
- Commitment to sustainability

THE ROLE OF ESCOLA SUPERIOR DE CIÊNCIAS DA SANTA CASA DE MISERICÓRDIA DE VITÓRIA

Emescam, with its strong tradition in education and research in the health field, plays a central role in promoting the SDGs, particularly in the areas of health and well-being (SDG 3), quality education (SDG 4), and reduction of inequalities (SDG 10). As a higher education institution, EMESCAM is committed to training professionals who are not only technically qualified but also socially responsible and aligned with the principles of sustainability and equity.

Health is a critical area for sustainable development, and Emescam, through its courses and research projects, contributes directly to improving the quality of life in the population. This includes work in vulnerable communities and the promotion of social inclusion. Furthermore, the institution is dedicated to public health education, addressing fundamental issues such as the promotion of preventive practices, strengthening health systems, and reducing inequalities in access to essential services.

By integrating the principles of the SDGs into its strategic planning, Emescam aligns itself with the 2030 Agenda, committing to the formation of leaders who will



actively contribute to sustainable development in both Espírito Santo and Brazil. The promotion of education for sustainability and commitment to scientific research aimed at global challenges make Emescam a key player in building a healthier, more inclusive, and sustainable society.

EMESCAM'S EDUCATION FOR SUSTAINABILITY PROJECT: INTEGRATING SDG 3 AND SDG 4

The School of Health Sciences of Santa Casa de Misericórdia de Vitória (Emescam) has received international recognition by being admitted as a member of the United Nations Academic Impact (UNAI), an initiative that brings together higher education institutions committed to the principles and values of the UN. This milestone reinforces Emescam's role as an entity dedicated not only to academic excellence but also to social and community development.

The UN Academic Impact (UNAI) is a global initiative that aligns higher education institutions with the UN in support of ten universal principles in the areas of human rights, literacy, sustainability, and conflict resolution. Emescam's participation in this program recognizes its positive impact on both internal and external communities through academic research, extension projects, and educational activities that promote social justice, sustainability, and peace.

As part of this commitment, Emescam pledges to undertake at least one annual action aligned with UNAI principles. Possible initiatives include public health-focused extension and research projects, training programs for vulnerable communities, and partnerships for sustainable development.

This recognition positions Emescam among the leading higher education institutions worldwide, acting as an incubator for solutions to global challenges and reinforcing its commitment to quality education.



EDUCATION FOR SUSTAINABILITY PROJECT

The School of Sciences of Santa Casa de Misericórdia de Vitória (EMESCAM), in conjunction with its Master's Program, presents the Education for Sustainability Project as a fundamental component of its students' education. This project aims to implement strategies that integrate the Sustainable Development Goals (SDGs) into the institution's educational practices. Incorporating the SDGs into Education for Sustainability prepares future generations to become change agents, promoting sustainable development in their communities and globally. Through the adoption of active methodologies and interdisciplinary projects, EMESCAM strengthens the connection between academic learning and global realities, forming professionals committed to building a more sustainable and equitable world.

The primary objective of the Education for Sustainability Project is to align its academic and administrative practices with the Sustainable Development Goals, focusing on SDG 3 (Good Health and Well-being) and SDG 4 (Quality Education). Through this initiative, the institution seeks to empower its entire academic community and adjust its course curricula, preparing students to act consciously and effectively in a world facing environmental, social, and economic challenges.

The Education for Sustainability Project positions EMESCAM as a prominent institution in higher education, committed to shaping leaders and professionals who will contribute to the construction of a healthier, more inclusive, and sustainable future.




OBJECTIVES

General Objective

To integrate sustainability into EMESCAM's curricula and institutional practices, equipping the entire academic community and developing professionals who are conscious and prepared to promote health, well-being, and quality education, in alignment with the Sustainable Development Goals, particularly SDG 3 – Good Health and Well-being and SDG 4 – Quality Education.

Specific Objectives

- 1. Empower the academic community on the Sustainable Development Goals, particularly SDGs 3 and 4:**
 - Promote training sessions, workshops, and awareness programs for faculty, students, and staff to expand knowledge about sustainability, public health, and quality education.
- 2. Revise and adjust academic curricula:**
 - Collaborate with course coordinators to incorporate content related to sustainability, preventive health, well-being, and global citizenship into undergraduate and graduate programs, preparing students to act consciously and sustainably in their professions.
- 3. Promote health and well-being within the academic community:**
 - Implement internal policies and initiatives, in coordination with relevant departments, aimed at supporting the mental and physical health of students, faculty, and staff, fostering a balanced and well-being-oriented environment.
- 4. Foster research and innovation for sustainability:**
 - Encourage the development of research and extension projects that directly contribute to achieving the SDGs, especially in the areas of public health, education, and sustainability.
- 5. Promote sustainable practices on campus:**
 - Advocate for policies that reduce the environmental impact of the institution's operations.



6. **Monitor and evaluate the impact of implemented actions:**

- Establish indicators to measure the progress of actions and ensure continuous evaluation of results, guaranteeing that the project's objectives are effectively met and aligned with the institution's needs.



Methodology

The methodology for implementing the *Education for Sustainability Project* at EMESCAM aims to integrate the Sustainable Development Goals (SDGs) into academic training and institutional practices, with a particular focus on SDG 3 (Good Health and Well-being) and SDG 4 (Quality Education). Below is a step-by-step description of the methodology that will guide the planning and execution of the project.

Incubator/SDG Hub

Public Policy Laboratory (LPP) at EMESCAM and the Sustainable Development Goals

The *Public Policy Laboratory (LPP)* at EMESCAM is a research and extension unit dedicated to studying, developing, and implementing public policies that promote social well-being and sustainable development. The primary objective of the LPP is to generate knowledge and innovative solutions to address social, economic, and environmental challenges, aligning its activities with the United Nations' Sustainable Development Goals (SDGs).

The LPP is committed to promoting effective and inclusive public policies that can respond to contemporary challenges such as social inequality, public health, quality education, and environmental sustainability. Its mission is to translate academic research into practical actions and policies that can be implemented in local communities and global contexts, creating a positive and lasting impact.

The LPP at EMESCAM is dedicated to advancing public policies informed by rigorous research and aligned with the SDGs. Looking ahead, the LPP plans to expand its partnerships with other academic institutions, governments, and civil society organizations to broaden its impact and contribute more effectively to sustainable development.

In this way, EMESCAM's LPP positions itself as a center of excellence in public policy research and action, working to promote the SDGs through a combination of academic research, quality teaching, and active community engagement.

Action Plan/Execution

1. Institutional Diagnosis

The first stage involves conducting an in-depth diagnosis of EMESCAM's current situation concerning education for sustainability, aligning the diagnosis with the Sustainable Development Goals, especially SDG 3 and SDG 4.

Activities

- Mapping current practices related to sustainability already developed by the institution's departments (health and well-being actions, inclusive education, sustainable initiatives on campus, etc.).
- Reviewing the academic curricula of the courses offered to identify alignment (or lack thereof) with the SDGs.
- Conducting surveys with faculty, students, and staff to assess the level of knowledge about the SDGs and sustainability.
- Evaluating ongoing research and extension projects that already contribute to SDG 3 and SDG 4.

Expected Outcomes

- A diagnostic report presenting EMESCAM's current scenario.
- Identification of gaps and opportunities for integrating sustainability into the curricula and institutional management.

2. Definition of Goals and Indicators

Based on the diagnosis, the next step is to define specific, measurable goals that will guide the implementation and monitoring of the project over time.

Activities

- Establishing strategic goals related to training students and staff on sustainability.

- Setting goals for curriculum revision, with deadlines for the inclusion of SDG-related content.
- Creating performance indicators to monitor project progress, such as the number of adjusted courses, participation in training, development of SDG-related research and extension projects, etc.

Expected Outcomes

- A plan with clear goals and defined deadlines.
- Monitoring indicators that allow for evaluating the project's progress over time.

3. Curriculum Revision

This stage involves revising the academic curricula of EMESCAM's courses to integrate topics related to sustainability, health, and well-being (SDG 3) and quality education (SDG 4).

SDG 3: Good Health and Well-being

SDG 3 seeks to ensure healthy lives and promote well-being for all at all ages. EMESCAM, with its expertise in the health field, plays a critical role in training professionals equipped to operate in diverse contexts, promoting preventive health practices, comprehensive care, and attention to public health. The *Education for Sustainability Project* strengthens these competencies, preparing professionals to act ethically and sustainably in the health sector, with an emphasis on the social and environmental impacts of their practices.

SDG 4: Quality Education

SDG 4 aims to ensure inclusive, equitable, and quality education. EMESCAM's project is revising the curricula of undergraduate and graduate courses to include content that promotes education for sustainability, the development of socio-emotional skills, and the formation of professionals with critical awareness and problem-solving abilities for addressing global challenges such as social inequalities and environmental issues.



Activities

- Creation of a multidisciplinary committee consisting of faculty, administrators, and experts in education and sustainability to lead the curriculum revision process.
- Identification of courses that can integrate the SDGs as cross-cutting themes, such as public health, preventive health, professional ethics, global citizenship, environment, and well-being.
- Development of new courses or specific modules on sustainability and sustainable health practices.
- Training faculty to effectively deliver the new content using innovative methodologies.

Expected Outcomes

- Revised and updated curricula, incorporating relevant themes aligned with SDG 3 and SDG 4.
 - Faculty trained to teach with a focus on sustainability.
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4. Capacity Building of the Academic Community

The training of all those involved in the academic environment is essential for the success of the project. This stage focuses on developing the skills and knowledge needed for faculty, students, and staff to understand and apply sustainable practices.

Activities

- Conducting workshops, seminars, and training sessions focused on sustainability and SDGs 3 and 4 for faculty, students, and staff.
- Creating an online platform for continuous learning courses and modules on sustainability.
- Establishing partnerships with external experts and organizations committed to the SDGs to offer training programs and exchange experiences.

Expected Outcomes

- The entire academic community is aware of the SDGs and equipped to contribute to the implementation of sustainable practices.
- Increased awareness and active student participation in sustainability-related projects.

5. Implementation of Sustainable Practices on Campus

The project also envisions the implementation of sustainability practices within EMESCAM's infrastructure and management.

Activities

- Adoption of policies to reduce waste and promote the rational use of resources (water, energy, paper).
- Internal campaigns to promote health and well-being among students and staff.
- Encouragement of recycling systems and promotion of sustainable transportation options.
- Improvement of the institution's physical and digital environment to make it more accessible and sustainable.

Expected Outcomes

- A more sustainable campus, reflecting EMESCAM's commitment to the SDGs.
- Reduced environmental impact and improved quality of life for everyone involved.

6. Continuous Monitoring and Evaluation

The final step in the methodology is the ongoing monitoring of actions and adjustment of strategies as needed to ensure successful implementation.

Activities

- Periodic review of the performance indicators established in the second phase.
- Administration of feedback surveys with students, faculty, and staff to evaluate the impact of the changes on the curriculum and management.
- Annual progress reports measuring EMESCAM's contribution to SDG 3 and SDG 4.

Expected Outcomes

- Continuous monitoring of the impact of sustainability actions.
- Ongoing adjustments and improvements in strategic actions to achieve the proposed goals.

To summarize the objectives and actions of EMESCAM's Sustainability Project, below are the project objectives and their corresponding actions.

Table 1: Linkage of Objectives with Corresponding Actions – 2024 to 2028
Vitória, ES, 2024

Objectives	Actions	Expected Results
<p>1. Empowering the Academic Community on SDG 3 and SDG 4</p>	<ul style="list-style-type: none"> • Organize workshops and seminars on sustainability, public health, and quality education. • Offer online and in-person courses on the SDGs, sustainability, and ethical practices in the academic environment. • Develop educational materials and practical guides on the SDGs for both faculty and students. 	<ul style="list-style-type: none"> • 100% of faculty and staff trained on the SDGs by the end of the second year. • Increased awareness of the academic community regarding the SDGs and sustainability..
<p>2. Review and adjust academic curricula.</p>	<ul style="list-style-type: none"> • Conduct a survey of undergraduate and graduate programs to identify gaps related to sustainability. • Integrate content on preventive health, global citizenship, and sustainability into the curricula. 	<ul style="list-style-type: none"> • All course curricula adjusted by the end of the second year. • At least two new courses created related to the SDGs. • Faculty trained to teach with a focus on sustainability.

	<ul style="list-style-type: none"> • Develop new courses and modules focused on SDG 3 and SDG 4. • Train faculty to use active teaching methodologies with a focus on sustainability. 	
3. Promote Health and Well-being in the Academic Community	<ul style="list-style-type: none"> • Implement mental and physical health promotion programs for students and staff. • Conduct periodic well-being and quality of life campaigns on campus. • Provide psychological and physical support for the academic community, focusing on work, study, and life balance. 	<ul style="list-style-type: none"> • 20% reduction in stress and burnout rates among students and staff. • Improved overall well-being of the academic community, with at least 70% participation in health campaigns.
4. Foster Research and Innovation for Sustainability	<ul style="list-style-type: none"> • Encourage the creation of research groups focused on topics related to SDG 3 and SDG 4. • Provide funding and technical support for research projects aimed at sustainability. • Promote academic conferences and meetings focused on innovative solutions for sustainability challenges. 	<ul style="list-style-type: none"> • At least 5 new research or extension projects related to the SDGs by the third year. • Publication of 3 academic articles annually on sustainability and quality education.
5. Implement Sustainable Practices on Campus	<ul style="list-style-type: none"> • Implement recycling and waste management programs. • Reduce energy and water consumption on campus through energy efficiency initiatives. • Encourage the use of sustainable transportation among students and staff. • Create green spaces and promote biodiversity in the university environment. • Promote innovative projects at EMESCAM. 	<ul style="list-style-type: none"> • 20% reduction in energy and water consumption by the third year. • 100% participation in the recycling program by students and staff. • Creation and/or maintenance of green areas on campus.
6. Monitor and Evaluate the Impact of Implemented Actions	<ul style="list-style-type: none"> • Develop a continuous monitoring system for project actions, with annual progress reports. 	<ul style="list-style-type: none"> • Continuous monitoring and adjustments based on evaluation results.





	<ul style="list-style-type: none"> • Conduct periodic satisfaction assessments among the academic community regarding the implemented changes. • Measure the environmental and social impact of sustainable initiatives applied on campus. 	<ul style="list-style-type: none"> • Achieve 80% of the goals by the end of the project. • Publication of annual impact reports.
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EXPECTED OUTCOMES

To monitor the objectives and proposed actions for the Project's planning, the following indicators and expected outcomes for each action are presented.

Table 02 – Strategic Planning Monitoring Plan – 2024 to 2028

MONITORING OF INDICATORS

Objectives	Objectives	Objectives
	Train 100% of faculty and staff by the end of the first year of the project.	Percentage of faculty and staff trained (%).

1. Empower the academic community on SDG 3 and 4	Conduct at least 3 annual workshops on SDGs, sustainability, and public health.	Number of workshops conducted.
	Achieve 80% student participation in awareness activities by the second year.	Student participation rate in awareness activities (%).
2. Review and adjust academic curricula	Update 100% of undergraduate and graduate curricula with SDG-related themes by the second year.	Percentage of curricula revised and updated (%).
	Create at least 2 new courses or specific modules on sustainability and preventive health by the second year.	Number of new courses/modules created.
	Incorporate SDG content into at least 50% of existing courses by the third year.	Percentage of courses with SDG content incorporated (%).
	Implement mental health and well-being policies for students and staff by the end of the first year.	Mental health and well-being policies implemented (Yes/No).



3. Promote health and well-being in the academic community	Conduct at least 2 annual campaigns promoting health and well-being.	Number of campaigns conducted.
	Achieve 70% satisfaction in surveys on health and well-being among the academic community by the second year.	Academic community satisfaction rate with health and well-being policies (%).
4. Foster research and innovation for sustainability	Develop at least 5 research or extension projects related to SDG 3 and SDG 4 by the third year.	Number of research and extension projects developed.
	Allocate 20% of research funding to SDG-related initiatives by the second year.	Percentage of research funding allocated to SDG-related projects (%).
	Publish at least 3 academic articles annually on sustainable health and quality education by the third year.	Number of articles published.
	Reduce campus water and energy consumption by 20% by the end of the third year.	Percentage reduction in water and energy consumption (%).

5. Implement sustainable practices on campus	Implement a recycling and waste management program by the end of the first year.	Recycling program implemented (Yes/No).
	Achieve 100% participation in the recycling program among students and staff by the second year.	Recycling program participation rate (%).
6. Monitor and evaluate the impact of implemented actions	Conduct biannual evaluations of project progress starting in the second year.	Number of evaluations conducted.
	Achieve 80% of defined goals by the end of the third year.	Percentage of goals achieved (%).
	Publish annual impact reports starting in the second year.	Number of impact reports published.





STRATEGIC CHALLENGES

The organization of a Strategic Plan must be a continuous and integrated process. It is essential to establish a culture of strategic planning that fosters a collaborative atmosphere, enabling the connection between faculty, students, technical staff, institutional managers, the academic community, and society to achieve the defined goals.

However, as with any planning process, challenges are inevitable. These challenges must be overcome through ongoing discussions and reflections on the process, with the workgroup continuously reassessing the established indicators and goals. The review of these indicators involves discussions within the SDG committee, alongside the institution's leadership, using updated tools and previous reports, which have served as key resources in the development of this plan.

Following a critical evaluation of these documents, several challenges for the consolidation of the project have been identified: organizational culture and its alignment with the SDGs, the inclusion of SDGs in curricula, the lack of consolidated actions, and fragmented efforts that address the SDGs, among others.

This plan was developed for the year 2024, with goals and indicators scheduled for implementation