



**R** – respect      **C** – circle      **E** – equally important

## RCE Meeting: European Regional Conference 2017 in Dortmund, Germany

### 1. Aims:

- Community building
- Discussing the actions we want to take concerning GAP and SDGs Europe-wide
- Continuing the discussion of the topics we raised during the European RCE meeting held in London in June 2016
- Sharing the work of European RCEs and learning from each other
- Developing joint ventures and beginning to plan possible collaborative activities
- Seeking for a funding strategy
- Enjoying networking with like-minded colleagues

### 2. RCE-Meeting – Key-notes

- **Come together**  
Dinner at RCE Ruhr, Schwelm
- **RCE and 17 SDGs**  
Activity by Zinaida Fadeeva
- **Community building with Manitonquat**  
Manitonquat (born 1929) showed us his community building method “The way of the circle”
- Keynote: **Refugees, migration and the contribution of the European RCE-community**  
Ros Wade, RCE London

- Key-note: **Consumption and production**: Connecting regional activities with the global discourse (Zinaida Fadeeva, UNU-IAS)
- Wrap up and closing ceremony with Manitonquat

### 3. Workshops

1. BEnE Munich - **Participation and ESD** (Annette Rinn; Thomas Schwab; Reiner Schmidt)
2. London RCE - **Refugees and migration** (Ros Wade)
3. RCE Stettiner Haff – Project Future 2000 m<sup>2</sup>Projekt „Zukunft 2000m<sup>2</sup> – der Weltacker in Rothenklempenow“ (Detlef Rabethge; Jochen Elberskirch; Tobias Till Keye)
4. RCE Belarus - "**Science shop: the tool for integration of education and sustainable development**" in cooperation with IBB, Dortmund (Sofia Savelava; Norbert Steinhaus; Hanna Robilka)
5. RCE Oldenburger Münsterland - **Curriculum development for ESD in vocational schools** (Detlev Lindau-Bank; Lukas Scherak)
6. RCE Scotland - **Promoting meaningful engagement and action on the UN Sustainable Development Goals** (Betsy King)
7. RCE Dublin - "**Dublin in the coming times**" Project (Charlotte Holland, Carmel Mulcahy, Tanja Tillmanns)
8. RCE Czech – **Introduction to the new RCE Czech** (Jana Dlouha; Jiri Dlouhy)

### 4. Guided tour of “fair&friend”

### 5. Output – agreements

- Collecting SDGs case studies next year.  
**Update:** You may send your case studies to Ros Wade from RCE London before the next European RCE-meeting in Brittany, which will be held 29<sup>th</sup> to 30<sup>th</sup> of August. If you agree, Ros and I will work on a publication of the case studies. Therefore we will make agreements during the meeting.
- Collecting/networking Journal/publication opportunities/studies. We are looking for an RCE, which wants to take the lead in this.
- European RCEs agreed to support the New York Declaration on Refugees Action – Ros Wade and Detlev to communicate this to the RCE Service Centre and ask them to post it on the web site with the declaration.

- Blogs on the monthly bases NB RCE London agree to co-ordinate this
  - Guiding principles provided by Betsy King, RCE Scotland
  - Collecting evidence-based information (Research)
  - Values & interests behind technologies
  - Time table: October - RCE London; January RCE Scotland; March – RCE Britany; April – RCE Severn

**Update:** RCE Service Centre has so far been unable to upload blogs though the first was submitted by RCE London in October. Ros Wade is following up this conversation with the Service Centre and we will keep RCE colleagues informed. This is a real opportunity to improve communication and dissemination across the RCE community. In the meantime, I propose that we share our blogs via email with the European RCE network.

- Capacity development

This is an ongoing issue and is not likely to go away as RCEs will continue to face resource challenges and capacity issues owing to our dependence on volunteerism. However, this does also have advantages as it means that we can continue to be independent and it can give our work even more credibility.

Ros Wade – RCE London

Detlev Lindau-Bank – RCE Oldenburger Münsterland

# RCE and Sustainable Development Goals

Summary of the activity by Zinaida Fadeeva, UNU-IAS



## How do RCEs deal with SDG's?

- How do we work with SDG's?
- How to work with SDG's more ambitiously?
- Collection of suggestions

## How do we work with SDG's? (blue cards)

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RCE Scotland – Potential for transnational change in Scotland with combination of policy framework for 3-18 years schools and implementation through professional development of teachers and teacher educators. Partnership: Government – Universities – NGO's – schools/learners

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## How do we work with SDG`s? (blue cards)

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Fear of lack of capacity

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„higher levels“ looking just for BuzzWords – Lipservice  
unwilling to dig into systems thinking and planetary boundaries

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Indigenous knowledge lost

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RCE Nizhny Novgorod – local network of support for social initiatives on a cities level

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Lack of or weakness in translation of ESD into teacher programmes

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Difficult to enlarge OPEDUCA project to other sections at High School  
Teachers are not volunteering to put it in action  
Reluctance against new methods

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Policy recognition – interdisciplinary engagement

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Lack of ethical dimension in technology

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ESD still not understood by many (in contrast to Environmental Education)  
Competing with global education, inclusiveness, ...  
RESEARCH needed

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The concept of „fake news“  
Manipulation of the media by extreme (especially right wing) organisations e.g. Cambridge analytica  
Increase of racism and hate crimes/anti-migrant discourse (manipulation of this by politicians)  
We need to find new ways to reach people and communicate ESD  
Knowledge/facts alone did not work

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RCE Denmark - Need of democratic dialogue and understanding of culture differences

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UK/London – Brexit blocks out all other policy – e.g. on climate  
Little government engagement with SDG´s

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Science and sustainability are poorly integrated in local policy and decisions  
Cost before sustainability

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## How do we work with SDG`s? (blue cards)

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Knowledge development sounds a „dry“ subject. Language matters.  
Can we articulate what we mean?

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RCE Belarus – SDG`s help – Creation of common knowledge by SD & Education

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That the youth won´t be included in the global environmental matters

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RCE Belarus – one knowledge problem is distance between knowledge special (adult) and knowledge living (youth) – Youth will be teachers for adults.

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Worries: Research removed from practice  
Lack of governmental engagement with RCEs and vice versa

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RCE Nizhny Novgorod – non-systemic thinking of local troubles of city development

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RCE Denmark – giving minorities and refugees a bigger voice, and a larger influence

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Concerns – values and attitudes that are central to sustainability are not well explored and transformational change needs a culture shift  
Focus on ESD skills of critical and systems thinking not recognised in context of real life issues (democratic engagement)

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## How to work with SDG's more ambitiously? (red cards)

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RCE Belarus – Youth are teachers for adults: common research activities; common SD projects/ initiatives  
Education centres for all in local communities

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Enthusiastic response to SDG's

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Engaging local partners in research and exchange with international partners

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RCE Nizhny Novgorod - Training education programmes on the ground of cognitive modelling

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RCE Belarus – Science shop and RCE in one place and projects

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Reach of ESD beyond the partnership of RCE – connecting to communities in creative sustainability literacy initiative

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Positive action: Greater realisation of importance of sustainability (but still need for greater input from RCE's in process)

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Motivate partners to engage in various projects for sustainability

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Engaging hearts & minds e.g. active learning activities  
Capacity building – sessions on “How to run a campaign” (citizens UK)  
Work with local government  
Offer ideas & solutions -> effective change

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RCE Denmark – Introduction of youth-RCE-network and ESD for Building workers

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The increasing interests with regards to including the youth

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RCE Denmark – the many organisations and groups working with sustainability

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Recognition & project by some participants of our SysThink course 😊  
New partners popping up

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OPEDUCA-project & coordination High-School and University  
Communication and exchange with some European RCE's

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UK/London  
European partnership supporting refugees  
Clear understanding by opposition Labour Party on importance of sustainability

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## OpEducA – Open Education Areas

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SDG process -> National agenda 2030  
-> involving educational actors in debate  
-> Bottom-up initiatives

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RCE Nizhny-Novgorod – Project “Academy for new faces – support for social initiatives

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Small specifically targeted conferences work well

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RCE cand. Belarus - School is the initiative resource centre for SD in local community

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Methodology of educational and organisation support of key student practices in school processes as a way for their key competencies

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## Collection of suggestions (yellow cards)

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“Do the math” of SDG’s – RCE Brittany

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Education – engaged with an individual change on individual level = sustainable lifestyle  
(complex issue)

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Each region has its own specificity and will focus on such or such SDG. An exchange with other regions could improve the implementation of more SDG’s.

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Open “SDG Shop” educational coffee place (like science-shop)

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Use transformational approaches to engage local communities and make links to SDG’s.

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SDG’s are interwoven! I won’t let work Munich Administration on SDG’s like a To-Do-List  
(as announced) – Every year one goal, and in 17 years we’re done  
☺ starting with GAIA SDG flashcards

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Starting projects with youth as the organisers

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Try and reframe business methodologies like  
Positive psychology (PERMA)  
Change Agent education  
Gamification theory  
Design thinking

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Organize SDG Thon like HACKATHON

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Put SDG in the “SMART part of “SMART CITIES”

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# LfS Scotland: blog guidance

## Overview

Learning for Sustainability Scotland (LfS Scotland) has an established blog that functions as a platform to inspire potential sustainability advocates, and share reflections on anything from global trends in Learning for Sustainability, to vital teaching and learning happening in Scottish schools, colleges, universities, businesses and community organisations.

The blog is by our members, for our members, and reflects the breadth of the organisation's reach as well as the variety of actions being taken to embed sustainability into a variety of educational settings. You'll find more information about our vision, mission and ethos overleaf. This guidance is aimed at anyone wishing to write a blog for Learning for Sustainability Scotland, helping you to structure it correctly and maximise its appeal.

## Tone

The blog should be conversational, informative and insightful, and works best when it is from your own personal viewpoint. It should also be written in 'plain English' – so avoid overly complex vocabulary and explain any acronyms.

The best blogs inspire readers to take action – think about what actions you'd like your readers to take.

## Topics

The following are suggestions for topics you could write about:

- The [Sustainable Development Goals](#) – which goals matter to you, how you are working to achieve them or building them into your work, etc
- A strategic viewpoint of why learning for sustainability matters A write-up of a LfS Scotland or other relevant event
- A case study of teaching and learning approaches for sustainability that you have used

- A reflection piece about your work with a specific group, such as school children or a community group
- Your thinking on Government policies supporting Learning for Sustainability
- A call for collaboration with other members
- Resources you use (and how to make the best of resources with limited funds)

### Structure

- 500 – 1500 words
- Suggest a catchy title
- Write your blog post in first person narrative (e.g. "I recently ran an event in my community...")
- When referring to other people's work or online resources, provide a hyperlink
- Include images and credit the source / designer / photographer
- Provide an image of yourself and a short bio (100 words) so you can be introduced ahead of your blog article

### Other information

- If you have a blog you would like to write for us, please email Abi Cornwall, Development Officer: [abicornwall@lfsscotland.org](mailto:abicornwall@lfsscotland.org) with a brief outline of what you would like to write and why you think it would be a good fit for our blog.
- Please note that LfS Scotland will edit blogs to maintain style and length. If significant changes are made you will be informed ahead of publication.

If you require any more advice, or would like to write a blog, get in touch with Development Officer Abi Cornwall at 0131 650 9731 / [abicornwall@lfsscotland.org](mailto:abicornwall@lfsscotland.org).

### **Learning for Sustainability Scotland (LfS Scotland):**

RCE (Regional Centre of Expertise in Education for Sustainable Development) Scotland, officially acknowledged by the United Nations University

#### *Vision*

Our vision is for Learning for Sustainability to infuse the whole of Scottish society, building our capacity to contribute to sustainability – locally, nationally and globally.

#### *Mission*

Our mission is to work co-operatively to harness the transformative potential of Learning for Sustainability to support a sustainable world: where people and communities value and are engaged with the natural environment; societies are inclusive and equitable; and a vibrant economy contributes to flourishing ecosystems and social justice.

## *Ethos*

In line with our vision and mission, we recognise that Learning for Sustainability is about a manner of working as much as a topic of focus. As a network, we recognise the benefits of collaborative gain. We believe that by adopting the following principles we will be better able to achieve our Mission and Objectives.

**Collaboration** – recognising that we can achieve our aims through working together, acknowledging that we may share a broad vision and ethos but seeing that we may have different perspectives on pathways to sustainability

**Respect** – for ourselves, for each other, for our members, for the community and for the natural environment of Scotland and beyond

**Integrity** - in our intentions and behaviour, recognising and acting in our roles and responsibilities and declaring conflicts of interest where appropriate

**Creativity** – in our thinking and actions, drawing on our heritage and engaging with arts and culture, enabling us to envision and innovate for a sustainable future.

## Participating RCEs

### RCE Brittany

Pierre Cocherli,  
Francoise Laveuve,  
Salim Lardjane

### RCE Denmark

Lars Myrthu-Nielsen  
David Rangan

### London RCE

Ros Wade  
Hugh Atkinson  
Lynn Vickery

### RCE Severn

Miriam Webb

### RCE Scotland

Betsy King

### RCE Graz-Styria

Thomas Drage

### RCE candidate Upper Austria

Manu. Mittermaier  
Andreas Auer

### RCE BeNE Munich

Annette Rinn  
Reiner Schmidt  
Thomas Schwab

### RCE Ruhrgebiet

Peter Reichenbach  
Vera Dwors  
Anja Bardey

### RCE Oldenburger Münsterland

Detlev Lindau-Bank  
Lukas Scherak  
Ulrich Schulte-Wieschen

### RCE Stettiner Haff

Detlef Rabethge  
Jochen Elberskirch  
Tobias Till Keye

### RCE Hamburg

Ivonne Stresius

### RCE candidate Ostwürttemberg

Daniela Dorrer

### RCE Czechia

Jana Dlouha  
Jiri Dlouhy

### RCE Dublin

Charlotte Holland  
Tanja Tillmanns  
Carmel Mulcahy

### RCE Nizhny-Novgorod

Igor Arzhenovsky  
Andrey Dhakin

### RCE candidate Belarus

Sofia Savelava  
Hanna Robilka  
Norbert Steinhaus

### UNU-IAS

Zinaida Fadeeva

### Cancelled:

#### RCE Nürnberg

Christian Büttner

#### RCE South Tyrol

Johanna bernhardt

#### RCE Vienna

Christian Rammel

#### RCE Espoo

Marii Nuutinnen

#### RCE Skane

Yvonne Brogaard Nelson

#### RCE East Midlands

Margret Fleming  
Hugh Fenton

#### RCE Albania

Kalterina Schulla

#### UNU-advisor for Europe

Jos Hermans