

Asia-Pacific RCEs' Contributions to ESD Beyond 2014

Issues

- What are the value-added roles, achievements, challenges, and scale-up action possibilities, of RCEs in engaging with the GAP priority areas and beyond?
- Share your broad reflections on the role of RCEs in advancing ESD and sustainable development during DESD and beyond 2014.
- What are your expectations of being part of the RCE Global network after 2014?

1. Policy Support

- 1.1 Establishing enabling mechanism to assist RCE stakeholders participate in SD policy making in line with their individual mandated areas of concern. Diversity of RCE membership adds up to the scope to which SD could be disseminated and implemented.
- 1.2 Assisting in strategic and action planning workshop for policy making, and institutionalizing implementation of ESD in member organizations.

- 1.3 Promoting ESD as national programs, through, for example, the Ministry of Education or Ministry of Environment, or at best, coordination between them, with support from other related ministries; promoting ESD action at the ministry level would possibly sustain ESD-based existing programs. Local RCEs could coordinate actions to engage policy makers to make these programs come true.
- 1.4 Networking and linkages with stakeholders - governmental and non-governmental – to provide value added role in advancing ESD.

1.5 Contributing to policy review and analysis.

Being a diverse multi-stakeholder network, the incorporation of various stakeholder concerns and on-ground reality can help push, shape and guide policy formulation/revision, if and where necessary. This will ensure that public policy is inclusive and is in sync with the current situation. Further, RCE could also serve as a monitoring and evaluation body to check implementation progress and impact.

1.6 Engaging in policy advocacy to infuse ESD concepts into mainstreaming school curricula through the government.

1.7 Creating education initiatives for sustainability in education policy environment. There may be provision for education for sustainability but there is poor level of teacher education engagement in mainstream education. Sustainability occupies an 'agonistic' position in education; it is a notion with which mainstream systems are institutionally and conceptually out of synch because of the overwhelming challenges of the hegemony of economic liberalism.

1.8 Developing policy through locally-based collaboration and community engagement principle of the RCE model, with a process for working together keep the activities responsive and accountable to the contributing communities. For the post 2014 ESD agenda, a framework that ensures local/regional initiatives are in dynamic engagement with national policy will bring vitality and responsiveness to the policy process. A system of national policy accountability to communities implementing such education and learning programmes will be a great catalyst for bringing ESD into National Education policy.

2. Whole Institution Approach

2.1 Sponsoring seminars and trainings for the integration of SD in the curriculum both in the basic and tertiary education. This increases the capacity of educators and trainers who are very instrumental for the continued and sustained implementation of SD. Moreover, it could also mobilize its non-learning institution members to integrate SD in their information drive as part of their mandated function.

- 2.2 Engaging in works/projects documenting and showcasing experiences so that a rich database can be assimilated sensitive to context and local-specific challenges in order to contribute to cross-learning and knowledge sharing.
- 2.3 Engaging in demonstrating models for whole-school approach through various programs, and changing the mindset of administrators and teachers to deviate from the pragmatic approach to a comparative new approach. A three tier action plan would help - Policy intervention at the curricular level; Sensitization of administrators and training and capacity building of teachers; Demonstration through handholding at the ground level through piloting.

3. Educators

3.1 Building capacity and training educators at various levels and forms. Due to the presence of formal, non-formal and informal education actors in the network, the ability to engage with educators should be possible and more importantly, impactful. Successful methods and modules could be documented to enable knowledge sharing and learning.

3.2 Working closely with educators in addressing the needs of the students providing innovative solutions for schools; and engaging in building capacity of students and teachers by various modes and medium on ESD.

3.3 Developing training modules for teachers on SD and ESD competencies. The pre-service and in-service trainings received by the teachers so far may have been for one discipline. ESD is essentially a multidisciplinary approach, which is new to the teachers who are trained on conventional approaches.

4. Youth

4.1 Guiding and facilitating the formation of youth network under the identified RCE domains of work.

4.2 Providing a platform for youth to interact, exchange and also collaborate on projects of mutual interest; and playing a key role in bringing together a network of youth.

4.3 Hosting interns and volunteers to engage in ESD activities. Constituent educational institutions source interns/volunteers to the RCE secretariat and based on the need, the secretariat again engage them on various programs in partnership with other constituent organizations.

5. Local Communities

- 5.1 Adopting local communities in their areas of operation after mutual consent of all partners and driving work around their thrust areas so as to generate and then scale-up action.
- 5.2 Building synergy with the local communities, for sustainable on ground activities and programs.

- 5.3 Engaging and educating the local communities. RCE partners are bringing in expertise of handling different stakeholder groups. The competencies needed to handle a livelihood focused program or a school focused program may be different.
- 5.4 Linking community to each school/ educational institution for sustainability of the institutions; for this essentially the government has to take the lead; and directly reaching out to communities for Sustainability issues of the communities.

5.5 Working with local communities, in partnership with colleges or higher education institutions. The faculty and students benefit from the opportunities of learning through real-life projects and interactions. Communities benefit from the structured and professional approach to specific projects that university or college faculty and students provide.

5.6 Supporting the participatory budgeting process in the local government, by helping develop systems at the municipal authority, enhancing community participation in the process by outreach work, as well as documentation of and research about different elements of the budget process, especially through university students. The experiences of facilitating the partnership between educators, young people, the local authorities, and communities in projects can give valuable insights into multi-stakeholder action learning.

5.7 Deepening its engagement in participatory governance through a combination of two approaches: the first is structured collaborative action-learning with a group of community facilitators and the network of RCE members or associates. The second is an attempt to introduce a public deliberation element into the participatory budget process of the municipality.

Thank you