

**10th Asia-Pacific RCE Regional Meeting
Report**



**2-4 November
TERI (The Energy and Resources Institute)
RCE Delhi
India**

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Opening Remarks

The meeting commenced with a warm welcome by **Ms Livleen Kahlon**, Associate Director, Environment Education & Awareness, TERI on behalf of Dr Annapurna Vancheswaran, Senior Director, Communications Outreach and Advocacy Unit, TERI. Ms Kahlon also conveyed apologies from Dr Vancheswaran, who has just had a grandchild hence, could not attend the meeting.

During her address, Ms Kahlon stressed on the need to enhance synergies and efficiencies of implementation through networks such as this. She also mentioned that this is indeed a great learning experience to see in place partnerships, platforms to put in place the SDGs and other possible areas for collaboration such as forestry, climate action, etc. and focus on local action. Case studies on success and not success to learn from to make local action possible will be the focus of our discussions. She added, the RCE network is a Family of friends and hence we should use this opportunity to learn from each other. She also extended an invitation to all the delegates to view the exhibition of Aravalis outside, which would enhance their knowledge on India's local heritage.



During his opening address, **Mr. Naoya Tsukamoto**, Project Director, UNU-IAS, on behalf of UNU congratulated the Asia Pacific community for assembling for the 10th time and the 2nd time in Delhi for the 10th Asia-Pacific RCE Regional Meeting. He further added that TERI is the lead agency for RCE Delhi and thanked the organizers for their hard work in organizing the meeting as well as the symposium. He also thanked Mr Yasushi Nagami and the Ministry of the Environment, Japan for supporting the RCE movement. UNESCO support was also acknowledged by him. Mr Tsukamoto further added Asia Pacific is a dynamic region characterized by great diversity, including cultural diversity. Currently the region has 58 RCEs, forming dynamic ESD network and it is great to see so many coming together to discuss and deliberate their work. RCE movement is a UNU response to the need for SDG actions in communities. It is valuable to discuss GAP and SDGs. He stressed the importance of empowering and mobilizing youth and communities at local level. He ended his speech by emphasizing the role of RCEs, who can contribute to localization and implementation of ESD at local level and provide solutions for important issues affecting local communities.



Mr. Yasushi Nagami, Director, Office of Environmental Education, Ministry's Secretariat, Ministry of the Environment, Japan extended a warm welcome and gratitude to all the delegates on behalf of Japan Ministry of the Environment. Mr Nagami in his address abreast everyone that RCE is one of their Ministry's flagship programs conducted by UNU-IAS. As the supporter and only donor from the beginning of RCE program he thanked all the RCEs that have contributed to the network making it such a valuable program. Since beginning with 7 in 2005 now there are 158 RCEs internationally. The



Ministry of the Environment, Japan is very happy to support this ambitious program and will continue its support to make it successful in the future as well.

He also thanked TERI and India Habitat Centre for hosting the event. In the end, he mentioned that this meeting serves as a great platform for all as the participants will be able to learn from each other and have fruitful discussions.

Introductions of participants

Followed by the opening remarks, the delegates were asked to give a brief introduction about themselves and their RCEs.

Review of the 9th Asia-Pacific RCE Meeting

After a round of introduction, a session on the Review of the 9th Asia-Pacific RCE Meeting was given by RCE Cha-am.

During this session **Ms. Areeporn Sittiyanpaiboon** told the delegates that the 9th RCE Asia Pacific Meeting and International Conference was held 30/ 6/ 16- 2/ 7/ 16 in commemoration with HRH Princess Maha Chakri Sirindhorn's Birthday celebration. She mentioned the different sessions which were held during the meet such as Introduction of new RCEs in AP, fruitful discussions held by dividing the delegates into 3 groups –school & youth, community and higher Education. She also spoke about the key points and outcomes of the discussions including, length of program for school & youth may be more than 1 year with focus on health, steering committee created for development of curriculum. She also mentioned that the working draft of Asia-Pacific RCE action plan needs to be followed up after the meeting. The draft was presented at meeting from working groups. The meeting at Cha-am had many good group discussions and presentations from RCE members and the Sirindhorn International Environmental Park. Princess Maha Chakri Sirindhorn provided opening remarks and congratulated the initiative. The field trips were well subscribed, including forest conservation programs and agricultural practices in prisons. The delegates also visited a research centre on water treatment and sea farm. The session showcased wonderful engagement and sharing of RCE network during the 9th RCE Asia Pacific Meeting.



Progress of Global RCE Network and Roadmap for the RCE Community

Progress of Global RCE Network and Roadmap for the RCE Community (UNU-IAS – Dr Mario Tabucanon)

Dr Mario Tabucanon presented the progress of the Global RCE Network and Roadmap for the RCE Community. During his session he stated that the Outcomes of meeting from Cha-am will be followed up here in Delhi and hence this meeting is a continuation. He also mentioned that we may have different RCE structures but we're all one. AP representation in global RCE network is close to 40% with 58 acknowledged RCEs. On map AP portion is getting crowded.



RCE recognition award 2016 has been awarded to 10 projects from RCEs. He gave an overview of RCE-related activities internationally. Regional meetings have been held this year. This is the last of the 4 regional RCE meetings. The AP RCE coordinating committee includes RCE Penang, RCE Greater Western Sydney, RCE Chennai, RCE Iskandar, RCE Tongyeong, RCE Waikato and RCE Yogyakarta. There is a robust RCE portal and Facebook page for communications. Already 1000 followers on Facebook. RCE e-bulletin available monthly, with template for submitting article to bulletin. Shared with ProSPER.Net. He also stated that there are RCE related publications including policy briefs, which network can contribute to. In the ESD program strategic framework, RCEs are central to the implementation strategy. He encouraged all the RCEs to read the roadmap for RCEs, which is a distillation of many meetings and spells out in specific terms what RCEs should be doing. It also answers several questions such as how do we strengthen governance within RCE, how do we develop capacities of multi stakeholders, how do we strengthen the impact of actions related to SD/ ESD, linking with international debates and processes. In the end he also stated that the GAP (Global Action Programme on ESD) and SDGs are central to this roadmap.

Progress on the Implementation of GAP on ESD in the Asia-Pacific Region

Further, Progress on the Implementation of GAP on ESD in the Asia-Pacific Region was given by - Ms Ushio Miura from UNESCO Bangkok

During the session, **Ms Ushio Miura** addressed the gathering by stating the aim of GAP, which is to generate and scale up action in all levels and areas of education and learning to accelerate progress towards sustainable development. She also mentioned that this program was launched at end of the Decade of ESD. She stated that many achievements and progress have been made during the decade, but a common assessment was that a lot of the actions remained as pilot or innovative practices and there was a need to scale them up to become normal mainstream projects. Hence there was a need for more institutionalization of action.

She further stated that there are 5 priority action areas in GAP, namely:

1. Integrating ESD in education and Sustainable Development policies.
2. Whole school approaches.
3. Strengthening the capacity of educators and trainers.
4. Empowering youth as change agents for SD.
5. Accelerating the search for SD solutions at the local level.



She discussed the flagship projects which have been done under the 5 priority areas worldwide.

She also stated that UNESCO Bangkok is involved in promoting community development. New budget cycle beginning for next 2 years and exploring possible collaborations for 2018-2019.

Some ideas which she mentioned for projects could be: to integrate learning in the pursuit of Sustainable Development and SDGs. She also mentioned that not so much attention is being given to ESD and hence there is a need to integrate learning in communities' in pursuit of SDGs. Everyone is being told to do something about SDGs but not considering integrating learning aspects. Therefore there is a need to make it explicit to come up with a framework to embed learning in sustainable practices. She also posed certain questions which she would like to address in the collaborative projects including- What brings stakeholders together to promote learning as they pursue sustainable development? How can RCEs help to crystallize how we could do this?

She further stated that UNESCO Learning Cities Network - could have joint events and dialogue. Learning aspect is strong but needs further work on articulation of Sustainable

Development. RCEs are very experienced in this and hence encouraged them to put forward their suggestions and express their interest to partner with UNESCO Bangkok.

She was also keen to understand if RCEs could assess- keeping SDG 4.7 as the global indicator, extent to which Global Citizenship Education and ESD are mainstreamed at all levels.

In the end she extended Invitation to exchange thoughts and ideas with RCEs.

Updates on AP RCE Collaborative Activities

Next there was a session to Update on AP RCE Collaborative Activities

Firstly, Sejahtera Project of RCE Tongyeong Korea was presented, Eco-play 'Search in the Rain' – re trash and pollution. It includes- Sejahtera internship – visiting schools and learning about ESDs. It was also informed that in December 2017- an ESD Forum will be organized in Sejahtera forest with a focus on teacher training for ESD.



This was followed by a presentation on Schools Research Project by RCE Penang- The project is titled-Sejahtera schools club – aims to develop school students' leadership capabilities in the area of ESD, as well as schools and teacher. 7 schools in the club include 4 secondary and 3 primary schools. It was added that one project is Malaysian international young inventors Olympiad. One of the major outcomes has been the focus on environmental component in projects developed by schools - occurred in April 2017. During July 2017, all 7 schools were visited to identify issues and actions to support school-based programs. One of the projects was a sustainability trail. Another was young leaders' camp focusing on water and interschool activities have included online teleconferences with Youth Eco Summit, RCE Greater Western Sydney 2013-2017.



The 2nd collaborative project which was discussed is the bridge to the world international youth camp with RCE Tongyeong. This is RCE Penang and Tongyeong's ongoing online collaboration. Furthermore, the face to face meeting in Penang was discussed. Another collaborative project is Go Green Camp with Yogyakarta in 2015. In 2016 CLMV series of workshops were held on ESD in Cambodia, Laos, Malaysia and Vietnam. It was also informed that one of Penang schools has been nominated for 2017 RCE award for innovative project.

Further the, Higher Education Project (RCE Greater Western Sydney)- Proposed "UNU-RCE Global Citizenship Graduate Award" was presented.

Different components of the award were informed including, Bootcamp, submajor, Social Action of 60 hours. An Invitation was extended to other RCEs to collaborate with case studies or opportunities for student placements.



Further the Asia-Pacific RCE Case Studies were discussed by AP RCE Coordinating Committee- It was informed that the Coordinating Committee has had 3 Skype meetings so far this year. This project is to create a repository of case studies for everyone to benefit. The

committee wants to curate those into a uniform format and then they could share them through a portal for everyone's use. There is a format which they would introduce soon, which everyone can adapt and make use of.

It was also mentioned that there are books published on case studies and there is consideration of how to present them to make them accessible and meaningful. Need to discuss the questions that the case studies would address - in order to take out the educational implications. Also, these need to be based on core characteristics of RCEs. One book is on health and sanitation and another on university engagement and are due to be published.

Further, the Asia Pacific SDG Challenge was presented by RCE Youth Focal Points- Brittany Hardiman (from RCE Greater Western Sydney) and Emmy Yuniarti Rusadi (from RCE Yogyakarta): The youth focal points came together at the RCE global conference in November 2016. Going forward, an action plan was developed. It stated that there should be a youth focal point in each RCE. They also stated that what youth need through RCE is Access Media Forum Network Acknowledgement: AC-ME-FOR-NET-NOW.



Some youth have large ideas, but need to be encouraged and supported to take part. Hence there is a need for communication to support leadership and capacity development. And hence developing youth potential is key. The different social media platforms such as the Website of RCE network, WhatsApp and Facebook and twitter should be used optimally.

They also proposed an Asia-Pacific SDG challenge focussing on Goals 13 and 14, Climate Action and Life below Water.

The Youth Asia-Pacific SDG Challenge begins on 1 Feb 2018 with the Youth-led projects, and then brings youth together in virtual conference in November 2018. This challenge Includes vlogs and essay competitions. They also stressed on the need for recognition of work and youth awards need to be made available.

It was stated that every RCE needs to appoint a youth representative under the age of 35. They need to be actively involved and committed for at least 2 years. They also informed that guidelines are available for the role. There are 10-12 acknowledged RCE youth representatives so far, but would like to have 60.

Further, the floor was open for any other RCEs to discuss about their work. Ms. Sittiyanpaiboon from RCE Cha-am discussed about one of her initiatives, which had a focus on conservation of energy and environment, Eco tour. A project titled, “Bridge to the World” was shared involving extensive youth activity. Students under this initiative have gone back from the experience to create Sustainable Development club at their school and projects on sustainable ecotourism.

In addition, RCE Delhi screened a video on a project titled, ‘Strengthening water and Sanitation in Urban Settings’, focusing on water resources management. This project followed a competition mode that has reached out across the country and involved 2, 00,000 undergraduate students and faculty members across 18 states of India. The students conceived innovative, sustainable and pragmatic project ideas providing solutions for water bodies in their vicinity.

Breakout Sessions for Review of AP RCE Action Plans – (Three Groups)

Breakout Session on Schools and Youth

Facilitators: Dr. Unnikrishnan of UNU-IAS, Prof. Munirah Ghazali of RCE Penang, Dr Chubamenla Jamir, RCE Delhi and Dr. Abdhesh Kumar Gangwar of RCE Srinagar.

Key discussion points

The document prepared after the Cha-am meeting, was circulated to all the participants. The facilitators initiated discussion and took update on each commitment made by the respective RCEs in Cha-am. It was discussed that most RCEs have been doing good work, which is not known to other RCEs. Hence it was agreed that RCE e-bulletin is the most suitable and convenient platform and all RCEs are encouraged to publish their news items in this bulletin benefitting other RCEs to get information and ideas and can also replicate the work, if it is relevant for their respective areas. It was further suggested that UNU should be requested to prepare a web portal where all the materials can be deposited and the material received is segregated, catalogued so that identification and accessibility becomes handy. For those material which is not in English or UN languages a summary in English should be made available by the same RCE that has produced it.

Inter RCE cross learning, exchange of ideas, resources and people, collaborative projects were considered the need of the hour. RCEs should work towards it both nationally as well as globally in order to increase their visibility in different countries and among local governments and other stakeholders. This would also help in sensitizing different stakeholders about RCE community's strong pool of information, resources, expertise, skills and experience.



It was further discussed that since Water, Sanitation & Hygiene (WASH) is one of the most important sectors especially for South Asian countries, for example India has its flagship national programme 'Clean India Mission', by 2019. Therefore, RCEs in the Asia Pacific region should collaborate and implement joint activities under this theme since currently there are funds and capacity building opportunities readily available in this sector. It was also mentioned that WASH is important as it also relates to other sectors such as health and wellbeing of the people and progress of the community and the country at large.

The delegates mentioned that Indian RCEs have been doing good work on WASH. Two success stories one each by RCE Bangalore and RCE Srinagar have contributed to UNU-IAS's case study publication that was announced during the First RCE Thematic Conference in Okayama 5-7 December 2017. Mr. Santosh R. Sutar, RCE Bangalore, has accepted to take the lead and can be contacted by other RCEs who wish to engage themselves in the WASH sector. It was informed, although RCE Guwahati and Lucknow were not present in the meeting; however they have also been doing very good work in this sector and can be contacted for support.

Low Carbon Economy was another important thrust area identified. Reducing foot print is very important towards achieving sustainability. RCEs in Malaysia and India have good IEC material on this subject. CEE that hosts 6 RCEs in India have been running a climate change and sustainability education programme aimed at promoting low carbon lifestyle in more than 200,000 schools across India, having almost 200 NGO partners. CEE through its 'Global

environment Facility' (GEF) 'Small Grants Programme' (SGP) of the UNDP has been implementing over 60 projects throughout country and several other programmes for various stakeholders. Details of these projects are available on www.sgpindia.org. Hand Print (www.handprint.in) is the concept developed by CEE in 2007 and it has become popular worldwide and adopted by several agencies. Hand Print is the positive action that supports sustainability.

Dr Gangwar, RCE Srinagar mentioned that the book 'Parampara' published by CEE for Ministry of Environment, Forest and Climate Change, Government of India is a rich source about India's traditions that are environment friendly and promote sustainability. This book can be accessed online at www.ceeindia.org. Since RCE Iskandar has been engaged in Low Carbon Economy related initiatives hence agreed to lead the initiatives started by the RCEs.

It was informed to all the participants that UNESCO has several resource materials for youth, which could be easily accessed on the UNESCO website. It was further stated that UNESCO Bangkok and other UNESCO Offices, bring out e-bulletins which can be subscribed to free of cost.

Also, UNESCO in collaboration with TERI New Delhi (RCE Delhi) has conducted programmes such as ESD Leadership training in February 2017 and Asia-Pacific Regional Workshop on the Global Action Programme on Education for Sustainable Development (ESD) and Cities in November 2017 in New Delhi. The resource material from these programmes can be useful for youth and can be obtained from the organizers. Further it was discussed that each RCE has to nominate at least one youth focal point. The youth focal point will develop youth engagement programmes and coordinate youth activities for his/her RCE and coordinate with the rest of the RCEs in the Asia Pacific region and with the Global RCE community as well.

Further RCE Tongyeong, Republic of Korea apprised everyone about the youth network 'Bridge to The World (BTW) and an international youth camp organized by them every year in Tongyeong. They invite applications from RCEs, make a merit based selection, and then invite selected youth, one from each RCE, to Tongyeong for one week long youth camp. RCE Tongyeong/ Sejahtera Centre fully support the participants financially.

The group was apprised that RCE Trivandrum, India conducted the 'Children Agriculture-Science Congress where children displayed and demonstrated the organic food that was grown in their school campuses. As a result of this initiative, children have now started growing organic foods in their schools.

Considering the pesticides being used for growing food items and food getting heavily contaminated it was suggested that a new group should be initiated focused at growing and promoting organic food, RCE Trivandrum have taken a lead to coordinate with this group.

Breakout Session on Community

Facilitator: Ms Puji Astuti, RCE Yogyakarta

Key discussion points

It was informed that the action plan made at the 9th Asia Pacific RCE Regional Meeting in Cha-am, did not work for RCE Chubu because the concerned person left, and there was no further work on the same.

The RCE Cha-am informed the group that the learning process has been embedded in various ways such as research and capacity building. Some of the strategies adopted by RCE Cha-am include- a revised the action plan, commitment of the counterparts and contact of each PIC, this was finalized after inputs from a number of RCEs on what has worked for them so far.



The group discussed the strategic design of activities and the Methodology (community engagement work, mapping the methodology of each RCE) on how the RCEs and different stakeholders could be done in publications or case studies. It was further discussed that mapping of needs will be done based on the problems faced by different RCEs. Furthermore expertise will be invited to deal with those problems.

The group also discussed that the Global RCE website will be made keyword searchable; the RCEs which need resources can search RCEs which have those resources. Also, the website will have a map of the resources and needs of all RCEs. An Editorial team has been formed including the following members- Dr Sakkhamduang Jeeranuch (RCE Greater Phnom Penh), Dr Zinaida Fadeeva (UNU-IAS) and Priya (RCE Delhi) who will work towards writing down a methodology for the same. In the context of resources and details on RCEs the group discussed that the RCE's Annual assessment is a necessary and important way of checking the progress of each RCE and it also helps in finding any gaps and making further modifications in the methodology if needed.

It was agreed that it is important to engage youth in operations. A Facebook group to be made by Dr Purnomo Chandra Wahyu (RCE Yogyakarta) so that there is regular contact among the RCEs. An Email list will also be made to further discuss and share information with the group members. Engage youth in operations, Facebook group to be made by Chandra so that there is regular contact among the RCEs. In order to give a direction to the group and base their future work and discussions, the members identified key thematic areas including, biodiversity and ecosystem (Bio-regional/ watershed management), Ecosystem services and associated TK (Knowledge sharing of traditional and indigenous knowledge), Climate change and disaster risk reduction.

Breakout Session on Higher Education

Facilitator: RCE Greater Western Sydney (Ms Helen Angelakis; Dr Brenda Dobia)

Key discussion points:

The facilitators and participants in the Higher Education session found the list of 37 action items a little overwhelming to consider in the time available for discussion, especially considering several of the participants had not met before. The number of items on the agenda for this session contrasted with the 5 action items listed for the Schools and Youth session and 3 items for the session on Community.



The group began by questioning what was happening at member institutions with reference to action item 8, promoting the embedding of sustainability into university strategic plans. The discussion progressed to also consider action items 5, 11, 14, 17, 15, 33 and 36. The following write-up summarises the issues discussed and the substantive proposals that emerged in relation to the relevant action items.

In the context of action no. 8 - Promote to embed sustainability into the strategic plan of the university, the participants discussed the progress and potential for embedding sustainability, which appeared to be progressing well in some universities; less so in others.

In India it was noted that the University Grants Council is responsible for implementation of a sustainability curriculum. There is a mandated compulsory subject in Environmental Education courses. This example demonstrated national commitment, but leaves open the question of whether institutions see the need for sustainability education beyond designated environmental education courses, and whether the central mandating of such courses enhances or hinders institutional commitment to deeper engagement with the sustainability agenda. A deeper consideration of issues such as these could be part of a research agenda.

In Bangladesh at RCE Greater Dhaka there is a mandatory 4-month course on sustainable development developed by SD faculty, who are now creating a textbook. 8,000 students have taken the course over the 4 years it has been running. One of the important drivers of success is the personal commitment to sustainability education demonstrated by the VC of IUBAT University.

Regarding the action point no. 5, keep key power holders involved, i.e. leadership of institution, local and national policy makers, politicians in general, private sector- the group deliberated further by discussing the example of IUBAT that showed the benefit of having strong leadership support and, by comparison, the challenge experienced elsewhere of engaging and maintaining such support. At RCE Greater Western Sydney there was strong support in the establishment phase of the RCE, but at VC and DVC level it has been more difficult to maintain engagement and efforts to embed sustainability have only recently begun to gain support. The delegates questioned whether the support emerging is based on a depth of understanding of the SDGs or whether it is thought of principally as a selling point. In this light there is a need for ongoing work to educate the institutional leadership on what ESD and the SDGs entail.

As far as action point no. 1-RCE influence university leadership to infuse ESD into the curriculum-

The delegates discussed that RCE Greater Dhaka and IUBAT University are advocating making their course a national program. RCE Greater Western Sydney is involved in an initiative to develop an online sustainability bootcamp that can be infused across multiple courses at the Western Sydney University.

In the context of action point no. 14- Bring community knowledge within the university. It was discussed that RCEs can have a role in this. Strong examples included RCE Yogyakarta, which is working with women's cooperatives and engaging students in learning with and supporting their efforts. In the Philippines there is a requirement that students undertake an extension/outreach component with local community organisations involved with RCE Bohol as part of their course.

Delegates from RCE Bangalore emphasised that colleges should be considered for their ability to engage with community organisations. It was noted that colleges often do better work in practical engagement and partnering with communities.

During the discussion on action point no. 17: Develop RCE learning materials, it was felt that RCEs could strengthen opportunities for embedding ESD across the region by collaborating in the development of teaching and learning materials. The group considered actions 15 and 33 in this light.

Further there was a discussion on action point 1: 5University members can create an RCE Lecture Series on Sustainable Development or Sustainable Society Sustainable Communities. It was suggested that case studies would be more engaging than formal lectures and would enable multiple RCE members to be involved in presenting their work. These would provide very valuable teaching materials and enable practical understanding of sustainability issues as experienced in local sites across the region.

Further the group considered action point no. 33: Co-create the lecture series and offer it across the ocean through video-conference. In this regard it was further suggested that sharing the case studies via an online seminar or seminar series using video-conferencing would assist them to develop the case study presentations for wider use.

Finally the group discussed action point no. 36: Link with other similar networks such as ProSPER.sperNet. The idea was put forward to gain further support for such a project through a ProSPER.NetsperNet proposal. This would be aimed at further advancing the collaborative development of the case study materials and trialling their use in teaching.

Specific actions to be followed up:

- The Global RCE Service Centre at UNU-IAS is developing a format for reporting and presenting case studies. It would be helpful for this group to review the format as a basis for preparing RCE case studies.
- RCE GWS offered to host videoconference seminars.
- Muhammad Dastagir from RCE Bangladesh offered to set up a Facebook group to enable easy communication and sharing of information. [has been established]

Discussion on Multi-stakeholder ESD Assessment (UNU-IAS)

Next there was a discussion on the assessment that happened at Cha-am last year. Proposal that emerged was for appreciative inquiry. A need was felt to do something that can enhance the capacity to meet goals. Hence it was stated that assessment model should be an open framework. In addition it was acknowledged that questions should not be definitive

and the participants should be able to suggest questions so that the needs of local RCEs can be reflected.

The discussion also posed a question whether the methodology require all RCEs to go back to the year of implementation? It was suggested that assessment should be viewed as an opportunity to reflect on what you have achieved from your proposed plan.

It was also observed that during the assessment, sometimes RCEs were equated with projects and members did not necessarily understand what an RCE should be - therefore there is a requirement for self-reflection on the process.

Dr. Zinaida Fadeeva added that while doing the assessment one must evaluate, what is our value addition? She further stated that methodology should be accessible through portal: called hybrid evaluation - hybrid because it is a mix of methodologies. There is also a concept paper to go with it that is intended to be flexible and requires engaging with the stakeholders. It was also informed that there is a pilot webinar on how to work with this methodology. It was further told that elements of this training will be brought into the meeting at Okayama in December 2017. There is a need to identify commitment from a number of RCEs who are willing to try it. Hence this methodology is meant as a way to collect what RCEs are doing; a way to brief others what RCEs are doing. There is also a plan to link it with SDGs. Furthermore it was stated that currently the problem is that SDGs are being put out in a top down way. Hence it is essential to use principles and areas behind the SDGs so people can consolidate what they are doing to ensure that their work is brought out.

Dr. Fadeeva mentioned that there are 3 levels of ambitions: 1. Each RCE reflecting on the partnership. 2. Do it with ESD principles. 3. Link to policy and SDGs.

This could be seen as an opportunity to think how one's RCE evolved and where it is now.

Prof. Tabucanon in the same session talked about three different stages which are important to look at- 1. Constitutive assessment - i) governance: diverse multiple stakeholders - is it participatory? ii) Network of collaboration - as many as possible to reflect local communities, and iii) conducting work that relates to transformative education;

2. Appreciative stage - what have you been doing? What have you learnt?

3. Futuristic assessment - Where are/ should you be heading?

Examples from different RCE assessments were shared. The first one being from RCE Bangalore evaluation: At first partners were a little reluctant to engage. Now more partners have come on board. Hence making it more realistic and approachable. Extended focus beyond initial one on agriculture and aligned with policy. Centre for Environmental Education is the lead agency and has done extensive work across the country. One big learning from this short exercise was that Global Service Centre partnership can help RCEs to promote their work.

Next example was shared from RCE Srinagar: proposed local networks to bring their needs to the broader RCE network. The problems of conflict in the region present a unique challenge. A need was felt to work with youth. Every partner is equally active and responsible and no one wants to drop out and many more are willing to join the network. Additionally it was shared that resources are a huge challenge and therefore RCE Srinagar,



need financial support from outside. They have been trying to raise funds locally and overseas, and have been successful with some projects. Expectations are huge and despite all the challenges this RCE has been able to steer through. In terms of capacity building, they have been able to mentor the other partners. The value addition they have done is very well accepted and in demand. They feel that more resources will add momentum to their agenda. For next year they are keen to have a case study that they could share with the global network.

RCE Penang shared their different initiatives /activities: It was informed that their RCE is led by university. Further their engagement has been mainly through MoUs, which have a 10-year life. They are now learning how to better their partnerships and engagement. They have launched a regional network which has been much better than the MoUs. There is now a good mix of NGOs, schools and people who move the sustainability agenda in society. However it was informed that there is always a challenge of funding their activities. One possible funding source is through the research grant. One of the challenges they face is to get the stakeholders on board and enable them to embrace the ESD and SDG framework. RCE Penang has about 51 partners including schools undertaking various activities. Some of these activities include- empowering teachers with the knowledge of ESD through a series of webinar workshops. In addition they have also published a book to assist teachers from different subject areas to embed ESD across the curriculum. Through the School Sejahtera Club they are supporting schools and teacher to develop ESD objectives. An intervention study using sustainability module across different countries was also shared with the delegates.

Representatives from RCE Jammu shared the activities undertaken by them with the participants. Since they are a new entrant in this network and are in the transition state, they have convened meetings with their stakeholders and apprised them about the agenda as well as the roadmap of RCE. They are hoping that in the next year they will see their progress through assessment of their activities.

Dr. Fadeeva in the end shared some of her observations on the feedback shared by RCEs: She mentioned that the feedback provides focus on the way RCEs are working with multiple stakeholders. She also mentioned that this assessment will answer several questions such as how often have all the members of the RCE met together and what if you brought together the majority of stakeholders for common reflection. This idea of collaborative assessment is one of the few meaningful ways to bring together people and try to become more ambitious. She reiterated that if we are truly looking at the SDG agenda and issues around resources, etc. then the sense of urgency needs to kick in and evaluation is a strategy to get things moving.

Closing Ceremony

Special Remarks

Ms. Livleen Kahlon, Associate Director, Environment Education and Awareness, TERI

During the Closing ceremony, Ms Kahlon stated, it is great to see that we have had so much active participation from all the delegates. She added that talking and connecting is a crucial part of this meeting. A note is being made of the actions we have come up with and the people we need to connect with. The interactions in different working groups saw many people coming forward with different actions.

As far as RCE Delhi's work is concerned, we are aiming to do youth conferences within the city at a local level with more on ground actions. Coming together at this important forum has given us a wider exposure to see what are the issues and the possibilities at a wider scale.

In the end she also thanked EU and other organisations for supporting this initiative.

Dr. Mario T Tabucanon, Visiting Senior Research Fellow, UNU-IAS

At the end of the first day we can say that with the cooperation of RCE Delhi and TERI we have had a very productive first day of the meeting. He mentioned and gave a sense of assurance that the AP RCE network can make use of the issues and the outcomes that we have deliberated on today. But this is not the end. Tomorrow we will have a very interesting series of case studies to share and following that an excellent fieldtrip to see the initiatives being undertaken by TERI and RCE Delhi.

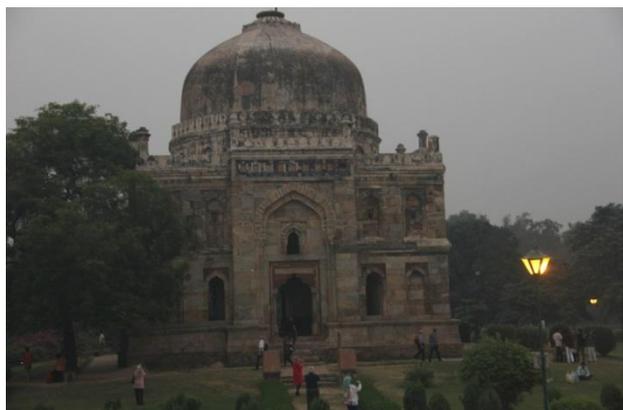
He further stated, at the end of every meeting we have a sense of the strength of our collaboration and the possibilities that come out of our discussion. Sharing success stories shows the progress – e.g. RCE Tongyeong and many other RCEs. RCE Penang is beginning to engage with more RCEs. We need to follow up the case studies because that is the key to our work. In addition, we also heard about initiatives from RCE Greater Western Sydney and from the youth leaders. The plans we are making are rolling action plans. Nothing is set in stone, we are always following up. In order to build a strong AP network we need to have strong RCEs in the first place. This depends on mobilized and committed stakeholders. It is imperative that each and every RCE should self-assess, self-reflect for the betterment of the RCE so that the global effect is stronger.



He further added that UNU-IAS Global RCE Service Centre reminded delegates about the roadmap. It is there but we need to strengthen the governance structure and share local sustainability processes. Today, tomorrow and the day after should serve as inspiration and encouragement for the work going forward. He mentioned, this morning the solidarity of the AP RCEs was mentioned. He also added that without the support and organization of RCE Delhi this would not have been possible. The representative of the Ministry of the Environment of Japan, Mr. Yasushi Nagami, has come all the way to be part of these discussions and so does Ms Ushio Miura from UNESCO Bangkok who has come to share with us, and to whom we are profoundly grateful for. Let us remember Ms. Miura's offer to collaborate. In the end, Prof. Tabucanon also thanked Prof. Munirah Ghazali for her facilitation.

Heritage Walk to Lodhi Garden-

The RCE Meeting ended with a guided heritage tour to Lodhi Garden. Known for its architecture and fresh environment, the **Lodhi Garden** has always attracted tourists from all parts of the country and overseas. Through the guided tour the delegates learnt about the rich history of the place. It is the place where many Lodhi and Sayyid rulers were buried. During the walk, the delegates also saw the remains of an old water tank and a courtyard, next to it. Followed by the walk, the day ended with a cultural performance and Dinner reception at TERI Office.



Annexure 1: List of participants