RCE Europe

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 m² Projekt „Zukunft 2000m² – 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 29th to 30th 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
  o Guiding principles provided by Betsy King, RCE Scotland
  o Collecting evidence-based information (Research)
  o Values & interests behind technologies
  o Time table: October - RCE London; January RCE Scotland; March – RCE Brittany; 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)

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

Fear of lack of capacity

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

Indigenous knowledge lost

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

Lack of or weakness in translation of ESD into teacher programmes

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

Policy recognition – interdisciplinary engagement

Lack of ethical dimension in technology

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

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

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

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

Science and sustainability are poorly integrated in local policy and decisions
Cost before sustainability
How do we work with SDG’s? (blue cards)

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

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

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

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

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

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

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

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

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

Enthusiastic response to SDG’s

Engaging local partners in research and exchange with international partners

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

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

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

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

Motivate partners to engage in various projects for sustainability

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

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

The increasing interests with regards to including the youth

RCE Denmark – the many organisations and groups working with sustainability

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

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

UK/London
European partnership supporting refugees
Clear understanding by opposition Labour Party on importance of sustainability
OpEducA – Open Education Areas

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

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

Small specifically targeted conferences work well

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

Methodology of educational and organisation support of key student practices in school processes as a way for their key competencies
Collection of suggestions (yellow cards)

“Do the math” of SDG´s – RCE Brittany

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

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.

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

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

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

Starting projects with youth as the organisers

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

Organize SDG´Thon like HACKATHON

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

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