

THE IMAGINATIVE POWER OF THE REGION

LEARNING FOR THE SDG_s TOGETHER



 REGIONAL CENTRE OF EXPERTISE
ON EDUCATION FOR
SUSTAINABLE DEVELOPMENT

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8 & 9 Febr | By RCE SPARK Fryslân





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PREFACE

This magazine collects and bundles the insights and outcomes of the European RCE Meeting 22. But in a sense, this magazine already has been two years in the making.

On the 13th of March 2020, the last working day before the Netherlands went into the first lockdown, various education stakeholders as well as several youth organizations convened for a first brain storm on "RCE Fryslân".

In those two years, we have come a long way. We have officially been acknowledged as a Regional Centre of Expertise, we have built a strong regional community and all Frisian VET Centres and (Applied) Universities cooperate to embed learning for a circular economy and broad prosperity into their education and their facilitatory management. We can be proud of this.

However, we have also seen that we still have a long way to go. Here in Fryslân, a platform to structurally bridge the world of sustainable businesses to Education for Sustainable Development (ESD) for instance is dearly needed. Then, on national level, we must convince the government of the need for ESD. And within the European RCE network the younger generation is largely absent.

Nonetheless, I have heard about many amazing projects and spoke to many inspiring people over these two years. On the 8th & 9th of February, this became even more salient again and it made me believe that together we can achieve this much needed transition of our educational systems towards fulfilling the UN Sustainable Development Goals.

With this magazine we want to share this hope with you, but we also want to call upon all of you to take the outcomes of this meeting to heart. More than ever there is a need to imagine and work towards a world in which we and future generations can thrive! Take action now and, as Laverman and Bastiaansen state: be a REBEL, if your heart gives you that!

Maximilian Eisenbart,
Youth Coördinator RCE SPARK Fryslân

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INSPIRATION FROM RCE NETWORKS

+ Meet our SPARK Team!

EUROPEAN RCE MEETING 22

☞☞ *Ultimately, sustainability needs to emerge in the everyday fabric of life – in the minds of people and in the values they live by. Such emergence depends on how and what people learn, both individually and collectively.*

- Arjen Wals (WUR / UNESCO Chair Holder Transformative Learning)

THE IMAGINATIVE POWER OF THE REGION

LEARNING FOR THE SDGs TOGETHER



HELEENTJE SWART (SPARK RCE Fryslân)

Program leader SPARK the Movement

As RCE Fryslân, SPARK the Movement was kindly invited by the UN RCE Service Centre to host the **European RCE Meeting 22**. Fryslân is the upper most province of The Netherlands and as a regional community-centre of expertise on Education for Sustainable Development SPARK inspires and supports schools to embed the Sustainable Development Goals (SDGs) in their curriculum and in their facilitatory management.

Yet, this is not enough. **SPARK believes it takes the region to raise a child**. If we want youngsters to develop the knowledge and the skills for a thriving 22nd century, we have to connect them to the challenges the world faces; we cannot learn to be or become sustainable from a booklet.

Here in Fryslân, we therefore help students to get in touch with regional initiatives that companies, NGOs, other schools or local governments are taking up. And we notice how this boosts the region with new energy and hope for a sustainable future. It inspires the imagination of what can be achieved if done collectively!

For this reason, the young team that is behind SPARK RCE Fryslân decided to focus on the imaginative power of the region, and how we can learn for the SDGs together.

Inspired by Cavagnaro & Curiel (2012), we used their three levels of sustainability framework. In their approach the **societal, organizational and**

individual level are distinguished. For the European meeting we translated these levels to the region, the school and personal involvement.

Then Max Eisenbart, our RCE Youth Coordinator, brought in he also wanted our program to be connected to the Global RCE Meeting 21, that was organized by RCE Scotland. Here the balancing of the qualities of **heads, hands and hearts** were taken into account. This is how the KAPSTOK, the Dutch word for framework, was constructed upon which the program was built.

You also find it back in the way this magazine is structured.

We first dived into what schools as organisations should go for, in order to facilitate the transformative learning we need in the 21st century. Arjen Wals, a very renowned scientist in the field, introduced to us the concept of the whole school, and teachers and artists contributed to our understanding as well.

After Wals' lecture we zoomed out to the region. Klaas Sietse Spoelstra, the man with the genuine Frisian name, explained to us why Fryslân is now called the Blue Delta, and how the SDGs are incorporated in the way we weave networks for broad prosperity with local governments, entrepreneurs, citizens, artists, students and educators.

In the afternoon we zoomed in to the personal level, with Bastiaansen and Laverman. In a compelling dialogue Max, as our host during the day, interrogated them on the correspondence of the educational task and an artistic process. How can we be personally involved and attentively aware in relationships, with our environment, other people and ourselves?

During every session we reflected on these levels from different angles, that is, from a **scientific, educational and artistic point of view** – scientists being masters in using their brainpower; educators as having the practical hands-on knowledge and skills and artists, who know how to use their heart. But of course, also from your standpoint as participants, as every session was followed by discussions and dialogues.

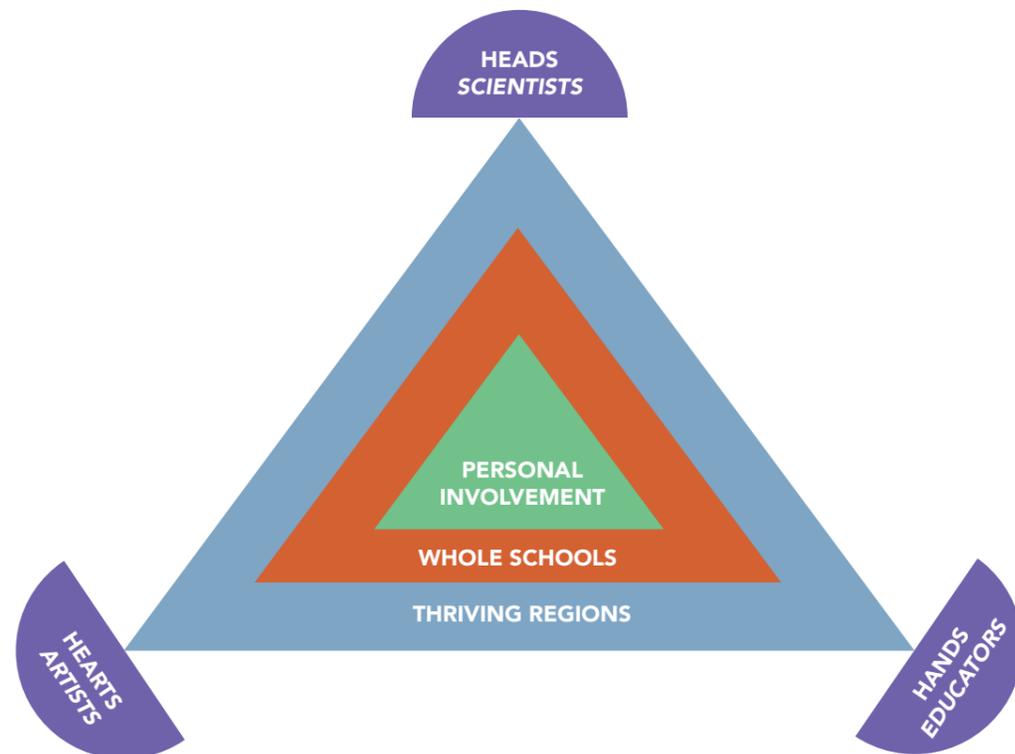
Every chapter is given another color, and gives multiple links **to rewatch the lectures, the poems**

and songs, the contributions by other RCEs, and to the slideshows and exercises that were part of the program. Besides there are interviews, columns with background information, the murals of our collective output and creative pictures students of CSG Comenius, Leeuwarden took after the disaster that happened when MSC Zoe, a big cargo ship lost numerous containers in our UNESCO World Heritage area Waddensea in 2019.

In the outro you find a reflection as well as the learning outcomes of this full day online meeting. **To be aware of what we feel helps us to think more thoughtfully, to act more passionate and to connect more deeply to make the transitions that are needed for the next generation!**

We're curious about how you think this magazine is helpful in inspiring your imagination; please let us know so that we are able to gain from your experiences!

EUROPEAN RCE MEETING 22 - DE KAPSTOK



MY AMBITIONS FOR RCE SPARK FRYSLAN



Hi :) I am Aukje Sina Zijlstra and I am a 20 year old Frisian student of Global Responsibility & Leadership at Campus Fryslân, University of Groningen.

My (day) dreams consist of terms like world peace, inclusivity, equity, climate change, (w)health, and so on. My ambition with RCE SPARK Fryslân is to cooperate with different stakeholders within the community of Fryslân on inclusive, transdisciplinary and sustainable life-long-learning.

The RCE network locally, nationally, European and globally is important to share science and projects contributing to global challenges and local solutions. It is important to understand that we are all interconnected, learn together and work together towards a sustainable future. I am proudly attending meetings and sharing my sparkling insights and ideas for the past 5 years. I'm excited for what we bring into the new generations of learning!



EREGALERIJ

ZOEKEN OP:

Alle niveau's
 PO
 VO
 MBO
 HBO
 WO

Voeg hier jouw Spark toe

Friese Sparks Teller: 436

Zoek op naam school 🔍

75 jaar Niedersachsen

75 jaar niedersachsen

Nothing is softer or more flexible than water, yet nothing can resist it.

Lao Tze

Grote opruimactie bij Dockinga College

dockinga college

Opening techniekhal Philips voor studenten

philips

Plastic vogels, vintage kleren en voetafdruk

friesland college d'drive

Buitenlandse excursie Sustainable Urban Renewal (SURE)

van hall larenstein milieukunde

Durf te zijn wie je bent ❤️

roc friese poort

Coming Out Day

csg liudger

The more clearly we can focus our attention on the wonders and realities of the universe about us, the less taste we shall have for destruction.

David Attenborough

Coming out day!

van hall larenstein

Bewegen en leren tegelijk op tienerschool Lemmer

tiener lemmerschool

Opening 4 officiële genderneutrale wc's!

o3 leeuwarden



ABOUT SPARK THE MOVEMENT

Spark the Movement inspires schools to learn for and to work towards a circular economy and a sustainable society. In this movement young people, teachers and staff of all schools in all levels, from primary schools to university level, are involved. In 2021 SPARK was acknowledged by the United Nations as a RCE, a regional community-centre of expertise on education for sustainable development.

Spark is partner of Circular Friesland, an association with over 100 members from local governments, companies, and NGO's. All TVET and (applied) universities in the Frisian province are member as well. Our aim is to create broad prosperity, by putting up all kinds of projects and initiatives. The Sustainable Development Goals (SDGs) of the UN provide us a clear picture of what we strive for.

Find out more about our philosophy, our approach and the three pillars that form the base of our work by watching [SPARK the Movie](#), a short, English subtitled film.

Or find our toolkit on how to start a movement in your region [here!](#)

Click here to find the SPARK self-evaluation by Tomas van hermon



THE NEW NORMAL

DARIA ELIZARRARAS VEENSTRA

Young Spoken Word Artist.

I am recognising my ears going deaf to meaning of sounds like crisis. I am recognising my eyes going blind to the concept in letter clusters like virus. Side effects of the over exposure to constant reminders of the reality I am in. Putting effort in noticing the sunrays. But men, that reality, it makes the world grim. Because there is no way of escaping. That is what scares me the most

No escape in where: another place.

Though neither in when: another time, because where is the line? Is there even a before?

And if there was, that what was wasn't fine, that is where we crossed the line. "Go back to what was", do you hear the paradox? If that is where we went wrong we shouldn't want it to come along ...right? But the craving and the longing for a time other than now. And the craving and the longing for else than that what is. Makes looking back so easy.

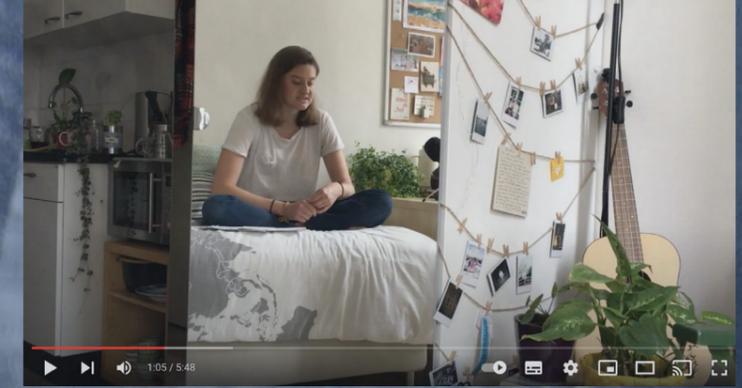
The New Normal.

In reality it is not the now we cannot stand but the guilt, the uncertainty and the hyperawareness. The fear the worry and the lack of fairness. The injustice the pain and the picture this time has painted. I face it with disdain, is this what "precious humanity" has created?!

The New Normal

The pain in looking up comes from the fact that we already knew, though the ones that chose to listen were sadly just a few. Some chose to turn away from the obvious reality because "what can I do to change that disparity". Others in ignorance chose to stay blind to all that simply didn't fit their mind and worst, some did look at the view but it wasn't them who were hurting so "there's nothing I should do". And it's their answers that I see in every stroke I see pain I see egoism I see streams of empty warnings...

Click on image to watch her live performance.



This is reality
I sigh heavily.
The New Normal.

The truth is that every crisis, be it a pandemic or climate emergency be it an earthquake or political instability, the less privileged will always suffer the most even though they are not the ones playing host for the system's greed on which our world is overdosed.

The New Normal.

A concept a phrase perhaps just three words in a row. I stare at it as if with the intensity of my gaze its meaning I have lost will just let itself show. I fully comprehend the former thought behind those words, to make us understand: not going back but only forth, to keep us from assuming the temporality of this state, and make us comprehend the urgency in the rising rates.

Though recently its use feels more as an excuse: a way to put the blame on that affectionate behaviour we already shame.

The New Normal.

As if touch only carries the guilt of spreading this virus like a quilt. As if touch only and nothing more is the sole perpetrator of changing that before.

The New Normal.

We cannot pretend the blame is on hugs on social contact on touching on physical love...

Where is the criticism on keeping our economic system running while having a global pandemic close upon us and luring? Why no blame on the unnecessary overconsumption and the cutbacks on healthcare and other functions. There is more to blame than the innate action of loving physically, though to some that critical thought does not come logically.

The New Normal.

I am ok with the strife for a new way of life. But only if that change has its priorities set straight I will finally have faith in that new normal we've made.



PHILIP VAUGHTER
 Research fellow UNU-IAS Tokyo
 Global coordinator RCE Service Centre

GREETINGS FROM JAPAN

What is the role of the RCE Service Centre?

There are over 170 regional centres of expertise on education for sustainable development worldwide at the moment. The Global RCE Service Centre supports these RCEs in Europe, but also in the Americas, the Asia Pacific and in Africa & The Middle East. **Though the Sustainable Development Goals have global aspiration, we need local action.** Partners on the ground have the best ideas about how to take concrete steps for mitigating or adapting to for instance climate change. A coastal shore in the Philippines needs to tackle the situation differently as for instance an inland county in Europe.

Besides the RCE Service Centre keeps track of all the trends. We try to have an overview of good practices and regional agendas. For instance by detecting what SDGs are given priority in curricula for ESD, and which stay behind. And of course we are communicating to the RCEs about the SDGs and what's going on at UN level.

What is the strength of an RCE, in your opinion?

RCE's are networks of formal and informal learning. So an RCE is more than a school network: we reach out to whole communities. This has been a major effort of the United Nations University Institute for the Advanced Study of Sustainability ever since the start in 2003.

Relating to the poem of Daria Elizarraras, children are inheriting numerous problems, but they are not the cause. Communities as a whole have to learn how to solve them. From the very beginning we therefore focused not only on children and young people, but also on adults and seniors.

What you think is important for the European RCE Network to consider?

Education for Sustainable Development is a lifelong learning process. I think it might be a good idea to see if the European RCEs could start a communal Youth initiative. We have good practices from individual RCEs, but coordinated action like in Asia Pacific could help scale up initiatives, if desired.

Besides there are ideas about starting a meta-verse working group, in order to find out how to work with maximum impact in online environments. **I am very supportive to this idea.** Looking over the last seven years of data from RCEs in Europe, the primary focus of projects have been on climate change, biodiversity conservation, and sustainable consumption and production, so these might offer starting points for working groups.

Finally, community engagement for ESD, as showcased by the Blue Delta initiative in Fryslân generated a lot of excitement and questions from the participants; this is a very inspiring way to structurally involve local communities as a whole.

<https://www.rcenetwork.org/portal/>



Click on the image to watch the video message by mr. Kensuke Asahara.

EDUCATION FOR SUSTAINABLE DEVELOPMENT

Education for Sustainable Development (ESD) empowers learners with knowledge, skills, values and attitudes to take informed decisions and make responsible actions for environmental integrity, economic viability and a just society.

Education for Sustainable Development is a lifelong learning process and an integral part of quality education. It enhances the cognitive, social and emotional and behavioral dimensions of learning. It is holistic and transformational, and encompasses learning content and outcomes, pedagogy and the learning environment itself.

ESD is recognized as a key enabler of all Sustainable Development Goals (SDGs) and achieves its purpose by transforming society. ESD empowers people of all genders, ages, present and future generations, while respecting cultural diversity.

<https://en.unesco.org/themes/education-sustainable-development/what-is-esd>

SUSTAINABLE DEVELOPMENT GOALS & THE UN AGENDA 2030

The SDGs were adopted by all United Nations Member States in 2015 and they provide a shared blueprint for peace and prosperity for people and the planet, now and into the future.

The SDGs form an urgent call for action by all countries, in a global partnership. They recognize that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve our oceans and forests.

In order to make the goals a shared reality, broad ownership of the SDGs must translate into a strong commitment by all stakeholders to implement the global goals by 2030.

<https://sdgs.un.org/goals>

ESD FOR 2030

UNESCO, as the leading agency for ESD, developed the ESD for 2030 Roadmap. It underlines the implementation of the new *Education for Sustainable Development: Towards achieving the SDGs (ESD for 2030)* framework, which aims to increase the contribution of education to building a more just and sustainable world.

The ESD for 2030 roadmap outlines actions in five priority action areas on policy, learning environments, building capacities of educators, youth and local level action, stressing further ESD's key role for the successful achievement of the 17 SDGs and the great individual and societal transformation required to address the urgent sustainability challenges.

<https://en.unesco.org/themes/education-sustainable-development/toolbox>





BETSY KING (RCE Scotland)

Development Manager at Learning for Sustainability Scotland
& Regional Adviser to the RCEs for Europe

INTRODUCTION TO THE RCE NETWORK

What is the goal of the RCE Network? What can you tell us about the RCE Network and why is it important?

The Global Network of Regional Centres of Expertise (RCE) on Education for Sustainable Development (ESD) is a network of more than 170 RCE networks worldwide. All are acknowledged by and connected to the United Nations University in Tokyo.

Each individual Centre is a network of individuals and organisations that facilitate learning towards sustainable development in their local and regional communities. As an example, I'm the Development Manager for RCE Scotland, hosted by the University of Edinburgh. Our RCE is a network for the whole of the country, one of only four national Centres, and known locally as Learning for Sustainability Scotland.

There is no doubt that we need a world that is more sustainable. For RCE Scotland this means

people and communities valuing and engaging with the natural environment; our societies being inclusive and equitable; and economies contributing to flourishing ecosystems and social justice.

RCE Scotland has over 900 members, coming from across many sectors: schools, colleges, universities, local and national government, youth and community groups. **The common thread is that members recognise that education and lifelong learning are central to making progress towards a more just and sustainable world.** Working together, we aim to weave connections across and within sectors, enabling action on important local, regional and national sustainable development priorities.

RCEs aim to make national and global policies and frameworks related to the UN Sustainable Development Goals (SDGs) and Education for Sustainable Development (ESD) meaningful.

The diverse nature of RCEs is celebrated; each taking action in support of local and regional needs and recognising different cultural contexts and pools of expertise.

What kind of function has the RCE Network for the local regions in Europe?

There are many benefits associated with being part of an RCE in a local region. In Scotland, for example, we use the term 'Learning for Sustainability' to emphasise that we are working not only in formal education settings, but also in broader and lifelong contexts.

Our members come together to collaborate and jointly promote Learning for Sustainability. Members say that they benefit from this multi-sectoral sharing of knowledge and approaches from across Scotland and around the world. RCE Scotland distributes a monthly e-bulletin with contributions from members, promotes dialogue at cross-sectoral events and members work together on professional learning and in partnership projects.

Working together, we are viewed as a credible network to advocate and provide strategic advice for effective policy on Learning for Sustainability in Scotland. We endeavour to make strategic partnerships with other relevant local and regional networks and organisations, such as Scotland's SDG Network, EAUC Scotland (the Alliance for Sustainability Leadership in Education) and Students Organising for Sustainability UK. Connecting with examples of policy and practice from across the Global RCE Network helps us to promote new approaches to transformational learning in Scotland.

How do you evaluate success in regional and international collaborations? Can you name some best practices?

Working together within and between regions and internationally is a vital part of the shared ethos that underpins the RCE Community. Although not always seen as a top priority, in RCE Scotland monitoring and evaluation supports us in our advocacy and outreach work by demonstrating that we are making a difference.

In 2021 we contributed, along with other RCEs globally, to the development of the 'Roadmap for the RCE Community 2021- 2030'; setting out four strategic priority areas for the next 10 years and beyond. As members of the global RCE community, we are encouraged to regularly share details of our work on the Global RCE portal and in particular to demonstrate its impact on partners and communities.

Each year the Global RCE Service Centre organises RCE Awards celebrating the impact of projects and programmes framed around the UN Sustainable Development Goals and the UNESCO ESD for 2030 priority areas. Although all RCE projects are tailored to local contexts, we find that reading about these globally-diverse, award-winning initiatives provides inspiration as well as helping to make our achievements and that of our Global Network more visible.

What are the difficulties with organizing the RCE on European level?

The Covid19 pandemic has, of course, presented an enormous challenge across the world and has had an impact on the delivery of the SDGs and the UN ESD for 2030 Agenda. **The Global RCE Network has continued to support us to connect digitally during this really difficult time with online European Regional RCE meetings such as those hosted by RCE East Midlands (2019) and RCE SPARK Fryslan (2022), and the global webinars and Global RCE conference hosted by RCE Scotland (2021).**

These have been fantastic opportunities to collaborate, share knowledge, experience and challenges and celebrate progress. In my view, there is still an important place for face-to-face workshops to deepen relationships between the RCEs in Europe, share learning, and to plan joint programmes.

Communication will continue to be an important topic for our next European RCEs face-to-face meeting, and I'm looking forward to collaborating to seek resources to enable us to take action on the ESD for 2030 agenda together.



NANTS SCHILSTRA

Lecturer NHL Stenden, The Netherlands

“ I sometimes call myself an educational rebel; I want to inspire teachers and students to think and act differently, and to act differently. Yet, before we can do so we should take time to express all the barriers we feel and see. Often we aren't explicitly aware of them. By asking people to write them down we can discuss our feelings of doubt. And then start questioning ourselves: what can we do?! Besides - we also should have FUN!

EDUCATIONAL REBEL EXERCISE

Rethinking Wicked Assignments

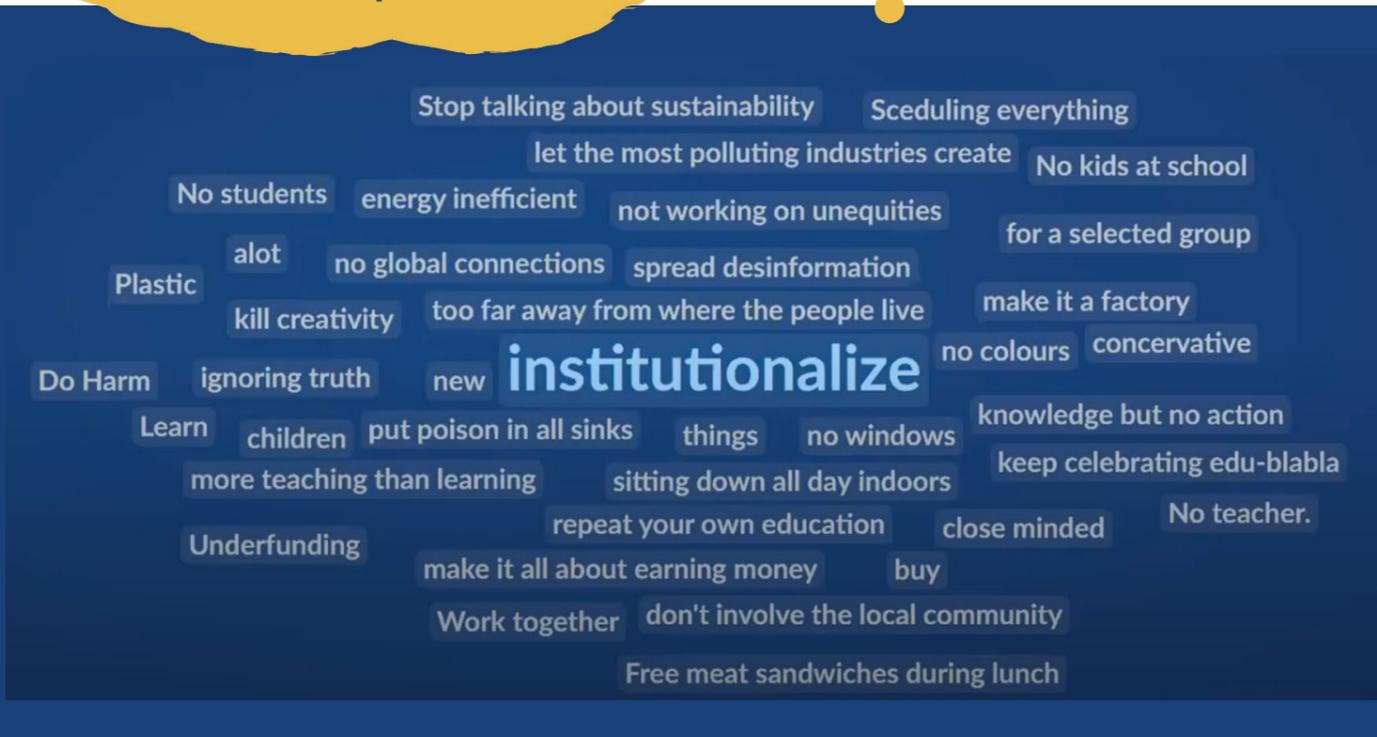
Braindrain on each question below for about a minute or two. Then compare the barriers you wrote down to the ones of your team-mates...

- 1 How can you make schools as unsustainable and inefficient as possible?
- 2 How can you turn your region into a horrible place to live?
- 3 How can we screw up our relationships the most?
- 4 What is the strongest barrier we need to overcome that you have detected?



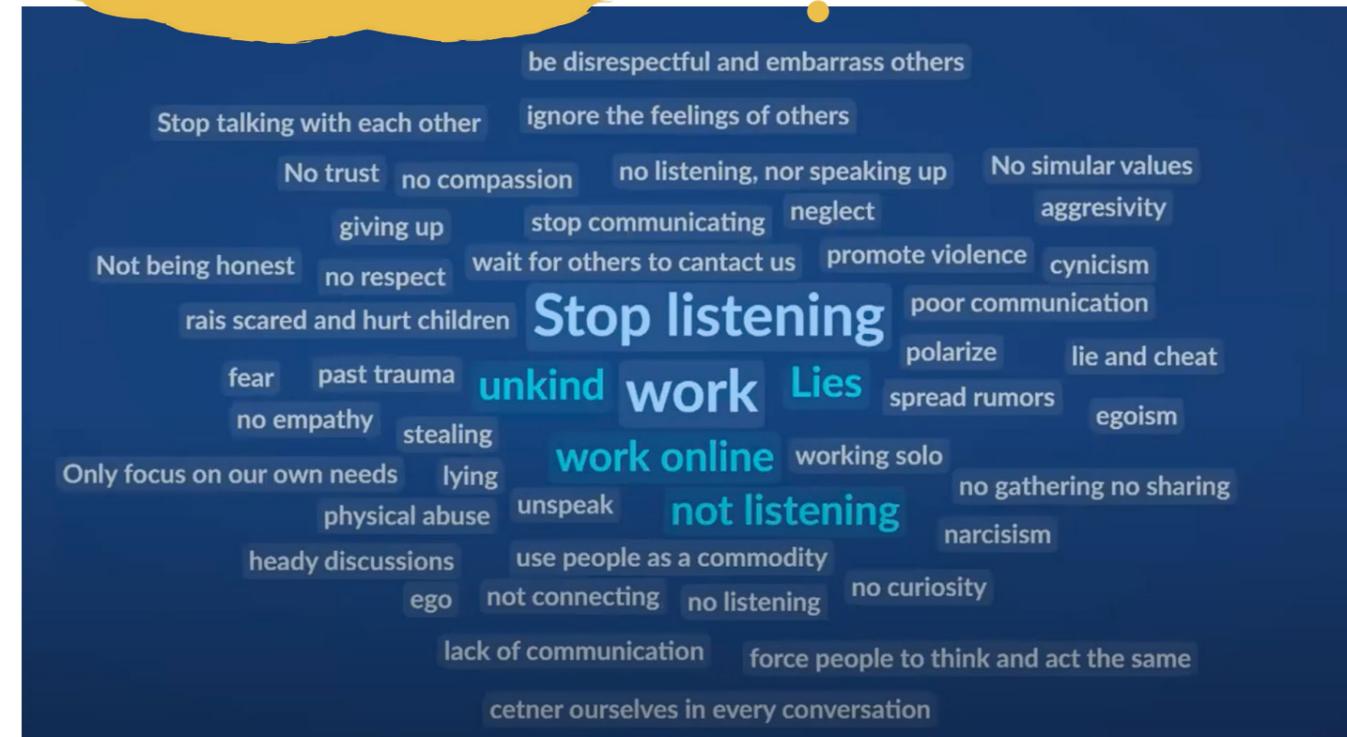
1

How can you make schools as unsustainable and inefficient as possible?



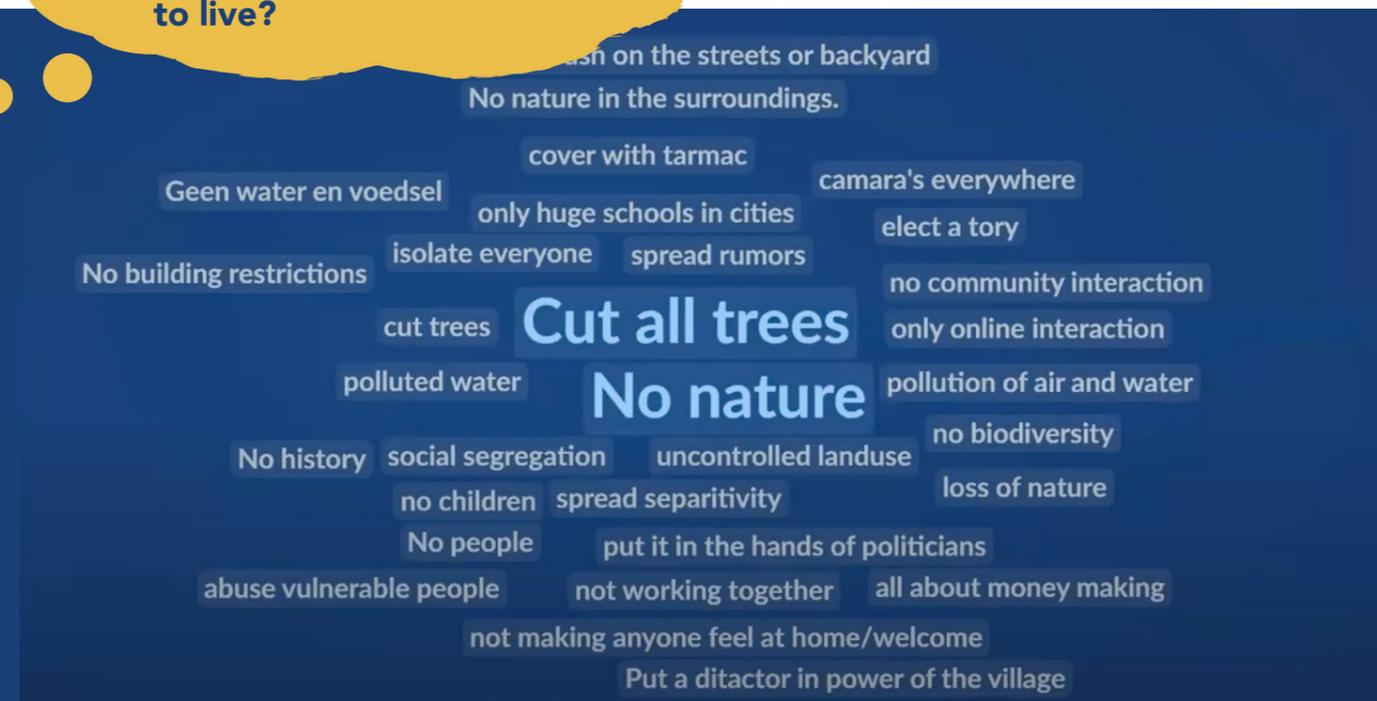
3

How can we screw up our relationships the most?



2

How can you turn your region into a horrible place to live?



OUTPUT OF THE RCE BRAINSTORM

4

What is the strongest barrier we need to overcome that you have detected?



HOW CAN SCHOOLS BE PLACES WHERE YOUNG PEOPLE CAN BE AND BECOME SUSTAINABLE?



PROF. ARJEN WALS
WUR/UNESCO Chair Holder
Transformative Learning for
Socio-ecological Sustainability

SCHOOLS WITH A PEDAGOGY OF HOPE AND SPACE FOR ACTION

Wals is a Professor of Transformative Learning for Socio-Ecological Sustainability at Wageningen University. He also holds the UNESCO Chair of Social Learning and Sustainable Development. Wals is a Visiting Professor at the Norwegian Life Science University in Ås where he supports the development of Whole Schools Approaches & Sustainability.

His recent work focusses on transformative social learning in vital coalitions of multiple stakeholders at the interface of science and society. His teaching and research focus on designing learning processes and learning spaces that enable people to contribute meaningfully sustainability.

During the European RCE Meeting 2022 Wals held a 30 minutes lecture on the question how schools can support children to be and become sustainable.

GG *We are marinated in a culture that advances, pushes, normalizes consumerism and unsustainable living. Schools should critically reflect on their role and question themselves: What values are we consciously or unconsciously promoting?*

Find Wals' PowerPoint and plea [here](#) for schools that embrace complexity, dialogue and disruption, by providing space for wicked questions, students voices, place-based learning and the Inner Development Goals, the transformative skills for the SDGs!

Wals also writes a regular research blog that signals developments in the emerging field of sustainability education:
www.transformativelearning.nl

REWATCH
Wals' lecture



INNER DEVELOPMENT GOALS

In 2015, the Sustainable Development Goals gave us a comprehensive plan for a sustainable world by 2030. The 17 goals cover a wide range of issues that involve people with different needs, values, and convictions. There is a vision of what needs to happen, but progress along this vision has so far been disappointing.

We lack the inner capacity to deal with our increasingly complex environment and challenges. Fortunately, modern research shows that the inner abilities we now all need can be developed. This was the starting point for the 'Inner Development Goals' initiative.

The IDGs initiative has co-creation at its center with ongoing development and input from more and more experts, scientists, practitioners and organisations around the world. In 2021 the first IDGs report was published that explains the background, method and framework with 5 categories and 23 transformational skills.



INNER DEVELOPMENT GOALS

Transformational Skills for Sustainable Development

- | | |
|---|--------------------------------------------|
| 1 | Being — Relationship to Self |
| 2 | Thinking — Cognitive Skills |
| 3 | Relating — Caring for Others and the World |
| 4 | Collaborating — Social Skills |
| 5 | Acting — Driving Change |

Want to find out more? Please have a look at <https://www.innerdevelopmentgoals.org>.



The world, like a balloon, is almost bursting
Image by students at CSG Comenius, Fryslân.

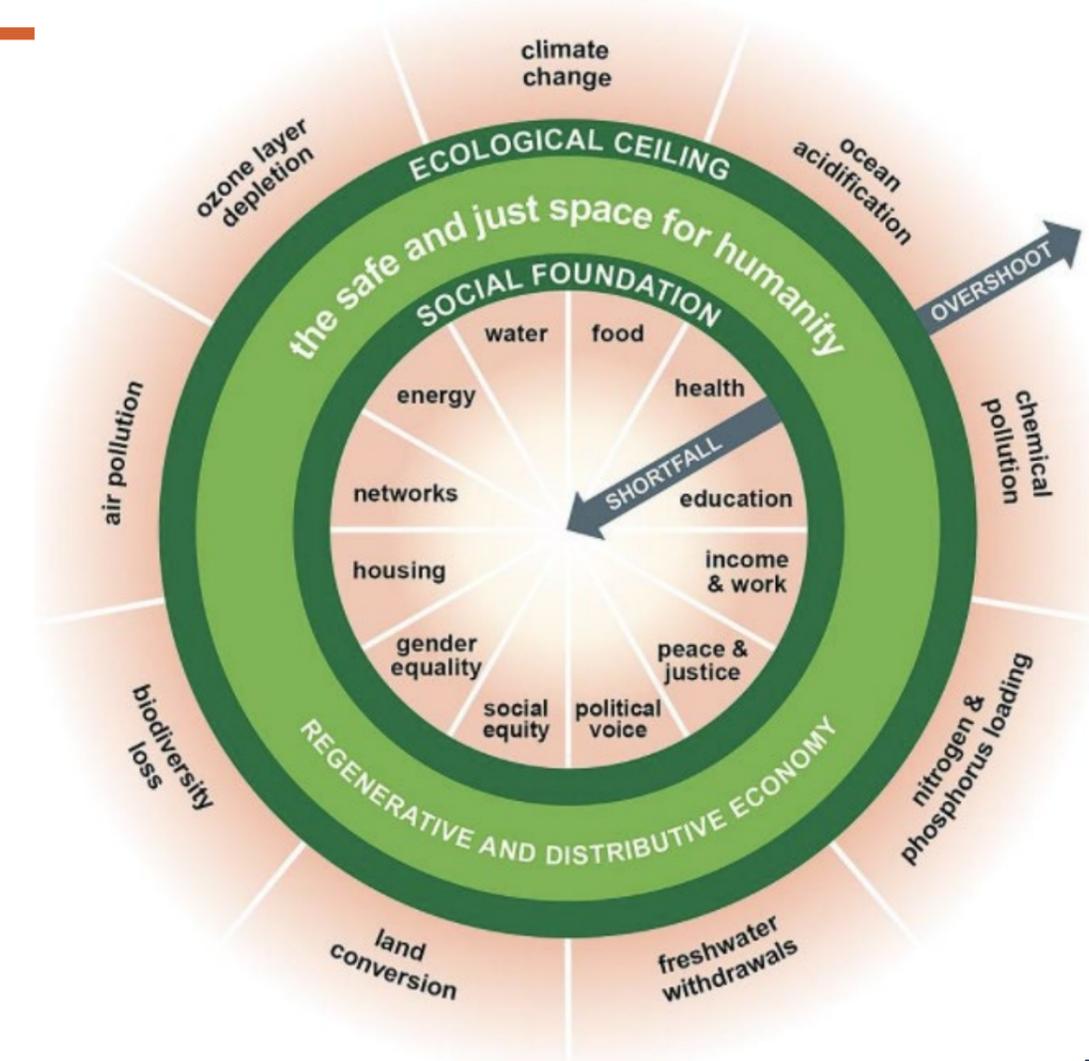
THE DOUGHNUT ECONOMY BY KATE RAWORTH

The Doughnut what?... In his lecture Wals refers to the Doughnut Economy of Kate Raworth. She is an renowned economist who focusses on humanity's 21st century top priority challenge, that is, to meet the needs of all within the means of the planet. In other words, to ensure that no one falls short on life's essentials, while ensuring that collectively we do not overshoot our pressure on Earth's life-supporting systems, on which we fundamentally depend.

The Doughnut of social and planetary boundaries is a playfully serious approach to framing that challenge, and it acts as a compass for human progress this century.

For students and others... How would you explain 21st century economics in just a minute? Raworth says: 'I had the privilege of working with some of the world's best stop-motion animators to bring new economic thinking to life on screen. Please feel free to show them in the classroom, in workshops, in public talks, and to share them widely on social media.'

<https://www.kateraworth.com/animations/>



FRAMEWORK FOR A WHOLE SCHOOL APPROACH

GIUSEPPE VAN DER HELM

Director Cooperative Leren voor Morgen,
National Alliance Holder SDG 4

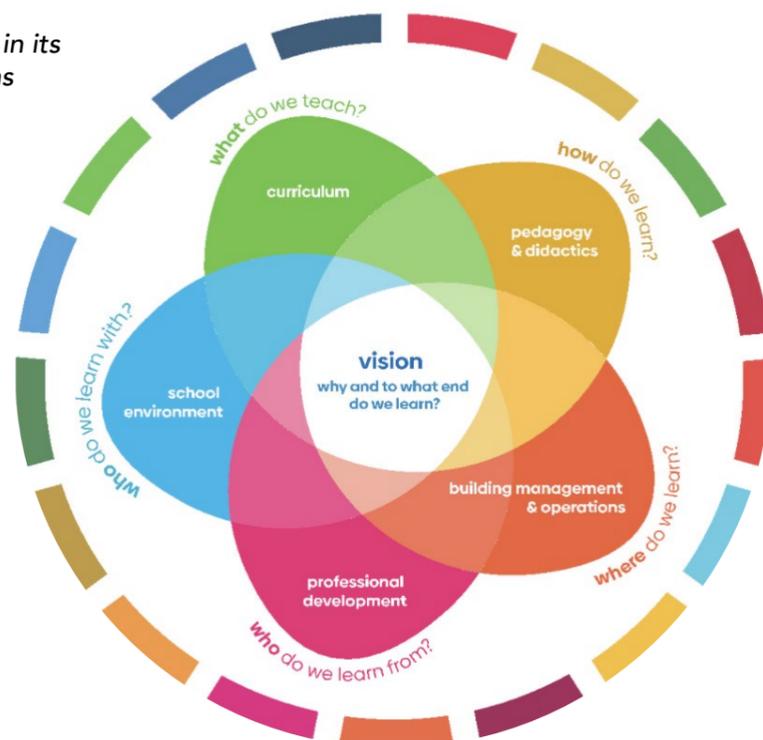
All around the world, awareness about the challenges we're facing in the 21st century grows. Students, businesses and governments take action at the local, national and international level to help solve complex issues by changing the way they care for people and the planet. We strive to build a fundamentally sustainable society, a circular economy and, ultimately, a thriving world.

In the face of these challenges, educators are searching for new ways to promote learning for sustainable development. What does it mean to think and act sustainably? How can we embed this way of learning in our education in a structural and systemic way?

The Whole School Approach to Sustainable Development is a framework that supports schools in giving shape to education for a sustainable future, in consultation with all stakeholders and interested parties in and around the school. The WSA helps to integrate sustainability issues structurally and coherently into the school organization.

'Each school can give shape to the WSA in its own way. The framework offers questions to start thinking and acting sustainably according to the ambition of the school: whether this is in making the canteen more sustainable, building a network of sustainable leaders in the region or embedding the SDGs in the curriculum. The WSA gives space to work on each part, without losing sight of the whole'.

The English version of the Whole School Approach to sustainability can be found here: <https://whole-schoolapproach.lerenvoormorgen.org/en/>



VIDEO MESSAGE BY RCE BORDEAUX

ECOLOGICAL ENGINEERING AND ADAPTATION TO CLIMATE CHANGE

MICHEL RICARD & CRISTINA RIBAUDO



Click image to watch the video message.

Climate change, due to its globality and complexity, represents a major challenge for our societies which requires the implementation of specific approaches to mitigate its consequences: this is the case of adaptation to climate change which is the subject of a higher education diploma entitled "Environment, Geo-resources and Engineering for Sustainable Development" initiated by the RCE Bordeaux Aquitaine and the UNESCO chair in ESD. This diploma is part of the training and research activities of the National School of Engineers ENSEGID. This diploma aims to meet the need for a better knowledge of the adaptation measures required by the upheavals resulting from climate change.

The lessons make use of ICT and more broadly of digital methods which make it possible to benefit from a wide range of applications which facilitate innovative pedagogies for learning.

<https://ensegid.bordeaux-inp.fr/fr>

Want to know more?

Contact Michel Ricard - michel.ricard@wanadoo.fr or Cristina Ribaudo - cristina.ribaudo@ensegid.fr



IMAGINING A SUSTAINABLE, TRANSFORMATIVE SCHOOL

After the powerlecture by prof. Arjen Wals, participants of the European RCE Meeting 22 reflected on the question how we as a group imagine a school where children can be and become sustainable.

Here some of the answers are represented:



Quotes by participants in the break-out room:

- ☞ Young people inherit the problems, not the cause
- ☞ Sustainable Development cannot be learned from a booklet or a method
- ☞ Blurring the boundaries of a system that is stuck
- ☞ We need to bring concrete SDG-related questions from the region into the classrooms
- ☞ Shouldn't we focus on the emergence of qualities instead of the development of skills?
- ☞ There are streams of empty warnings
- ☞ We and our students need to learn to deal with complexity and nuance
- ☞ We have to learn all together - young and old
- ☞ Encourage creative thinking in a restrictive curriculum
- ☞ Schools should have 'living walls'
- ☞ Change little, day by day



SIMPLE LIFE

SEBO TOUWEN

Singer-songwriter, student at Campus Fryslân,
Performing at European RCE Meeting 22

One day I said I'll go far from here
To an unknown place and I'll disappear, for good
The stars will keep me company, when it's cold outside
No telephones, no instagram, no streetlight

I guess I am a daydreamer
Which means I think at night
And a hopeless romantic
But honest at the same time

I just want the simple life
I just want the simple life
Tonight

But now that I'm here, I've kind of disappeared
To an unknown world, without you here
Now I wonder what it was I dreamed about
What I dreamed about

I guess I am a daydreamer
Which means I think at night
And a hopeless romantic
But honest at the same time

I just want the simple life
Tonight



[Click here to listen on Spotify](#)

Simple Life

THRIVING REGIONS

WHY IS IT THE REGION WHERE LEARNING FOR SUSTAINABILITY TAKES PLACE?



THE BLUE DELTA AS A MINDSET

KLAAS-SIETSE SPOELSTRA
Nij Sicht - Director & strategic advisor

What is the Blue Delta to you?

The Blue Delta is our home. It is Fryslân, and it's the North of the Netherlands in relation to the rest of our planet. It's a wide stripe of beautiful islands, wetlands, agricultural clay- and peat landscapes and wooded sandy areas along the north-western European coast.

Why a new name for this area was launched?

Over centuries, we have adapted our lives and livelihoods to be one with water and the landscape, forming a deep relationship that drives our culture, our industry and our lives. We rely on water to survive and to flourish, but due to the increased effects of climate change we feel an urgency to act more quickly than ever before.

For the more than 2 million people on the delta, the time to think of a plan that reaches further than any current plan in place, and also a plan that reaches beyond borders. **To that end, based on solid knowledge, we need the creative and imaginative involvement of everyone to meet the challenges of our time.**

What specific challenges have to be met?

This is about accelerating the implementation of the SDGs on a regional level, it is about organizing co-creating learning processes about what can be done in the local context and it is about the ability to move flexibly with constantly changing insights and challenges.

We bring together partners in government, academia, industry, schools and students, artists and most importantly the people that live here. **We strive to work as one and thus save our Blue Delta for future generations to come.** Our main mission is to achieve broad prosperity by 2030.

Are there any specific focusses?

Within this overall mission we see three transition themes as the most important ingredients for success:

- **Inspired by Water; In 2030 the Blue Delta is the leading region in all water related topics. From climate adaptation, new technology and water-tourism.**
- **Become Circular; In 2030 the Blue Delta is the most circular region of Europe. Transforming energy, agri-culture, water & raw materials into circular systems.**
- **Explore the Rural Society; In 2030 we are the top vital, inspired and connected region, bringing us the happiest people in Europe.**

What is your approach to make this happen?

We activate a community of Uitmijkers (Lighthouse watchers) along the themes of the SDGs. We believe in 'soft-spaces' – places where people can meet, exchange ideas and insights and have dialogues instead of debates or discussions.

A soft space is place where you can be open to other perspectives and where you can change your view on the world without being directly judged. We organize dialogue programs, festivals, workshops and brainstorm sessions. The ideas that arise during these meetings can lead to spin-off projects or new landmark initiatives.

<http://www.bluedelta.world>
Find Spoelstra's PowerPoint [here](#)



ARCADIA

Arcadia is an arts and community triennale in the North West of Europe (Friesland) that challenges us to become good ancestors.

The first edition will take place on May 7th – Aug 14th 2022. We offer a stage for makers and doers who want to change the world for a hundred summer days.

With BOSK, a real walking forest of over 1500 trees will move daily through the streets of Leeuwarden.

With PARADYS, an international, visual art exhibition in the greenery of Oranjewoud.

And with IIS, a province-wide community -or mienskip as Frisians say - program on ice rinks, that invites us to think about the way we live together in times of accelerating climate change. And this is only a part of the program!

Arcadia is created by the makers of the event Cultural Capital of Europe Leeuwarden-Fryslân 2018. The energy that year evoked, will find its way to Arcadia 2022. We'll work with volunteers, artists and our creative network in the Netherlands and Europe.

<https://arcadia.frl/english/>



VIDEO MESSAGE BY RCE BRITTANY



According to Françoise Laveuve, founder of RCE Brittany, using our imagination and intuition helps us to connect to the SDGs and put them on the agenda of regional authorities and schools.

VIDEO MESSAGE BY RCE FRYSLÂN



Eline van Diggelen made this short movie for SPARK the Movement and the European RCE Meeting. Students of primary schools, TVET schools and applied universities tell about what they believe in, and what they actually DO to contribute to a better world.

REGIONAL LEARNING WITH A PURPOSE

EDITH FERNANDES

Team leader MBO Life Sciences Leeuwarden

We're a VET-centre in the heart of Fryslân, and we run courses in food innovation, laboratory studies and in environment and water technology. For three years now we have been working with the WSA to innovate our education. At the beginning our teachers were a bit hesitant, as it requires rethinking our role, our curriculum and the organizational process. And there already had been a lot of changes during the last few years.... But gradually as a team we discovered the WSA gives us so much pleasure and power!

We use the Whole School Approach to form partnerships with companies, NGOs and the local government, based on a strong vision on learning and on our mission to contribute to a better world. The WSA helps us to align the curriculum (working on issues that are meaningful for students and the region), to the way we interact with students (offering space and requesting responsibility), and to whom we work together (innovative companies that want to contribute to a better world).

'In short, the WSA has helped us to initiate a systemic change: from inside oriented (we know what is good), to outside oriented (we deliver what is needed to make the region thrive - here and now, and for generations to come!).'

One of the very promising outcomes of this whole school approach is that we now have a student-led environment advisory agency for external partners. With teachers and students from all courses, and from different age groups we take up their SDG-related challenges and come up with new ideas and prototypes for solutions.

SPARK the Movement helps us to connect to experts and companies, to develop new tools and to train teachers for instance on the SDGs. SPARK stimulates and motivates in times of discomfort. And last but not least, they make visible what is happening: we're part of a bigger movement towards achieving broad prosperity.

<https://www.mbolifesciences.nl>

donderdag 24 februari 2022 ■■■ LEEUWARDER COURANT

in het nieuws 3

Voedselvragen op bordje studenten

In het laboratorium van MBO Life Sciences in Leeuwarden zoeken studenten naar nieuwe toepassingen voor oud brood. Zijn koekjes en cupcakes het ei van Columbus? De branche hoopt op 'grote doorbraken'.

MAARTEN PENNEWAARD

Op het eerste gezicht is er niets bijzonders aan het ijs, de koekjes en de cakes waarmee de in witte jassen gestoken studenten deze ochtend in de voedingshal in de weer zijn. Maar schijn bedriegt. Er zijn zelfs twee innovaties tegelijk gaande in dit lab: voedseltechnisch en onderwijskundig.

Eerst de voedselkant. De studenten van de opleiding Food Innovation proberen of ze met suikers, die zijn teruggewonnen uit oud brood, nieuwe producten kunnen maken die naast voedselveilig ook goed verkoopbaar zijn. Want brood is een voedingsmiddel waarvan grote hoeveelheden verspillend worden.

„Helaas is dat zo”, zegt Peter Weegels van het innovatiecentrum voor de Europese bakkerijsector EBIC. Uit onderzoek blijkt dat 20 tot 25 procent van al het brood wordt weggegooid, het meeste door de consument, maar in het traject van bakkerij tot en met supermarkt gaat er ook 5 tot 10 procent verloren.

„Dat vinden wij allemaal zonde, maar tot dusverre hebben we nog geen goede oplossing gevonden voor dit probleem. De consument wil in de supermarkt niet voor een leeg schap staan, dus wordt er meer geproduceerd dan er eigenlijk vraag is”, legt Weegels uit. Onverkocht brood, in vakjargon retourbrood genoemd, eindigt meestal als veevoer. Daarbij gaat veel waarde verloren.

De vraag is dus: hoe kun je dit brood weer waardevol maken? Daarbij gaat het om de economische en



In het voedsellab van MBO Life Sciences maken Dominique, Esmee en Isis cupcakes met de uit oud brood gewonnen suikerpasta. FOTO'S NIELS WESTRA

de voedingswaarde. Hier komen de studenten van Life Sciences om de hoek kijken. „Wij onderzoeken zelf, maar doen ook aan open innovatie”, zegt Weegels. Namens EBIC zocht hij contact met de opleiding.

„Ik ben echt onder de indruk van de faciliteiten in Leeuwarden. Op de eerste dag dat wij ons probleem hier voorlegden, kwamen studenten al met fantastische concepten.” De weg van idee naar veilig voedsel met een goed businessmodel is echter lang, weet Weegels. „Maar toch hopen wij dat hier grote doorbraken uit voortkomen, spannende nieuwe toepassingen. De branche snakt eraan.”

Wat tot dusverre al lukt, is oud brood bewerken zodat vrijwel alle zetmeel wordt omgezet in suiker. Een waardevolle grondstof, want suiker is duur. Maar omdat er zoveel retourbrood is, heeft de branche een overschot aan dit ingrediënt. Daarom is de opdracht aan de studenten in Leeuwarden: verwerk deze suikerpasta in nieuwe producten. Dat ver-

Hoe kan retourbrood weer waardevol worden?

klaart waarom in het voedsellab wordt gewerkt aan ijs, cupcakes en koeken: worden die smaakvol genoeg met deze suikers?

Studenten Jente, Olga, Marleen en Marissa buigen zich rond een fornuis over een pan met melk. De suikerpasta wordt toegevoegd en dan is het even afwachten. „We kijken vooral naar het proces”, zegt Jente. „we hoeven niet een compleet product te maken.”

Dan de onderwijsinnovatie die hier gaande is. Teamleider Food Innovation Edith Fernandes vertelt dat de opleiders een paar jaar geleden tot de conclusie kwamen dat de studie drastisch moest veranderen. De wereld is continu in beweging, en

zeker ook op de terreinen waarop MBO Life Sciences zich beweegt. „Stikstof, duurzaamheid, klimaat: het zijn allemaal grote kwesties die het beroepenveld van de mensen die wij hier scholen rechtstreeks raken.”

Het gevolg is dat beroepen veranderen, of zelfs verdwijnen en dan weer plaatsmaken voor nieuwe. „We kunnen geen studenten opleiden voor beroepen die na vier jaar totaal anders zijn, we moeten ze beter voorbereiden op die veranderingen. Ze moeten weerbaar zijn op de arbeidsmarkt, overleefbaar blijven staan in dit geweld; wendbaar en 'leerbaar' zijn”, zegt Fernandes.

De opleidingen van MBO Life Sciences, waarin Aeres MBO Leeuwarden en het Friesland College samenwerken, kunnen een rol spelen bij het oplossen van maatschappelijke problemen en tegelijkertijd duurzaamheid aanjagen. Fernandes: „Wat wij hier doen, heeft impact. Hier wordt fundamenteel nagedacht over grondstoffen, bewerkin-

gen en afvalstoffen.” Naast het onderzoek naar nieuwe toepassingen voor het broodoverschot noemt ze nog twee andere voorbeelden. Zo ontwikkelden studenten ricotta op basis van overtollige wei van een kaasmakerij. Dat bedrijf overweegt nu een eigen productielijn op te zetten voor deze van oorsprong Italiaanse kaas.

En hoe kun je overtollige seizoensgroenten verwerken in koekjes, vroeg een groenteproducent. De experimenten leidden onder meer tot de ontwikkeling van een broodje waarin zoete aardappel is verwerkt.

Dat zulke complexe vraagstukken op het bordje van studenten worden gelegd, maakt opdrachten een stuk interessanter. Fernandes ziet dat studenten hierdoor gemotiveerder aan het werk zijn. „Bedrijven zitten ook echt te wachten op het antwoord. Dat we dat in deze regio kunnen doen, is mooi. Er zijn hier veel bedrijven in de voedingsmiddelenindustrie, we kunnen samen met hen innovaties tot stand brengen.”



REGIONAL CONNECTIONS BETWEEN SCHOOLS, ENTREPRENEURS AND GOVERNMENTS

Klaas Sietse Spoelstra's explanation on what's going on at a regional level in The Netherlands was followed by a break-out session with all participants of the meeting.

The dialogues centered around the question why it is the region where networks for ESD are so important. Some of the groups used the Mural-canvas to write down their findings:



Some quotes that were noted down:

- ☞ Connection is key; the local level makes sustainable development concrete
- ☞ Around a SDG-related project in the community, you can relate almost every topic that would otherwise be addressed in the classroom
- ☞ In the region you sense the problems, and you see others with whom you can work on solutions
- ☞ Scaling up is important to understand complexities, but too abstract is devastating for students
- ☞ The need to act on a regional level is felt more urgently
- ☞ Pick up the phone and introduce yourself to other frontrunners is easier in the region
- ☞ If awareness in the community rises, local companies have employees who bring in this awareness. This is how willingness to do things differently is spreading



YOUR ANCESTOR

NYNKE LAVERMAN

Hello there
This is your ancestor speaking
Your predecessor from the 21st century
When you emerged repressing me
Remember? That was us
The Homo Economicus

Don't walk away please stay
Please listen to what I have to say
I know I'm out of favour out of date
You hate me probably and it's too late
To change my fate but please two minutes
For your ancestor the one that went before you
I assure you that when you let me explain a little more
Of what we went through what we really meant to do
That the intention wasn't evil on our side
It might shed a different light
On how you think of us your ancestors
So you may learn from us because
To not get lost in the future
You must know your past right?

So here I am
This is your ancestor speaking
Your predecessor from the 21st century
You're blaming me for spreading myself
Endlessly around the globe exploiting nature
Leaving no hope for a future driving the Earth
To the verge of exhaustion draining her to the bone

Like a virus in fact doing what it loves the most
To multiply and multiply completely undermining its host
And you're right in a way looking back I admit that we did
But we weren't aware thought we were doing good
Economic growth for all of you
Comfort and convenience
Life is so much easier
Than it has ever been before
You have to give me that
Of course I do regret
That we've polluted ourselves
Out of existence

Created an unbridgeable distance
From all other forms of life
Until life finally left us
Exit Homo Economicus

You say growth was my Holy Grail
Yes it was and it failed
It couldn't last I do agree
But in the middle of the hustle
You cannot really see

The point I'm trying to make
We weren't fully awake
We didn't know the things you know
It seemed good to stick with growth
Climate change we heard the words
But the words just didn't hurt
And it may sound absurd to you
But we loved our children too
We were stuck in a system of business
That's how we survived it gave us our lives
To buy or not to buy was to be or not to be
Buying things determined our identity
And you can laugh about it now
But remember it was how
We managed to get out
Of poverty and wilderness
Don't call it pure silliness
So we aren't flawless
Your great-grand parents
But you shouldn't lay it all on us
The Homo Economicus

You say growth was my Holy Grail
Yes it was and it failed
It couldn't last I do agree
But in the middle of the hustle
You cannot really see

So here I am
This is your ancestor speaking
Your predecessor from the 21st century
To ask for forgiveness and for some understanding

Please don't be too demanding

Don't be too hard on us
We did the best we could
Moving forward like we thought we should
Though we were just a phase
In the existence of the human race
We paved the road for you
In many ways
This is your ancestor speaking
The relatives you know so well
Forgive us I beg you
For sending you to hell

*Lyrics & performance Nynke Laverman | Music
Sytze Pruiksma | Musical production &
recordings Sytze Pruiksma, Lân Studios,
Weidum | Mix Harry Zwerver, Studio 12,
Franeke | Mastering Darcy Proper, Valhalla
Studios, NY*



Click image to watch the video.

PERSONAL INVOLVEMENT

WHAT DO YOU NEED TO REALLY CONNECT WITH ONE ANOTHER TO ENVISION NEW FUTURES?



THE SYSTEM, THAT IS US!

ATTENTIVE INVOLVEMENT AS A PREREQUISITE
FOR SUSTAINABLE DEVELOPMENT

NYNKE LAVERMAN &
LISETTE BASTIAANSEN

During the afternoon program of the European RCE Meeting 22 researcher Lisette Bastiaansen and artist Nynke Laverman got into a compelling conversation with RCE SPARK Fryslân's youth coordinator Max Eisenbart about the importance to let go our certainties and presumptions, and our orientation towards finding quick answers and easy solutions.

*We form the reality we're in,
by the stories we live by*

Nynke brought her song 'Your Ancestor' (see previous page) to the RCE-studio, and in their discussion Laverman and Bastiaansen reflect on the need to find out: when does it matter that I am I, and how can I respond to the responsibilities I encounter? Both stress the importance of space to observe, to feel and to become aware of the other, and otherness.

Quote from the conversation:

'We have to embrace that we don't know how to transform towards sustainable living, how to transform to new realities.

This evokes strong feelings of discomfort and uncertainty. There isn't much space for that in our schools or in our society. Yet, if we can bring in the quality of attentive involvement in our relations, if we have the guts to do so, then the reality we're in can change'.

REWATCH
the conversation



FIND OUT ABOUT THE SIMILARITIES BETWEEN THE EDUCATIONAL TASK AND AN ARTISTIC PROCESS

During the COVID-19 crisis, the Frisian singer-songwriter, spoken-word artist and explorer Nynke Laverman found new ways to bring her new album *Plant* to the attention of the public. Since November 2020, Nynke has been allowing the songs to take root with her listeners one by one through a Slow Album Release. There are eleven new songs and eleven podcasts with special guests, including environmental philosopher Matthijs Schouten, comedian Jochem Myjer and thinker Roman Krznaric.

Bastiaansen recently defended her PhD, which was supervised by the pedagogue and educational philosopher Gert Biesta. We are absolutely sure her book on *Attentive involvement as an educational disposition* (2022) will help us to find new ways to help children and young people – but also ourselves as educators – to respond to the challenges of the 21st century.

“We are now at a point where we need to educate our children in what no one knew yesterday, and prepare our schools for what no one knows yet.”

- Margaret Mead (1901-1978)



Who is Nynke Laverman?

Nynke Laverman is a Frisian singer, songwriter, spoken-word artist and explorer. **She questions life and in doing so, she doesn't spare herself.** As her website declares: 'Her love of language and her subtle, seasoned voice delicately guide you to new territories of imagination'.

The many journeys Nynke makes leave their traces in her music, especially her stay with a nomad family in Mongolia. Their impassioned way of life and their close, respectful relationship to nature leave a deep impression. Since then, our Western relationship to our environment has been a recurring theme in her work.

In 2019, during a sabbatical, Nynke conceives the idea for her new album *Plant* (2021). **She questions where the line lies between man and nature.** In *Plant*, Nynke for the first time clearly expresses her views on how we treat our environment. This album can be seen as a compelling musical journey.

Paradoxically, it is by doing less and singing more softly that Nynke's appeal comes across louder than ever: who do we want to be as people?

Nynke: "I wonder why we actually make a distinction between 'man' and 'nature'. When I was with the Nomads in Mongolia I saw how things can be different, and my work has been about this ever since.

Plant is a hopeful protest that focuses on how we can transform our way of thinking; it is about changing oneself from within. Do we dare to leave well-trodden paths, break out of familiar patterns and make room for silence? Do we dare not know?"

www.nynkelaverman.nl



Who is Lisette Bastiaansen?

Dr. Lisette Bastiaansen conducts research on 'attentive involvement' in the teacher-pupil relationship. In January 2022 her dissertation 'Attentive involvement as an educational disposition' was published. **The central question of the research was: What is the value and meaning of 'attentive involvement' within the daily pedagogical actions of teachers?**

In addition, Lisette is a guest lecturer at the Master's program in Pedagogy at the Hogeschool Arnhem Nijmegen and she works as an independent supervisor/coach in the field of interpersonal communication issues within education.

Within the educational process, the relationship between teacher and student plays a crucial role. Questions with regard to a (possible) redesign of education therefore also lead to questions of how to deal with the place that this interpersonal relationship between teacher and pupil – and the accompanying 'attentive involvement' – should or should not have in education and/or can get.

'All the more so as free space for teachers to be attentively involved with their students seems to be under pressure anyway in the current juncture. Available time is often taken up by obligations. And that while it is precisely 'attentive involvement' between teacher and student from various perspectives that is of great importance', says Lisette.

In her doctoral research, Lisette Bastiaansen has tried to uncover what is or could be of value with regard to 'attentive involvement', and what teachers themselves find of value in it.

<https://nivoz.nl>



USING EMOTIONS AND ART TO ESTABLISH CONNECTIONS BETWEEN LEARNERS AND THE WORLD

After watching the debate between Lisette Bastiaansen en Nynke Laverman with Max Eisenbart, personal involvement seems another key-aspect of education for sustainable development.

Yet, as professionals we're often hesitant to show our doubts, uncertainties etcetera. How do we overcome dominant stories of how to live and bring in our own moral compasses in order to change the strong and influential messages of for instance over consumerism?

In the Mural-canvas below some of the reactions of all participants are written down:



Some of the quotes that were made:

- “ Be aware of the positionality from where you look at the world
- “ My agenda actually doesn't fit today's end: how can we make more time for essential meetings like this?
- “ Don't see young people as learners, but as co-creating experts of the region
- “ How to move beyond the stories we live by; how to create new stories
- “ We have to dare to get out of our bubble
- “ Involve and listen to the marginalized people of Europe (and beyond)
- “ Sharing music is sharing your feelings
- “ Encourage honesty and nuance
- “ Ask yourself: what can I do and how can I live according to my values?



DETLEV LINDAU-BANK (RCE Oldenburg Münsterland)

Lecturer at the University of Vechta, Germany
Regional Advisor to the RCEs for Europe

**REFLECTION ON
RCE EUROPE**

What does the RCE Network mean to you?

To me, education is the central element and the most effective force to raise the awareness for sustainable development. The strength of the UN-RCE Network is to connect people and partners from the formal and non-formal education sector within the region to the global network.

The RCEs in the RCE network are as different as the regions in which they take on the challenge of sustainable development. But in all RCEs there is agreement on the fact that the challenges to realize the Sustainable Development Goals are complex and therefore different dimensions must be worked on.

What kind of function has the RCE Network for the local regions in Europe?

RCEs value the difference between expertise and experts. **RCEs are not networks of experts as such, but support and motivate people to help**

develop their own expertise, and thus shape their region sustainably with their expertise.

To embed sustainable living, working and thinking is not a task for an elitist group of experts, but for all people, because I trust all people to have the will and the ability to preserve their world.

How do you evaluate success in regional and international collaborations? Can you name some best practices?

In fact, a weakness and strength of the RCEs can be seen here. Two levels must be distinguished: the Regional level and the Global level.

Many RCE activities are carried out by volunteers or part-time. In these cases, the focus is on the activities and less on the evaluation. In this case, RCEs cooperate internationally, then mostly on the base of funded projects. Funded projects are usually evaluated.

In the global RCE network we have so far evaluated it in two ways. Firstly, every RCE can apply for the annual RCE Award. On the other hand, the RCEs are required to send an annual report on the status of activities to the UNU-IAS by doing a self-evaluation. The UNU-IAS has developed a special tool for this.

Furthermore, there are always considerations as to how the achievements of the RCEs can be evaluated and thus appreciated. In Europe in particular, however, there is great skepticism in many RCEs in this regard, because evaluation processes cost time and energy and the direct benefit is not visible.

Some of the RCE members see evaluation as a work that is only useful for the UNU to present itself to the outside world. On the other hand, the RCEs also know about the advantages of evaluations. **Evaluation makes their own work and what has been achieved visible and strengthens the position of the RCEs in the local and global sustainability discourse.**

What are the difficulties with organizing the RCE on a European level?

I would talk less about difficulties here and would first ask about the motivation for a stronger organization and structure of cooperation at European level. In my opinion there are three reasons:

1. Working together with other RCEs increases the importance of local activities and increases awareness of ESD, because working together makes it clear that other regions have similar challenges and that we are indeed pursuing global goals together.
2. Working together makes it possible to share knowledge and experience and to learn together.
3. In cooperation with other RCEs, funding from the EU can be applied for and the work in your own region can be promoted.

These three reasons or motivations do not require any complex organization or structuring of the collaboration of European RCEs. On the contrary, a tighter organization of the network structures would lead to greater hassle, costs and, as a result, to greater bureaucracy in cooperation. However, this assessment is not correct if one looks at another possible reason for the cooperation, namely the ambition to achieve political effectiveness.

In order to influence political and economic decisions in terms of sustainable development and to advance them in accordance with the 2030 Agenda, supra-regional cooperation is necessary. This is happening, for example, in Sweden, the UK and Germany.

It is questionable whether the European RCEs want this, because on the one hand it contradicts the goal of focusing on local and regional implementation. On the other hand, European cooperation corresponds to the understanding and the principles of the RCEs to implement ESD across national, administrative and district borders. I would prefer therefore not to talk about mistakes, but about the need to discuss the self-image of the European RCEs again and to find a viable solution for the next few years.

“ I see this as the main function of the RCEs. To promote awareness and a desire to create a future sustainable world.”





LEARNING OUTCOMES

During the European RCE Meeting 2022, more than a 100 participants from all over Europe joined us online in Fryslân, The Netherlands, to rethink the European educational landscape: how can we promote learning for sustainable development on school, regional and individual level?

To achieve the transformations needed, we need all the imaginative talent we have: the power of intellect of scientists, the attentive involvement of teachers and the creativity of youngsters and artists. Only together we can make the difference we want to see in the world!

During the day other RCEs gave us insight into their activities and programs. Young and old contributed to the program, representing head, hands and heart in power lectures, exercises, music and poetry. We held dialogues and panel conversations and had several break-out sessions for networking and discussions in small groups.

So what was the sum of all this whole day hard work? During the final dialogue we asked some participants to reflect on what was learned, and they mentioned at least three outcomes:

Let us structurally and equally involve young people; we need their opinion, their creativity and their energy in the transformation towards a sustainable Europe
Let us speak and act from our hearts; if our moral compass requires us to do so, then let's have the guts and the creativity to do things differently
Let us envision long-term outcomes; what kind of education we strive for in 2030 or beyond and what is our role as RCE-community?

We are grateful for all the compliments we received, varying from the Ministry of Japan who congratulated us and said 'they were thrilled by the program', to personal remarks as 'thanks for such a successful, enjoyable and memorable meeting', 'I had more energy at the end of the day than at the start' and "I am at home in the world of head and hands but now I understand how to take my heart with me in my work!"

Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has.

- Margaret Mead

As a RCE Community, let's make the transition towards a sustainable society real, by inspiring young people, together with companies, governments and teachers, to develop the knowledge, skills and attitude for sustainable acting, learning, working and living!

Heleentje Swart
Maximilian Eisenbart

• Let us structurally and equally involve young people; we need their opinion, their creativity and their energy in the transformation towards a sustainable Europe

• Let us speak and act from our hearts; if our moral compass requires us to do so, then let's have the guts and the creativity to do things differently

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One Ball, One World
RCE Stettiner Haff



The Ball and thousands of replicas will gather signatures and pledges from governing bodies, clubs, players, personalities and fans. Each signature, from street to stadium will be a commitment to gender equality and climate action.

The journey of The Ball focusses on:

1. Fair Play - the idea that anyone, anywhere can play The Game irrespective of race, religion, gender, sexual orientation, intellectual capacity or talent.
2. Women's Engagement: Thousands of girls and women will play, grow, and inspire others on The Ball's first journey to the Women's World Cup.
3. Climate Action: The planet will survive us. We, the global football community, need to take action now. The Ball is a call to action. The Ball is at your feet, what are you going to do?

Want to know more?
Contact Tobias Till Keye - tobias.keye@projekt-n.org

<https://spiritoffootball.com>

FutureLearn course
RCE Scotland



Climate change, gender equality, health, social equity, and inclusion are issues that affect us all, impacting human well-being and economic stability. How to live a sustainable life affects – and connects - us all.

On this five-week course, you'll develop an informed personal response to these major challenges as you're supported to take positive actions towards a sustainable future.

You'll learn more about current global issues and consider how we can all take action, personally or locally.

The course has an additional strand for those working in formal or informal education, who want to bring some of the activities and issues covered in the course into their own teaching.

Sign up [here](#) to join the first following course starting at 14 March 2022.

For more information, contact Kirsten Leask - kirsten.leask@ed.ac.uk

Global Roots
RCE SPARK Fryslân



How can children learn about the realities and challenges of our time, in a way that stimulates their curiosity, motivation and imagination?

Therefore creativity, critical thinking, problem solving qualities are core educational elements. In this Erasmus+ project we develop tools for teachers for develop learning environments in which children's voices can be heard.

Want to know more? Contact Jildou Dooper - jildou@jinx-it.nl or Anne Graswinckel - a.graswinckel@keunstwurk.nl

<https://globalroots.eu>

Research on impact of the RCEs
RCE Greater Atlanta



For over a century, scholars and practitioners have viewed international education as a way to promote intercultural understanding, tolerance, and peace. That said, an ongoing question centers on the impact of international education mobility on development. In recent years development has evolved in a way that both highlights and intersects with peacebuilding, with the UN SDGs marking one of several examples. Under this framework, the intersecting goals of peacebuilding and sustainable development tie back to the values of international education to promote intercultural understanding, global citizenship, and tolerance.

Noting this intersection, RCE Greater Atlanta member and Georgia Tech international educator Kate Kirk is conducting research exploring how international education mobility impacts one's work in sustainability. Her research involves surveying RCE members globally, and conducting follow-up interviews with those who indicated interest in sharing more. RCE members who wish to participate will be able to share their insights, voices, and experiences. At the conclusion of the study, Kate plans to share the results with the RCE community via a written report and various presentations, with the hopes to contribute to scholarly and policy dialogue in the field.

If you or someone in your network is interested in participating, you can contact Kate - Kathleen.Kirk@oie.gatech.edu

Achieving Sustainability Together
RCE SPARK Fryslân



The PhD thesis 'Achieving Sustainability Together' by Manon Eikelenboom, RUG Campus Fryslân investigates how enterprises can integrate principles of corporate sustainability and circular economy in their strategies.

The findings show that it is essential for enterprises to collaborate and interact in a two-way communication between businesses, local governments, knowledge institutes and the educational sector.

Find her thesis [here](#).

The Net Zero Game 2050™
RCE Denmark



The Net Zero Game 2050™ is an event-driven business strategy, sustainability and negotiation board game based on stakeholder capitalism.

The objective for each business leader (gamer) is to create a portfolio of net zero greenhouse gas emission companies considering value chains, synergies, selling and buying companies, reacting to carbon event news and deploying green executives.

Business is a strong lever for change with a low response time, and games provide a strong platform for both enlightenment and entertainment.

Our ambition is to gamify sustainable business, its mechanisms and dynamics, and its risk and returns in order to transform complex issues into an understandable and engaging format.

Want to know more? Contact Søren Søgaard Jensen - ssj@heveas.com

What if... we could Escape From The Car?
RCE East-Midlands



Carbon Literacy is the knowledge and capacity required to create a positive shift in how mankind lives, works and behaves in response to climate change.

The challenge of meeting a highly ambitious local climate change commitment requires widespread public engagement and education for all sectors of the local area. All partners (public, businesses, local government, voluntary sector and students) have to know why this being done, what this means for them and how they can play their part in supporting the collective effort.

A key intervention that can have value here is Carbon Literacy Training (CLT) – a day's worth of accredited learning which is adapted to the local context and co-delivered by peers. CLT addresses the causes of climate change, possible relevant actions and includes action planning for personal and collective initiatives. Members of RCE East Midlands have therefore worked together to deliver CLT to a range of audiences, expanding our reach and activities over time.

Want to know more? Contact Andrew Reeves - areeves@dmu.ac.uk

Global Goals TV
RCE SPARK Fryslân



They quickly sound big and lofty to young people, those SDGs. It is about conservation of nature and social goals such as equal opportunities and the fight against poverty. But what can you do yourself? Friesland College is therefore strongly committed to training students to become practical global citizens who know what they can contribute to a better world in their profession and society.

This is what Global Goals TV is all about, which will be made by trainees from Learning Company Influence Students (LIS) from the 2020-21 academic year. They choose an SDG, delve into it and then make an item about it. So about suicide, or about breathing to better handle a stressful moment. And does walking help to find some rest every day? Three students tried it in a half-hour daily 'challenge' and found that it works for them. Every month a new peer-to-peer Global Goals TV is broadcasted, not only for the students of TVET Friesland College themselves, but on a national platform of the UN Dutch Association as well. You can find all items on YouTube, for instance this one on waste of water: <https://www.youtube.com/watch?v=7l4rOqF-DU1E>

NHL STENDEN
RCE SPARK Fryslân



Sustainability plays an important part in everything our university of applied sciences does. That is why you encounter it everywhere.

From sustainable education that trains students to tackle wicked problems to professorships of applied sciences that make a visible impact. And from solar panels on our roofs to the zero food waste policy at our Terschelling location.

Would you like to know more about sustainability within our institution? Please click on one of the below themes and discover how we contribute to the world around us.

- [Sustainable education](#) – design based education
- [Sustainable current affairs](#) – explore the (un)known
- [Sustainable research](#) – vital regions, service economies, smart sustainable industries
- [Sustainable management](#) – strategic institutional plan

Real sustainability is achieved together. That is why we are always looking for partners who want to tackle social issues with us. Do you have an issue that you, together with our students or researchers, would like to sink your teeth into? Or would you like to inspire our students with a guest lecture on a sustainability subject? Please do contact us.

<https://www.nhlstenden.com/en/sustainability>

Circular agriculture, water, food...
RCE SPARK Fryslân



Van Hall Larenstein University of Applied Sciences (VHL) is a sustainable University of Applied Sciences that trains students to be ambitious, innovative professionals and carries out applied research to make a significant contribution to a sustainable world.

Together with partners from the field, we contribute to innovative and sustainable developments through research and knowledge valorization. Our focus is on circular agriculture, water, healthy food & nutrition, soil and biodiversity – themes that are developed within research lines in the various applied research groups.

These themes address the challenges that are part of the international sustainability agenda for 2030: the sustainable development goals (SDGs). This booklet contains fascinating and representative examples of projects – completed or ongoing, from home and abroad – that are linked to the SDGs. The project results contribute not only to the SDGs but to our teaching as well.

<https://www.vhluas.com/binaries/content/assets/hvhl/internet-en/research/12806-applied-research-vhl-web.pdf>

Environment Advisory Board
run by students
RCE SPARK Fryslân



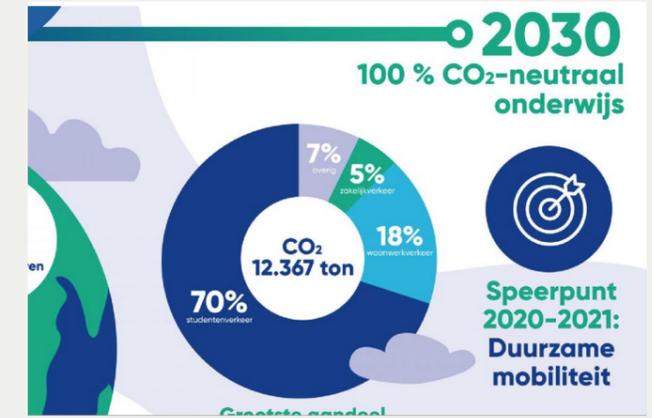
MBO Life Sciences is part of Friesland College and Aeres MBO Leeuwarden. At MBO Life Sciences we are close to practice. In our courses you work on social issues that affect the sector you choose. We work together with the business community on this. So you will be working on issues that come directly from a company.

The worlds of MBO Life Sciences are in full swing. Just think of all the social and sustainability issues you hear about in the news every day:

- The energy transition
- Reducing CO2 emissions
- Pfas in the ground and in our water
- Sustainable food production to feed the world's population
- Healthy people in a healthy living environment

Our courses are related to food innovation; water, earth & climate; laboratorial research; process engineering.

Centrum Duurzaam
RCE SPARK Fryslân



Centrum Duurzaam of **ROC Friese Poort** prepares students, technical staff and residents from the region for a sustainable future. We do this by providing workshops and guest lectures on sustainable techniques and by organizing lectures on current sustainability themes. Innovative sustainable techniques will radically change our society in the coming years. That is why technology is central to **Centrum Duurzaam**. We train our students to become technical professionals of the future.

Biobased building

At a three-day conference in het [BioSintrum](#) in Oosterwolde, Fryslân, students, entrepreneurs and other stakeholders examined the possibilities of growing and marketing cattails, and how a farmer could live off the cultivation.

“The Dutch peat meadow areas cause a lot of CO2 emissions. If we then raise the water level, agriculture can no longer be practiced in the traditional way. Then you have to look at another crop. Cattail is a crop that can be planted there. cultivation should provide an income for the farmer.”

The cattail can also be processed into insulating material. Numerous experiments have already been carried out with the use of the plant. Angelo Kooijker is studying interior design. In the bio center he shows side tables that they made at school. “It’s environmentally friendly. Maybe we’ll get more assignments. I like doing it.”

SPARK TEAM

www.sparkthemovement.nl



**HELEENTJE
SWART**



**MAX
EISENBART**



**TOMAS
VAN HERMON**



**LENNIE
QIU**



**ELINE
VAN DIGGELEN**



**JILDOU
DOOPER**

KS

**Imagination
is the highest form of research.**

**Albert Einstein
(1879-1955)**