



UK & IRELAND (UKI) RCES IN ESD

ONLINE FORUM

2.30–4PM, TUESDAY 30TH JUNE 2020

WELCOME

- Welcome & Introductions
- Housekeeping:
 - All participants to 'mute' audio .
 - Put any questions/technical help needed in the chat box.

AIMS OF FORUM



Provide solidarity and support for the UKI RCEs within and beyond the pandemic.



Share ideas for further work and collaboration.



Encourage outreaching and further develop our network.

AGENDA

- Key-note Speaker: Dr. Philip Vaughter, UNU-
IAS.
- Group discussions, with opportunities to offer
insights and connect with others regarding
the following:
 - *What are the opportunities and
challenges for UKI RCEs within & beyond
the COVID-19 pandemic?*
 - *What collaboration/s should be
prioritized across UKI RCEs in the light of
opportunities and challenges in COVID-
19 pandemic?*
 - *How should the UKI Vision Statement be
adapted to reflect UKIs response to
COVID-19 pandemic?*
- Session will end at 4pm.

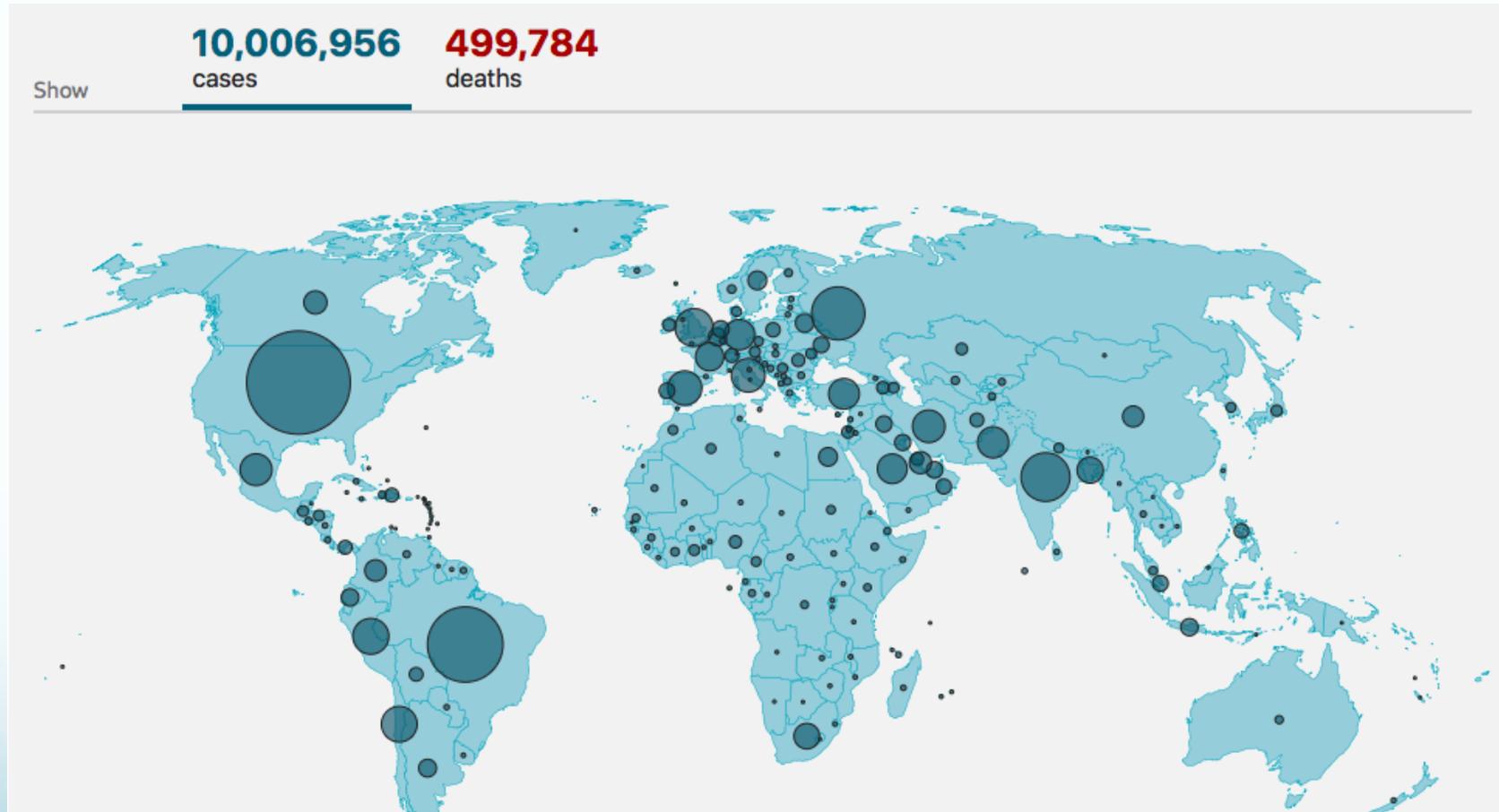
The role of RCEs within and beyond the COVID-19 pandemic:

Lessons learned from the HIV pandemic

Dr. Philip Vaughter, United Nations University – Institute for the Advanced Study of Sustainability

June 30th, 2020

Current cases of COVID-19



Repeating the past...

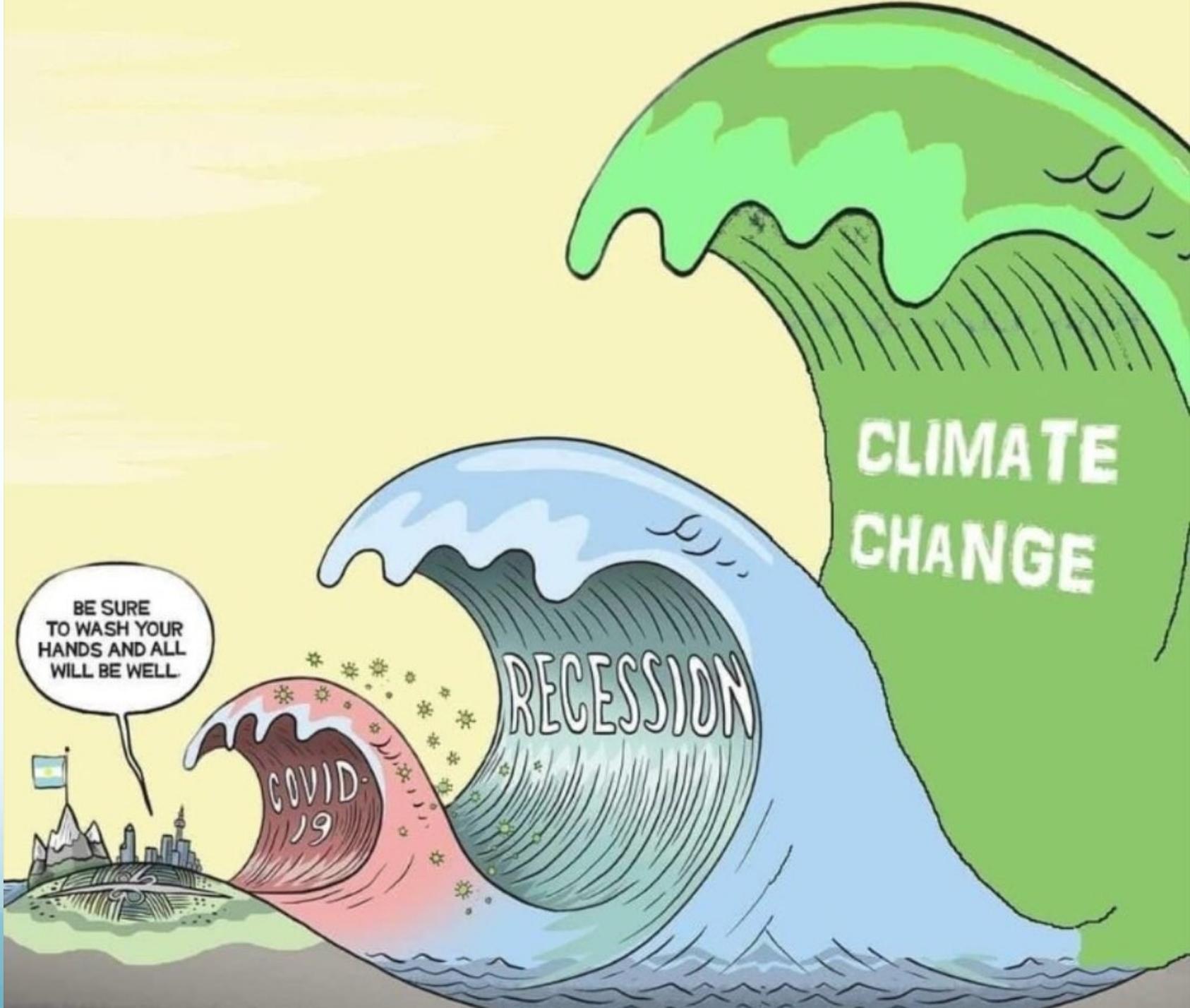
- Denial:
 - Most governments slow to respond – lived experiences of policy makers and public of SARS and MERS seemed to guide decisions more than listening to experts, much like how HIV was ignored for years by policy makers
- Panic:
 - When lock-downs and border closings came into effect, not well thought up – little thought of systematic implementation, public's ability to comply, and what comes next?
- Misinformation:
 - Outright lies started circulating on social media, but also through conventional news sources and print press about origins, transmissions, and treatment, as well as responses to pandemic – similar to 1980s and 1990s in regards to HIV/AIDS

Managing Risk: Lessons from HIV pandemic (Heagreaves & Davey, 2020)

- First, there is a need to anticipate health inequalities
 - Global burden of COVID-19 will likely fall hardest on older people and vulnerable groups in low and middle income developing countries
- Second, create enabling environment to support behavior change
 - Social conditions make it difficult for vulnerable groups to change behaviors. Encouragement to 'Abstain, Be Faithful, and Use Condoms' could not prevent HIV where gender inequalities and stigma around sex education were the norm.
 - Lessons from the HIV pandemic show that supporting safer behaviors means addressing structures that constrain or enable people's choices.

Managing Risk: Lessons from HIV pandemic (Heagreaves & Davey, 2020)

- Third, a multidisciplinary effort is essential
 - Medical science can give us epidemiological models and can predict some dynamics of the epidemic, but a multidisciplinary effort is essential to design, characterize, and evaluate interventions to shape people's behavior.
 - Telling the world's population to stay inside for years on end is not feasible, so what comes next?



BE SURE
TO WASH YOUR
HANDS AND ALL
WILL BE WELL.

COVID-
19

RECESSION

CLIMATE
CHANGE

Thank you!

- Hargreaves, J., Davey, C., Auerbach, J., Bond, V., Bonnell, C., ... & Doyle, A. (2020). Three lessons for the COVID-19 response from pandemic HIV. *The Lancet*, 7(5), e309-2311.

GROUP DISCUSSION ONE

A. What are the opportunities and challenges for UKI RCEs within & beyond the COVID-19 pandemic?

Note:

- Please unmute yourself when you arrive in your group.
- Identify a Chair and a Notetaker – (Notetaker to share notes after session with Charlotte).
- Discuss the question.
- Chair to orally feedback to whole group using key words (2 mins max).

GROUP DISCUSSION TWO

B. What collaboration/s should be prioritized across UKI RCEs in the light of opportunities/challenges in COVID-19 pandemic?

C. How should the UKI Vision Statement be adapted to reflect UKIs response to COVID-19 pandemic?

(Lynn's compilation of inputs for the revised UKI Vision Statement will inform this discussion)

Note:

- Please unmute yourself when you arrive in your group.
- Identify a Chair and a Notetaker – (Notetaker to share notes after session with Charlotte).
- Discuss the questions.
- Chair to orally feedback to whole group using key words (2 mins max).
- *This will be followed by open discussion within the whole-group on proposed collaborations, and the wording of the revised UKI Vision Statement.*

CLOSING...

- Thanks to keynote speaker and participants.
- Short report summarizing key points and actions will be circulated to all in coming days.