

**WESTERN SYDNEY
UNIVERSITY**



RCE REGIONAL CENTRE OF EXPERTISE
ON EDUCATION FOR
SUSTAINABLE DEVELOPMENT



ACKNOWLEDGED BY

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UNIVERSITY**



WEBINAR SERIES REPORT

*ESD ACTION IN COVID-19
ERA: EXPERIENCES OF RCEs
OF ASIA-PACIFIC REGION*

AUGUST 2020





INTRODUCTION

ESD ACTION IN COVID-19 ERA

The COVID-19 global pandemic was declared by the World Health Organisation (WHO) in March 2020 and has deeply challenged nation states in responding to the pandemic itself and to cascading health, social and economic crises. By May 2020 approximately a third of the world's population was in full or partial lockdown in an attempt to contain the pandemic. At the time of writing over 25 million people have been infected worldwide with over 850,000 deaths recorded and it is estimated the actual number of infections is likely to be 5-10 times higher. As health systems globally struggle to cope with the increasing infection rates and fatalities there has also been a 'Coronavirus' global recession with rapid increases in unemployment as a consequence of economic shutdown. The crisis has exacerbated inequalities, with the impacts falling on the most vulnerable communities. It has highlighted the global connectedness of our world. COVID-19 has also prompted urgent calls for collective responses that recognise the interconnectedness of our world. It underlines the vital importance of the Sustainable Development Goals 2030 in supporting a recovery that leads to greener, more inclusive economies, and stronger, more resilient societies.

In response to this crisis, and inspired by the Asia-Pacific RCE Coordinating Committee, RCE Srinagar in cooperation with RCE Greater Western Sydney organised a coordinated webinar series "ESD Action in COVID-19 Era: Experiences of RCEs of Asia Pacific Region". The aim of these virtual forums, held over three webinars in May and June 2020, was to reconnect with the RCE community to learn from each other about how each RCE is responding to this pandemic.

The webinar series was attended by 220 virtual guests, with 16 countries and 39 RCEs represented by 37 presentations. The series of RCE presentations highlighted the impacts of the pandemic on local communities including health, food security and education challenges. However, in the midst of these changes, it opened up greater opportunities for collaboration and the sharing of skills and knowledge. It provided the time to reflect and develop new modalities. The range of communication tools and new ways of working were discussed, as were innovative solutions such as virtual fieldwork. The pandemic has provided opportunities to implement new learning methods, to rethink the skills and learning outcomes of educational programs, and has further highlighted the importance of valuing the skills within communities.

Through the webinar series, the RCE Network has proved to be an

excellent platform from which to collaborate, respond, support each other and build an inclusive society where all can live with pride and purpose. RCEs must continue to discuss pandemic-related issues and further cultivate intra- and inter-RCE collaboration. The initiatives and insights shared in the three webinars could usefully be taken up in other communities and thus potentially influence policymaking. Through these webinars the RCE community may well have built a foundation for what might evolve as the RCE Global Learning Space on ESD. Citizen science taken by RCEs to the community can connect people globally and accelerate the efforts of achieving the SDGs.

The webinars created a ripple effect and enthused and recharged the RCE community. There are repeated requests from several RCEs to hold more such webinars. RCE Greater Western Sydney and RCE Srinagar thank all the invited speakers, the RCEs of the Asia-Pacific region and globally for their active participation and making the webinars a success.

RCE Greater Western Sydney
Sustainable Futures team
Western Sydney University

RCE Srinagar
Dr Abdhesh Kumar Gangwar
Convener, Asia-Pacific RCEs
Coordinating Committee



RCE PARTICIPATION



ASIA-PACIFIC RCE PRESENTERS		
WEBINAR 1	RCE Gippsland, Australia	Dr Monica Green
	RCE Greater Western Sydney, Australia	Ms Vicky Whitehead and Mr Steven Body
	RCE Tasmania, Australia	Dr Sherridan Emery and Dr Kim Beasy
	RCE Greater Phnom Penh, Cambodia	Dr Jeeranuch Sakkhamduang
	RCE Tianjin, China	Ms Simo Chen
	RCE Delhi, Goa and Mumbai (joint), India	Dr Livleen K Kahlon
	RCE East Arunachal Pradesh, India	Mr Vijay Swami
	RCE Thiruvananthapuram, India	Mr P Vijayachandran
	RCE Kitakyushu, Japan	Ms Miki Tsukamoto
	RCE Kyrgyzstan, Kyrgyzstan	Dr Chinara Sadykova and Ms Kankey Djumanalieva
	RCE Greater Gombak, Malaysia	Ms Wan Zahidah Wan Zlkifle
	RCE Kuching, Malaysia	Dr Mukvinder Kaur Sandhu
	RCE Bohol, The Philippines	Dr Bernabe M. Mijares Jr.
	RCE Dobong-gu, Republic of Korea	Dr Bae Hyunsoon
WEBINAR 2	RCE Greater Dhaka, Bangladesh	Dr Muhammad Rehan Dastagir
	RCE Sundarbans, Bangladesh	Professor Rashed Al Mahmud Titumir
	RCE Hangzhou, China	Ms Gan Shubei
	RCE Hohhot, China	Ms Wang Renjie
	RCE Guwahati, India	Dr Simanta Kalita
	RCE Kodagu, India	Ms Himashree Bhattacharyya
	RCE Pune, India	Mr Avinash Madhale
	RCE East Kalimantan, Indonesia	Mr Eko Ernada
	RCE Waikato, New Zealand	Ms Betsan Martin, Ms Anya Bukholt-Payne and Ms Libby Giles
WEBINAR 3	RCE Beijing, China	Dr Wei Dongying Wang Min
	RCE Bengaluru, India	Mr Santosh Sutar
	RCE Chandigarh, India	Ms Ravleen Marwah
	RCE Jammu, India	Professor Falendra Kumar Sudan
	RCE Srinagar, India	Dr Abdhesh Kumar Gangwar
	RCE Yogyakarta, Indonesia	Professor Irfan Dwidya Prijambada
	RCE Chubu, Japan	Professor Kinhide Mushakoji
	RCE Kobe, Japan	Dr Mieko Kiyono
	RCE Tongyeong, Republic of Korea	Ms Bomyung Sophie Seo
	RCE Cha-am, Thailand	Dr Areeporn Sittianpaiboon
	RCE Sakon Nakhon, Thailand	Dr Anchasa Pramuanjaroenkij
INVITED GLOBAL RCE PRESENTERS		
WEBINAR 2	RCEs of the Americas (Regional), USA	Dr Brittany Foutz, RCE Salisbury
WEBINAR 3	RCEs of the Africa (Regional), Africa	Dr Abdul Husaini, RCE Minna
WEBINAR 3	RCEs of Europe (Regional), UK	Dr Andrew Reeves, RCE East Midlands

FORMALITIES AND KEYNOTES

OPENING REMARKS

INAUGURAL ADDRESS

The inaugural address was delivered by Dr Hiroaki Takiguchi, Project Director (former), UNU-IAS. Dr Takiguchi appreciates the efforts of RCE Srinagar, RCE Greater Western Sydney, and other RCEs in the Asia-Pacific region for organizing this very timely webinar. He emphasized the following three points:

- Transformative change is needed in our society, economy, work, and lifestyle. The field of ESD is not exempt;
- RCEs which facilitate multi-stakeholder cooperation and collaborative actions towards sustainable development within a local context is a particularly good platform to bring about transformative change; and
- These webinars provide a great opportunity for RCEs during this challenging time. This is a model of the RCE's response to the pandemic.

Dr Takiguchi emphasized a series of the webinars represented enthusiasm of RCEs in the Asia-Pacific region to tackle COVID-19. Dr Takiguchi was impressed that RCEs in Africa, America and Europe joined the webinars, demonstrating the strong bond of RCE communities in the world.

“While the Coronavirus outbreak is still worsening globally, the a variety of actions by RCEs were very encouraging and empowering. In the wake of the Coronavirus outbreak, we are required to think about a new style of economy, a new life style and a new style of ESD. For this purpose, I believe that these webinar give us a good opportunity to step forward.”

Dr Hiroaki Takiguchi, Project Director (former), UNU-IAS

WEBINAR 1: KEYNOTE ADDRESS

Professor Mario Tabucanon from UNU-IAS Bangkok gave the keynote address for the first webinar held on 14th May. He acknowledged the valuable efforts of RCE Srinagar and RCE Greater Western Sydney, with the support of the Global RCE Service Centre, in bringing the RCEs together.

“In the midst of the pandemic, we in the RCE community stand resolute in our allegiance to creating sustainable societies, in our collective aspirations to achieve the SDGs through the new ‘ESD for 2030’ framework, and in our firm embrace of the Ubuntu spirit of community, sharing and compassion.

As the RCE community we assume moral obligations to share experiences; to care for each other; to have the audacity to explore avenues; and through education, to learn and act to prevent, ease and mitigate the effects of pandemics. Hence, this moment in time, this webinar, is a step forward in advancing RCEs’ pursuit of ESD.

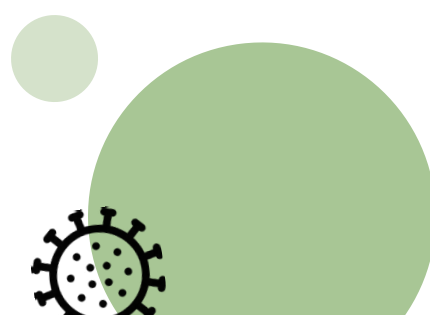
Despite social distancing, we can remain connected: geographical and political boundaries are only artificial. We live in one global ecosystem, and as such, human behaviours are interrelated, where one’s behaviour affects others’, and vice versa. We strengthen education by taking up alternative, innovative learning processes and creative pedagogies.

So while the pandemic is horrible – heartbreaking – it at the same time, offers teachable learning moments. We are all in this together – that is the Ubuntu spirit, the RCE spirit that we all care and cherish!”

Professor Mario Tabucanon, UNU-IAS

WEBINAR 1: RCE GLOBAL SERVICE CENTRE UPDATE

Ms Miki Konishi, Programme Coordinator at UNU-IAS provided an keynote outlining the UNU-IAS response to COVID-19. Some of the RCE Regional Meetings and the Global RCE Conference planned this year have been postponed or their modalities have been changed to online. The latest information can be found on the [RCE portal website](#). Initiatives taken by the UN and related entities were introduced, such as the article on [COVID-19 and disaster resilience](#) published by UNU-IAS, and [COVID-19 Special Edition of Innovation Update](#) by UN Innovation, and webinar series on UNESCO [Learning Cities response to COVID-19](#) by UNESCO Institute for Life Long Learning.



FORMALITIES AND KEYNOTES



WEBINAR 2: KEYNOTE ADDRESS

Dr Philip Vaughter from UNU-IAS presented the second keynote on the 9th June. Dr Vaughter presented on what lessons can be drawn from the HIV pandemic, relevant to the current COVID-19 pandemic. Like HIV, many of the world's governments responded to COVID-19 first with a denial of the seriousness of the disease, followed by uncoordinated panic responses to stem the transmission rate, and an inability to manage the sheer amount of misinformation about the virus circulating in the media.

“There is a great need for policy makers and medical professionals to anticipate health inequalities, as the global burden will likely fall hardest on vulnerable groups in low and middle income countries.

Enabling environments are needed in order to support any behavioural change. The failure of medical professionals to take social conditions into account was one of the major failures of the global response to HIV, and therefore it is necessary to address structures that constrain people's choices in addition to looking at advocating for a desired behaviour.

A multidisciplinary effort is essential for an effective response to this pandemic. While the HIV pandemic showed that medical science can provide epidemiological models and predict some dynamics of transmission, a multidisciplinary effort from experts in other fields is needed to design, characterize, and evaluate interventions to shape people's behaviour.”

Dr Philip Vaughter, UNU-IAS

WEBINAR 3: KEYNOTE ADDRESS

“Yes, the storm will pass, humankind will survive, most of us will still be alive — but we will inhabit a different world”.

(Yuval Noah Harari, 'The World After Corona Virus', Financial Times, 2020)

The final keynote was delivered by Dr Jim Taylor, RCE KwaZulu-Natal, South Africa on 11th June. He highlighted the what, how and where in moving forward and how the RCE network can be used to mobilise this.

The 'what' are the 3 C's:

- Courage (Encouragement & Hope)
- Connect (Communicate)
- Communities of Practice (RCE Networks)

The 'how' is by:

- Co-Engaged Research (working with people not on or at them)
- Action Learning (5 T's) Tune in, Talk, Think, Touch, Take Action
- Citizen Science (sharing the tools of science and biomonitoring through miniSASS)
- Strengthen Indigenous Knowledge Practices

And the 'where' is:

- Everywhere – the RCE Network is an excellent platform for all of us to collaborate, respond, support each other and build an inclusive society where all can live with pride and purpose.

“We are living in unprecedented times. COVID-19 has changed the way we live as dramatically as a third World War. Although we are hoping for a 'new normal' we can be sure things will never return to the 'old normal'.

The RCE Network is one of the largest, most wide-spread, and effective movements to bring about change for a more sustainable world. Literally thousands for people, through hundreds of institutions are working together to influence leadership and at the same time strengthen local action for sustainability. Fortunately, we have the Sustainable Development Goals (SDG's) and Agenda 2030 to aim for! Some say this is humanity's last planned chance to save itself!”

Dr Jim Taylor, RCE KwaZulu-Natal



WEBINAR 1

PRESENTATION SUMMARY REPORTS

Featuring:

RCE Gippsland, Australia

RCE Greater Western Sydney, Australia

RCE Tasmania, Australia

RCE Greater Phnom Penh, Cambodia

RCE Tianjin, China

RCE Delhi, Goa and Mumbai (joint), India

RCE East Aruunachal Pradesh, India

RCE Thiruvananthapuram, India

RCE Kitakyushu, Japan

RCE Kyrgyzstan, Kyrgyzstan

RCE Greater Gombak, Malaysia

RCE Kuching, Malaysia

RCE Bohol, The Philippines

RCE Dobong-gu, Republic of Korea

AUSTRALIA

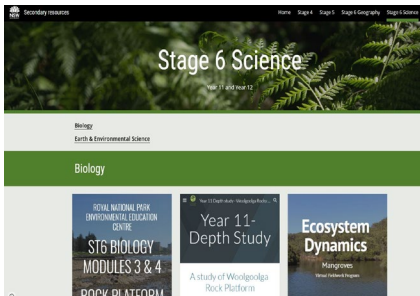
RCE GIPPSLAND



RCE Gippsland in south-eastern Australia has spent the last six months undertaking developmental work with regard to future steps. This work follows the successful delivery of five Sustainable School Expos over the past few years, where Gippsland children showcased their sustainability innovations as keynote speakers. In returning to our UN platform, we are now mapping the Sustainable Development Goals (SDGs) to envisage how they can be best applied in our work going forward in a post-coal region. Our future aspirations involve prioritising the SDGs that will best serve our region and the young people in it, who seek opportunities to re-envision their future.

Presented by: Dr Monica Green

RCE GREATER WESTERN SYDNEY



COVID-19 has meant a move from hands on, outdoors styles of excursions to the development of online learning resources to support students in remote learning, including the development of virtual tours and excursions. In order to support staff with various personal or family needs the ability to work from home has been transitioned. There are 25 Environmental and Zoo Education centres across NSW and during COVID-19 they have engaged in high levels of collaboration and [resource sharing](#). A social media campaign that focused on the wellbeing of everyone during this crisis was highly successful and aimed at connecting people to nature.

Presented by: Ms Vicky Whitehead and Mr Steven Body

RCE TASMANIA



EfS Tasmania is involved in implementing the Waverley Community Skills Cafes project, designed around inter-generational skill sharing between older and younger members of Waverley community. Initial community projects included a family barbecue with craft activities and 'cardboard boat building workshops' until COVID halted community interactions. The initial instinct was to pause the project however community need was significant. The project was adapted to focus on outcomes of children's health, wellbeing and language development, the two goals of the project. The adapted initiatives (learning and play resources for children and recipe cooking boxes for families) could be implemented in family's homes.

Presented by: Dr Sherridan Emery and Dr Kim Beasy



2 ZERO HUNGER



CAMBODIA

RCE GREATER PHNOM PENH

The project on Promoting Sustainable Agricultural Conditions for Poverty Reduction in Kampong Cham Province (from October 2017 to February 2021) had to postpone several planned workshops and training sessions due to COVID-19 restrictions. The Royal Government of Cambodia restricts all events with more than 50 participants and imposes travel restrictions to foreigners traveling to Cambodia. Therefore, local stakeholders play significant roles in monitoring the ongoing activities with farmers via mobile phones and/or social media. The upcoming training focuses on hygienic production and product handling.

Presented by: Dr Jeeranuch Sakkhamduang

CHINA

RCE TIANJIN

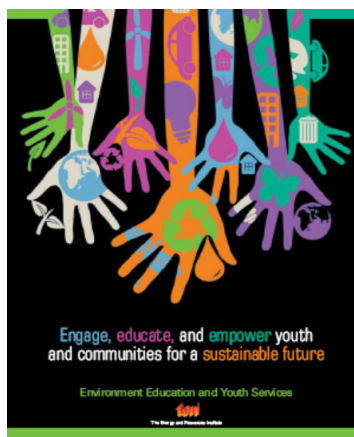


In recent years, ecological civilization was incorporated into the fundamental law of China. Under the new requirements, the related EEC course appeared rapidly. After comparing, our research selected the “Ecological Civilization” course opened by Nankai University on the “Wisdom Tree” platform. This course is divided into five sections, covering a set of twelve chapters. Last year, we distributed a total of 1066 questionnaires to investigate the educational quality and learning satisfaction of students. According to the data, we established an influencing factors model by Lisrel software. Corresponding effective recommendations were put forward to promote the popularization of ecological civilization knowledge.

Presented by: Ms Simo Chen

INDIA

RCE DELHI, GOA AND MUMBAI



The key themes of TERI's ongoing work are engagement, education and empowerment, and our continuous focus is on moulding the young citizenry to become agents of change. Both on-ground face to face and online interventions were employed to engage with the youth, and as a response to COVID-19 activities have been primarily governed through online medium. It was suggested that as a member of the network, TERI would like to explore possibilities to conduct joint webinars with other network partners, and have more regional participation in TERI's flagship program, GREEN Olympiad. Through RCE Delhi and Goa the following activities were proposed to be conducted in future:

- Promote digital games based on Environment issues to students in the RCE network;
- Conduct online training programs around WASH;
- Work with local municipal bodies around issue of waste management in Goa;
- Promote work under Coastal Education Hub in Goa; and
- Introduce inter RCE collaboration to organize ESD linked webinars and opinion write-ups.

Presented by (on behalf of RCEs): Dr Livleen K Kahlon

RCE EAST ARUNACHAL PRADESH



During the lockdown period, RCE East Arunachal Pradesh mobilised women's self-help groups to prepare masks with hand woven cloth and distributed to the poor in town areas in association with Indian Medical Association, Roing Chapter. COVID-19 lockdown was revealing to all of us: as the humans were locked down, the mother earth flourished. Thus, SHE revealed us many lessons. We therefore organised a prayer called "We heard you mother earth". It was to be done at home and with a photo sent to us. We received 109 responses. It was a great response beyond our expectation. It was a wonderful experience in sharing and learning by participating in a webinar.

Presented by: Mr Vijay Swami

INDIA

RCE

THIRUVANANTHAPURAM



Dr Gangadharan stated that India is centuries ahead in Ayurveda. The need for developing medicinal gardens globally was stressed. CISSA prepared a report on "Prevention of Epidemic fevers - An Ayurvedic perspective. Through the FPO during the lockdown period the Harithodhayam Farmer Producer Company Ltd regularly supplied vegetables to households, while women volunteers produced and supplied cloth face masks to Panchayaths. Zoom training was offered to Teachers of Bachelor of Vocational Agriculture by Mithra Niethan, (stake holder). Le Monk Foundation, (stake holder) provided continuous internet training to children requiring special attention.

Presented by: Mr P. Vijayachandran

JAPAN

RCE KITAKYUSHU

RCE Kitakyushu has been trying not to stop its programs and activities even during COVID-19 era when it is hard for us to move around and get together. We have created an SDGs library so that the citizens could get books on ESD and the SDGs by postal mail and learn about it while staying at home. Some projects have been discussing online instead of getting together. Young members also make use of new technology such as zoom and social media. It has been found that we could reduce the time and carbon dioxide (CO₂) emissions due to our transportation.

Presented by: Ms Miki Tsukamoto



4 QUALITY EDUCATION



KYRGYZSTAN

RCE KYRGYZSTAN



RCE Kyrgyzstan and Kyrgyz State University named by Arabaev conducted their lecturing and consultation through WhatsApp and Telegram. Video lecturing are held through Zoom conference and AVN. This study year is going to end without any student real-life interaction, passing governmental exams, and defense diploma online. COVID-19 showed that no one was prepared for a total virtual study. An unstable internet connection and scarce personal technical equipment made the study process longer. Educators now have the responsibility to prepare and implement a new learning method, reconsider the skills and learning outcomes of the educational programs.

Presented by: Dr Chinara Sadykova and Ms Kankey Djumanalieva

MALAYSIA

RCE GREATER GOMBAK



The main scope of activities of RCE Greater Gombak are Whole Community Transformation, Spirituality and Sustainability, and Sejahtera. During the Movement Control Order, we focused on Community Need Based Research such as Personal Protective Equipment production for frontliners and development of robots to reduce infection risk for healthcare workers. Food and Essential Item Aid Packs were also delivered to the marginalized communities such as indigenous and refugees communities, in collaboration with RCE partners. The food provided is prepared by women-in-need in the local community. This is one of the ways to empower the community and strengthen the local economy.

Presented by: Associate Professor Dr Zainal Abidin Sanusi

MALAYSIA

RCE KUCHING



GENERAL COURSE INFORMATION
The Massive Open Online Course on Marine Litter has two tracks, i.e., a Leadership Track and an Expert Track.

One of the flagship initiatives of the RCE, the 5R Campaign in targeted schools has had to come to a halt as all schools remain closed. However, the focus has shifted to attempting to reach out to students through workbooks (produced by Meshminds) delivered to their homes. We want to ensure our work continues and are focusing on virtual activities involving RCE Youth Ambassadors. Below is the summary of the on-going planning and activities:

- Clean Seas workbook for 5R campaign
- MOOCs for RCE Youth Ambassadors
- RCE Youth Ambassadors work with Ministry of Environment and Water, Malaysia on clean seas awareness
- Special issue call for papers from British Food Journal, Emerald Publishing

Presented by: Dr. Mukvinder Kaur Sandhu

THE PHILIPPINES

RCE BOHOL

In the face of the continuing threat, BISU and RCE Bohol have to redirect resources to contribute to the management and control of COVID-19 in the province and in the country. Through its Fabrication Laboratory, with aid from other government agencies such as the DTI the CHED, it has designed and produced face shields for the frontliners as well as swab booths and isolation tents for the local government units. Other health emergency responses include the distribution of washable face masks, food packs and a computer program designed by one of its departments, to track the use of quarantine pass in one of the localities.

Presented by: Dr. Bernabe M. Mijares Jr.



3 GOOD HEALTH AND WELL-BEING





3 GOOD HEALTH AND WELL-BEING



4 QUALITY EDUCATION



REPUBLIC OF KOREA

RCE DOBONG-GU

RCE Dobong-gu is a government-led RCE. Taking advantage of the government-led strength, RCE Dobong-gu is systematically responding to COVID-19, along with various institutions and local residents in the community. Below is the summary:

- Health: Carrying out screening, providing the free mobile app for self-isolators, giving free hand sanitizers and masks to residents, disinfection of apartments, buildings, and space in Dobong-gu district.
- Promotion: Promoting posters, social media to inform COVID-19 response, posting daily on the website of the Dobong-gu office to inform the statues of COVID-19, campaign propulsion for 'a good mask sharing' by donating masks to needy neighbours.
- Online engagement: Meetings changed to online (especially governance meeting included Dobong-gu office and civilian).
- Education and culture: Opening free online classes like MOOCs, holding live music streams and virtual concerts to watch online.

Presented by: Dr Bae Hyunsoon



WEBINAR 2

PRESENTATION SUMMARY REPORTS

Featuring:

RCE Greater Dhaka, Bangladesh

RCE Sundarbans, Bangladesh

RCE Hangzhou, China

RCE Hohhot, China

RCE Kodagu, India

RCE Guwahati, India

RCE Pune, India

RCE East Kalimantan, Indonesia

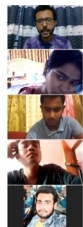
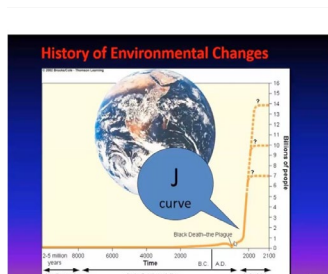
RCE Waikato, New Zealand

Invited:

RCEs of the Americas (Regional), USA

BANGLADESH

RCE GREATER DHAKA



Bangladesh is facing a lot of problems due to Coronavirus. At present after 60 days of social distancing the lockdown is not working. Government has eased the lockdown after the Eid vacation and divided it into red, blue and yellow zones based on severity. RCE Greater Dhaka in its host institution, International University of Business, Agriculture and Technology, is operating online. The Centre is going to have a webinar in the middle of June on the observance of World Environmental Day on the 5th June. Different RCEs of the world will get invitations. Meanwhile the faculty members of the Centre had participated in various international webinars. They are conducting research at home and will publish papers on sustainability. RCE Greater Dhaka is keeping virtual connection with its partner organizations.

Presented by: Dr Muhammad Rehan Dastagir

RCE SUNDARBANS

COVID-19 pandemic highlights the vulnerabilities of the poor and marginalized sections and has exposed the unsustainability of the current model of development along with the withdrawal of the state in public provision, causing hardship in absence of universal social security, basic income, health and education. Cyclone Amphan hit hard in most of the area of RCE Sundarbans, with an estimated damage of Tk1,100 crores and killing 20 people. The RCE has embarked upon a different form of social education for sustainable development, comprising information sharing, community engagements and policy suggestions. A series of webinars were organised under the theme “Academics-practitioners’ dialogues during COVID-19” and covered topics such as Poverty, Rohingya refugees, microcredit and NGOs, ethnic minorities, migrant workers, street level bureaucracy, women, coping mechanisms and violence and environment and sustainable Pathways. Several articles were published in the leading newspapers in Bangladesh.

Presented by: Professor Rashed Al Mahmud Titumir



3 GOOD HEALTH AND WELL-BEING



10 REDUCED INEQUALITIES





CHINA

RCE HANGZHOU

During the pandemic RCE Hangzhou worked with teachers and students from the first affiliated primary school of Hangzhou Normal University, which has done some research about the SDGs. Most of the research is around our life, such as the protection of Marine Ecological environment, the effective way to wash hands, the future city and so on. From the research, students show their unique thinking in different ways. The 17 panels which are made by our children are exhibited in our schoolyard. We received a letter from UNESCO which makes all the children excited. This is not the end of the research. The world is developing; our program is continuing.

Presented by: Ms Gan Shubei

RCE HOHHOT



RCE Hohhot mainly carried out educational training and curriculum development practices during the epidemic. We participated in the organization of the first intensive training for the construction of the Civilization Practice Centre of the New Era in Inner Mongolia Autonomous Region, which delivered sustainable development in education and played the role of colleges and universities in serving the society. The centre has also organized a team of experts to develop research courses for The Inner Mongolia Museum of Nature, preparing to make the Museum the first stop for understanding and studying Inner Mongolia.

Presented by: Ms Wang Renjie

INDIA

RCE GUWAHATI



RCE Guwahati area has been under lockdown since 25th March 2020 with 3,135 COVID-19 cases and 6 deaths. Phase I-II were complete lockdown with only essential services. Phase III-IV had partially relaxed agriculture, hospitals, offices & businesses. Phase V has night curfew, closed educational institutions, no public gatherings and containment zones are completely locked. Major challenges faced were people stranded in different locations, loss of jobs and no food. Government agencies, NGOs and the public helped with these situations. Hospitals were not accepting non COVID-19 patients. A Telemedicine helpline was introduced. Educational processes ceased while online classes were introduced with support from RCE Guwahati. New TV and mobile apps were offering live class sessions. An awareness campaign about COVID-19 and the importance of hand washing was conducted by the media supported by Government and RCE Guwahati. Emissions, SPM levels, Fertilizers and pesticide use was reduced. There was a reduction in crime and road crashes. Greenery increased and animals gained back their spaces. We also found that the family bond was strengthened due to the isolation.

Presented by: Dr Simanta Kalita



RCE KODAGU



RCE Kodagu is responsible for working in and around the Kodagu district of Karnataka state in India, working for forest conservation education in rural schools. This district is well known for its coffee plantations, hill stations, wildlife sanctuaries and a national park. The direct impact of COVID-19 has been fortunately less in the district; however, the effect of the lockdown has severely impacted the economy. Due to travel restrictions, the RCE team has not been able to visit the place. The ESD challenges in this area which have been mapped by the team include closure of schools for 3 months now and lack of access to online platforms by students of rural government schools. Teachers are still learning to provide effective online education but many students belonging to economically weaker sections and do not have access to smartphones or laptops for continuing their education. The current COVID-19 situation requires the RCE to work for providing online platforms and content in local languages and engage with smaller student groups (6-10 students) for nature education in future.

Presented by: Ms Himashree Bhattacharyya





3 GOOD HEALTH AND WELL-BEING



10 REDUCED INEQUALITIES



INDIA

RCE PUNE

RCE Pune was established in 2007. During this pandemic we engaged with our partners in relief. The network reached about 4,150 families in need. Network members in this case were organizations working with domestic help, migrant labourers, commercial sex workers, HIV Aids vulnerable population, brick kiln workers, migrant construction labourers and supply of PPE for healthcare waste workers. Key learning from this process was the ability of networking to collaborate and deal with newer challenges posed by COVID-19. RCE Pune looks forward to taking its collaborative work forward with its partners in both formal and informal sectors.

Presented by: Mr Avinash Madhale

INDONESIA

RCE EAST KALIMANTAN

3 GOOD HEALTH AND WELL-BEING



RCE East Kalimantan sees the gap and opportunity to improve public awareness on personal hygiene and safety during COVID-19. With aims to support the region's efforts in protecting people from the virus spread, RCE East Kalimantan will bring its focus to youth community groups across the island through engagement campaigns. In line with the Government of Indonesia's 'new normal' policy that presumes economic business across the country, the campaign will focus on keeping healthy distance and practices while conducting everyday routines. The educational content will be shared primarily through digital and a combination of key-opinion-leaders and their local media.

Presented by: Dr Eko Ernada

NEW ZEALAND

RCE WAIKATO WITH TOITŪ WELLINGTON



By 9th June 2020 there were no Coronavirus cases in New Zealand. Restrictions were lifted although borders remain closed. We are working with climate justice NGOs on government policy for a decarbonized, regenerative recovery, including education. During COVID-19 youth leaders identified the need for research on the priorities of high school students for climate change education. Anya is leading an engagement process with climate change organizations and schools. The Coronavirus and climate change both teach of our responsibility to each other and to nature. Global Citizenship leader Libby is organizing sessions with senior leaders and teachers on the new climate change curriculum. Academics will share their knowledge of climate science, sustainability and emotional aspects with students and in staff workshops. We are developing interdisciplinary, whole-school climate education that may be replicated beyond schools, in communities.

Presented by: Ms Betsan Martin, Ms Anya Bukholt-Payne and Ms Libby Giles

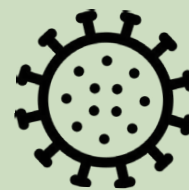
RCEs OF THE AMERICAS

RCE SALISBURY



RCE Americas are conducting research on how the Coronavirus has impacted education and how families have adjusted to the sudden change. RCE Americas' locations are also having to coordinate online webinars, conferences, and certificate programs with training in ESD. RCE Salisbury continues the relationship with RCE Borderlands Mexico-USA on the migrant caravan, a caravan of migrants who have defied border closure in an attempt to reach the USA. This resulted in the migrants staying in shelters where there is overcrowding, with the inability to carry out preventive measures like social distancing and sanitation, a lack of medical services and information, and potentially indefinite periods of confinement. Our efforts have led to the creation of La Casa del Migrante, a local NGO, that assists migrants with law initiatives, and 450 survival kits to migrant communities in Mexico.

Presented by (on behalf of the region): Dr Brittany Foutz



WEBINAR 3

PRESENTATION SUMMARY REPORTS

Featuring:

RCE Beijing, China

RCE Bengaluru, India

RCE Chandigarh, India

RCE Jammu, India

RCE Srinagar, India

RCE Yogyakarta, Indonesia

RCE Chubu, Japan

RCE Kobe, Japan

Invited:

RCEs of the Africa (Regional), Africa

RCEs of Europe (Regional), UK

CHINA

RCE BEIJING



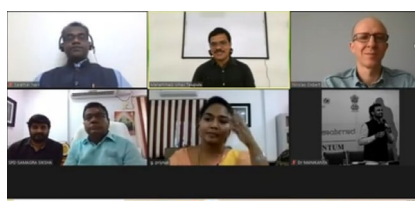
RCE Beijing aims to build capacity to deliver, support and generate innovative education for sustainable development (ESD) in Beijing. To achieve this goal, RCE Beijing works with stakeholders to develop a coordinated communication and dissemination framework for regional ESD projects and programs. In recent years, RCE Beijing has focused on the following major aspects:

- Training for in-service teachers;
- Environmental education research;
- Schools and their sustainable programs;
- Curriculum about SD for schools;
- Outdoor environmental education; and
- Coordination of existing activities, partnerships and networks.

Presented by: Dr Wei Dongying Wang Min

INDIA

RCE BENGALURU



COVID 19, IPC AND WASH:
PREPAREDNESS AND RESPONSE IN S...
53K views

RCE Bengaluru initiated a state-wide project “Strengthening Swacha Vidyalaya Initiatives” (Making Clean Schools). With support from UNICEF the aim was to support State Education department in developing need based strategies to improve water and sanitation facilities in schools and thereby bring about an attitudinal and behavioural change among children on better health and hygiene practices. This initiative has become handy to address COVID-19 preparedness in terms of WASH interventions (Water, Sanitation and Hygiene) in Government schools of Karnataka. As part of this, baseline data from 12,900 schools was collected and analysed to prepare a school wise action plan to address WASH related issues and problems. Accordingly, advisory notes were shared for the state and district authorities to equip schools in the wake of COVID-19.

Presented by: Mr Santosh R. Sutar



10 REDUCED INEQUALITIES



13 CLIMATE ACTION



INDIA

RCE CHANDIGARH

RCE Chandigarh took the initiative to strengthen health, safety and livelihoods in rural areas by providing support for raw material to make home-made masks (as per Government of India guidelines) to a group of women in village Gugwaal Haar, District Hoshiarpur, Punjab. Within 10 days 2,000 face masks were distributed in 4 villages. To sensitize rural community, information about Government advisories regarding rural development a WhatsApp Group was created with 30 villages of Talwara Block, Punjab. To promote energy efficiency two online training courses for brick kiln owners and firemen were conducted. Regular teleconferences and VCs were held with Government departments to prepare Punjab State Action Plan on Climate Change 2.0. E-posters, E-booklets and Booklets on Climate Change for students was developed for general awareness. The RCE partners celebrated IBD and WED digitally by organizing slogan, poster and photography competitions with about 400 participants.

Presented by: Ms Ravleen Marwah

RCE JAMMU



Presented by: Professor Falendra Kumar Sudan

In view of the COVID-19 pandemic, India imposed a complete lockdown on 19th March 2020. RCE Jammu published an article titled "Making lockdown a success" in the daily newspaper 'Daily Excelsior' on 27th March to create awareness regarding COVID-19 and lockdown impact and economic responses among different stakeholders. It reached nearly 230,000 readers of print version in all districts, covering rural and urban areas including hills of Jammu and Kashmir, and neighbouring states of Punjab, Haryana, Himachal Pradesh and New Delhi, besides millions of e-paper readers. Various interventions were suggested for government and non-government stakeholders, which included contingency budget allocations for risk mitigation and financing, emergency economic support to affected sectors, and immediate food and cash relief to affected people at their doorsteps, and promoting economic resilience and reducing worsening inequality and poverty in post-lockdown period.



INDIA

RCE SRINAGAR



The lockdown imposed to contain COVID-19 pandemic country wide hit over 130 million returnee migrant workers with unemployment, financial crisis and debt. These people are being helped with financial aid, skill development, skill re-development, self-employment, health care, children's education, psycho-social care and support and by building digital infrastructure in rural areas. RCE Srinagar has been working in Jammu, Kashmir and Uttar Pradesh, reaching out to about 20% of country's population, engaging with Sphere India, a coalition of humanitarian agencies, helping Gram Panchayats "bend the curve" on environmental degradation, biodiversity loss, climate change and disaster risk reduction, while making Gram Panchayats sustainable climate smart and disaster resilient.

Presented by: Dr Abdhesh Kumar Gangwar

INDONESIA

RCE YOGYAKARTA

The communities' responses to COVID-19 were either business as usual or panic. RCE Yogyakarta disseminated correct information about COVID-19 using local languages. We also encouraged batik clothing manufacturers to produce PPE and fabric masks. The PPE, together with face shield that we produced was then distributed to primary health facilities. We also encourage MSME to use WhatsApp to sell their merchandise. This new way of selling is now spreading with the support of communities. We also initiated processing and packaging of perishable agricultural products. The initiative is now spreading

Presented by: Professor Irfan Dwidya Prijambada



3 GOOD HEALTH AND WELL-BEING



8 DECENT WORK AND ECONOMIC GROWTH



JAPAN

RCE CHUBU



New World Federalism based on SDGs

1. **Bio-Regionalism + Subsidiarity = World Federalism**
RED (Radical Ecological Democracy)



RCE Chubu and the Ise region (Ise Mikasa Region, Ise)

2. **World Citizen Assembly**
EU Parliament as an example.



RCE Aizu and the Ise region (Ise Mikasa Region, Ise)

3. **Non-Killing States**
Surmounting the War on Terror Terrorising the State, by surmounting the Westphalian right to kill legally.



RCE Fukuoka and the Ise region (Ise Mikasa Region, Ise)

RCE Chubu is presently organizing a webinar series on an all-inclusive reconciliation between Nature and Culture and between the West and the Rest. The series is based on two epidemics, one in 14th Century Europe which killed one third of Europeans. The COVID-19 epidemic will put an end to the financial casino economy Rich/Poor gaps and open a Global Bazaar Economy based on accelerated monetary flow and multi-cultural exchange. The Silk Road will become a Model Region. The webinar series will focus on three aspects of this Global Bazaar world:

- Bio-Regionalism and Subsidiarity = World Federalism as proposed by the RED (Radical Ecological Democracy) movement.
- A World Citizen Assembly of the United Nations, an SNS which will become a network of Global Bazaars where multi-cultural groups negotiate on separate issues like in the Silk Road Bazaars.
- A Non-Killing States United Nations surmounting the Westphalian States proud of their right to kill legally blacks and other minorities.

Presented by: Professor Kinhide Mushakoji

RCE HYOGO-KOBE



We reported the initial action among RCE Hyogo-Kobe against COVID-19. Not all members were ready to use the web meeting system in the beginning of the pandemic, we have just started usual meetings using online systems now. During self-restraint period, half of our members discontinued ESD activities, some members continued or renewed activities along with the social change. Volunteers relating to the child care were active because the formal education system was stopped. On the other hand, youth members seemed to adapt to the online situation earlier than adult members. They have already planned the online-conference by themselves. We will explore what we can learn and how we can adapt to this social change by COVID-19.

Presented by: Dr Mieko Kiyono



4 QUALITY EDUCATION



REPUBLIC OF KOREA

RCE TONGYEONG

This presentation dealt with the experience of RCE Tongyeong in overcoming COVID-19. In South Korea, the first confirmed case was reported on 20th January and reached a peak of 990 people on 29th February. While confirmed cases have since been decreasing, the situation is not safe yet; there are about 20 to 30 confirmed cases a day now. Fortunately, there is no case yet in Tongyeong. RCE Tongyeong, which runs Sejahtera Forest and Centre, activities have suffered a lot due to COVID-19. On 9th April the new school year began with online classes and since late May students have returned to school. All students are now back to schools from elementary to high school.

Presented by: Ms Bomyung Sophie Seo

THAILAND

RCE CHA-AM



The Sirindhorn International Environmental Park is a learning centre for the conservation of natural resources and environment. It represents RCE Cha-am in Thailand. During COVID-19 pandemic our centre strictly practiced social distancing and “new normal” while we are doing our ESD activities. This will be continued in the future. Our measures specify that no more than 50 people can participate in a training course or be in a seminar or meeting room. We also set up a temperature screening point. Visitors and participants of any activities must wear face masks or face shields at all time when attending activities. We also provide information and instruction in regard to social distancing and the “new normal” to raise awareness of the COVID-19 prevention in our centre.

Presented by: Dr Areeporn Sittiyapaiboon



2 ZERO HUNGER



THAILAND

RCE SAKON NAKHON

RCE Sakon Nakhon is located in Sakon Nakhon province which is in the north-eastern part of Thailand. In this COVID-19 situation, community people are facing many difficulties. For example, the lockdown of the country and provinces restrict the amount of people able to gather around in one area. This situation has caused many issues for finding resources. Therefore, an action that could be made to mitigate their inconvenience is having a place where the local people or others can support each other by sharing food or other necessities in the cupboard placed in the community's area.

Presented by: Dr Anchasa Pramuanjaroenkij

RCEs OF THE AFRICA

RCE MINNA



The 38 RCEs in Africa, despite the challenge of funding, stepped up their activities towards containment and prevention through community sensitization and support. Activities undertaken include community sensitization on the disease and its mode of transmission through house to house visits, production of sanitizers, hand wash and masks distributed to the public free of charge. COVID-19 has exposed the weakness in the economy of most African Countries, weak or non-existing infrastructure, ignorance or disbelief of the disease, poor data, clash of culture and lack of trust in the leadership. These combined to make COVID-19 in Africa a “Covert” pandemic: you can’t predict the depth of the impact. It has provided a good ground for NGOs like RCEs to support in containment and prevention.

Presented by (on behalf of the region): Dr Abdul Husaini

RCEs OF THE EUROPE

RCE EAST MIDLANDS



RCE East Midlands has been working on a Carbon Literacy training program. The program is delivered online as a 1-day interactive learning module and is an accreditation course. The course is designed to give you an awareness of the carbon costs and impacts of everyday activities and the ability and motivation to reduce emissions, on an individual, community and organisational basis. As the course is delivered online it could be taken up by other RCEs. The City of Leicester is aiming to be a carbon neutral city. The City Council Schools team worked with university students to train them in carbon literacy and then the students were able to run the program with teachers and students from Leicester city schools.

Presented by: Dr Andrew Reeves

CONCLUSION

THE 2030 GLOBAL AGENDA

“Everything we do during and after this crisis must be with a strong focus on building more equal, inclusive and sustainable economies and societies that are more resilient in the face of pandemics, climate change, and the many other global challenges we face.” António Guterres, UN Secretary-General

COVID-19 has brought with it a lot of uncertainty for our collective future. It has caused significant economic, social and cultural impacts around the world causing major disruptions to our lives. It has also seen the gap in inequality grow. Many are at a risk of being left behind in education and economic opportunities, as well as impacting our on health and well-being, particularly our youth and vulnerable communities.

However, the pandemic presents both an enormous challenge and tremendous opportunities for reaching the 2030 Agenda and the Sustainable Development Goals (SDGs), evident by the contributions being made by our the RCE network. The SDGs are a roadmap for humanity. They are a blueprint to achieve a better and more sustainable future for all. They encompass almost every aspect of human and planetary health and wellbeing and, if met, will provide a stable and prosperous life for every person and ensure the health of the planet (UNDP, 2020).

As such the has UN launched a COVID-19 plan that could ‘defeat the virus and build a better world’. The plan, “Shared responsibility, global solidarity: Responding to the socio-economic impacts of COVID-19”, was launched in March 2020 and is a call to action, for the immediate health response required to suppress transmission of the virus to end the pandemic; and to tackle the many social and economic dimensions of this crisis.

The RCE network has sprung to the challenge of COVID and support the global framework. The webinar series and this report strongly highlighted RCEs’ efforts in supporting ESD in our local places, along with the challenges in responding. It also highlighted their efforts in aiding their local communities, growing partnerships and addressing the SDGs. It has also seen the delivery of several other webinars, including “*Bridging the Disconnect – Engaging and Learning in the Digital Divide*’ (June 2020), “*Indigenous People in COVID Era*” in celebration of the ‘2020 International Day of the World’s Indigenous Peoples’ (August 2020) and “*Youth and Sustainability in a COVID Era*” in celebration of the ‘2020 World Youth Day’ (August 2020), with more in planning.

Getting “back to normal” is simply not feasible—because “normal” got us here. The crisis has shown us how deeply connected we

are to others and to the planet. COVID-19 is forcing us to revisit our values and design a new area of development that truly balances economic, social and environmental progress as envisioned by the 2030 Agenda and the SDGs. Integrated solutions are the only way in which we’ll be able to build a greener and more inclusive future to help countries meet the 2030 goals (UNDP, 2020).

“With solidarity we can defeat COVID-19 and build a better world.” United Nations

WEBINAR RESOURCES

Download the presentations from:

- [Webinar 1](#)
- [Webinar 2](#)
- [Webinar 3](#)



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