



The 7<sup>th</sup> Global Regional Centres of Expertise (RCEs) on Education for Sustainable Development Conference took place from 21 to 24 September 2012 in Tongyeong, Republic of Korea.

Hosted by RCE Tongyeong, the meeting brought together 171 participants from 43 RCEs across the world, in addition to more than 300 public participants.

The full list of participants can be accessed through the RCE Networking Portal or via the RCE Global Service Centre.

### **Session 1: Opening Ceremony I**

The Chairperson of the Organizing Committee of the conference, Ja Song, welcomed participants of the 7<sup>th</sup> Global RCE Conference to Tongyeong, Republic of Korea. To officially open the conference, a short dialogue was held with the Mayor of Tongyeong Dong Jin Kim, National Assembly Member Gun Hyun Lee, UNU Vice-Rector and UNU-IAS Director Govindan Parayil, and RCE Tongyeong Board of Directors Chairperson Eun Kyung Park.

Park briefly summarized the history of sustainable development and how education has been highlighted as one of the best ways to achieve sustainable development goals. Parayil highlighted the significant role that RCEs play in achieving the goals of the UN Decade on Education for Sustainable Development (DESD). RCEs serve as platforms for dialogue among regional and local education for sustainable development (ESD) stakeholders and help develop regional and local knowledge bases on ESD, all while promoting the alignment of curricula on SD and ESD.

Parayil also underlined the importance of RCE conferences, especially global RCE meetings, as these conferences are more than just an opportunity to share but rather activities themselves, where RCEs strengthen current projects and seek partnerships to initiate new ones. This was especially important to note as the total of number of RCEs worldwide – currently at 101 – continues to grow.

Lee expressed his support for the comments made and also highlighted the role of policymakers and the power of education to create positive behavior change. As a policymaker himself, he promised to do his part to promote ESD in Korea.

Kim underlined many of the successful projects of RCE Tongyeong and expressed his pleasure at having his city host the 7<sup>th</sup> Global RCE Conference and its participants who all demonstrate a shared passion for ESD. Closing the dialogue, Park expressed her thanks to those attending the conference and all those who had worked hard to organize the event.

Following the dialogue, a congratulatory video message from Dr. Irina Bokova, the Director-General of UNESCO was played, in which Bokova noted the growth of the RCE movement, from seven RCEs in 2005 to more than 100 in 2012. She thanked the global network for their ESD efforts and noted how RCEs were a true representation of the powerful concept “Think Global. Act Local.” Citing the Rio+20 outcome document “The Future We Want”, Bokova expressed her agency’s commitment to action beyond the end of the DESD. Education was the best way to shape new ways of thinking and behaving, especially on SD. Achieving ESD at the necessary levels would require wide partnerships, global action and local engagement, all of which the RCEs could help provide.



The video can be seen in its entirety on the RCE Networking Portal and on the UNU-IAS RCE website.

Kazuhiko Takemoto, Director of the ESD Programme at UNU-IAS introduced the conference programme after thanking participants and organizers for all their efforts. He highlighted a number of events and discussions that would be particularly important for implementing the DESD and looking beyond the end of the decade. He also noted how this conference was action-oriented, outcome-oriented and how it would hopefully lead to a consensus RCE Declaration on ESD.

The session ended with a report from two young individuals from the Bridge to the World Youth Camp, which is one of the flagship projects of RCE Tongyeong. The two youth described how the camp helped them to better understand, respect and learn from other cultures in the world.

## **Session 2: Opening Ceremony II “Future Direction of the RCE Movement in light of Rio+20”**

### ***Keynote Speech***

Former UNU Rector and founding father of the RCE movement, Hans van Ginkel, delivered the keynote speech to conference participants. Ginkel noted the important role RCEs played in creating a global learning space for ESD. Showing a satellite map of the world, Ginkel pointed out rivers, coastlines, cities and pockets of energy inefficiency, underscoring how the world was no longer a world of strict geographic borders, but rather of multiple nodes of energy and activity. There were an increasing number of crises worldwide – energy, economic, climate – and, globally, people continued to struggle against these challenges. The struggle was due to a number of reasons, including an increase in reductionist tendencies, the tendency to over-simplify problems and solutions, the tendency to look backwards and not forward, and the fear that people tend to have of losing, rather than gaining by sharing.

The Johannesburg Summit and Plan of Implementation in 2002 was a breakthrough moment, as it was where plans for the DESD took shape and where ESD began to take centre stage in discussions around SD. Despite important moments like Johannesburg, it was still important to look back, 10 years on, and continue to question and examine ESD and what it truly means. Education for sustainable development was a broader concept than environmental education or sustainable development education. Instead, it was education that would enable all people to better contribute to sustainable development.

The DESD aims at changing the approach to education, breaking down traditional education schemes to promote holistic, values-based and transformative learning, among other things. In implementing such efforts, a “knowledge triangle” that linked knowledge to education and innovation is created. Innovation is key, including both technological and social innovation. Through the knowledge triangle and ESD efforts, all education (formal and non-formal) at all levels and in all sectors can be transformed to reflect ESD, meaning that ESD is not added as an additional subject matter to be studied but rather that ESD is present in already existing subjects and in other areas in which people are educated.



RCEs are a lasting tool that can transform lives through projects, shared and applied knowledge, common wisdom, and their contribution to the Global Learning Space. As such, RCEs must look beyond 2014 and the end of the DESD.

The RCE network must therefore continue to grow in size and in strength. Yet as the network grows, it becomes more and more important for RCEs to continue to think about creating a true Global Learning Space for ESD. Indeed, RCEs should redefine the web as the Global Learning Space to help RCEs and other ESD stakeholders learn from each other and strengthen their links to society. This would create learning and doing situations and would help RCEs truly maximize their efforts toward ESD.

Following the keynote address, Zinaida Fadeeva (UNU-IAS) delivered an RCE progress report on behalf of the Global RCE Service Centre. Fadeeva noted the size of the RCE community with 17 African RCEs, 41 RCEs in Asia-Pacific, 16 RCEs in the Americas, and 27 European RCEs. There are an additional 27 RCE candidates whose applications are being reviewed for official acknowledgement.

She outlined highlights from each of the continental regions. Highlights from Africa included the 2<sup>nd</sup> African Continental Meeting in Grahamstown, the EEASA conference on the role of RCEs in transformative social learning and sustainability practices, and the preparations already made for the Global Conference in 2013, which will take place in Kenya.

In Asia, highlights included the 5<sup>th</sup> Asia-Pacific Meeting in which an Asia-Pacific RCE vision statement was revisited and included as part of building a common strategic action platform. A variety of ongoing collaborative projects were highlighted as well as an agreement to further strengthen the inter-RCE collaboration in the Asia-Pacific Region. The IAS-IGES joint research project on Monitoring & Evaluation of ESD was also noted.

Highlights from Europe included their regional meeting in Crete and its outcomes, including the creation of a European RCEs position paper, the formation of the Alliance of European Regions for ESD and its focus on the formulation of joint projects. The meeting of German RCEs in March on joint projects was also mentioned as a possible model for future meetings in other languages, such as French and Spanish.

In the Americas, highlights included a recent Americas conference call hosted by RCE Grand Rapids, planning for an international 2013 conference on ESD Interactions in a Post Rio+20 Context, as well as bilateral collaboration among RCEs.

Fadeeva also noted the global exchange of experiences happening through the online RCE annual reporting process. Seventy-two RCEs have reported and 98 different projects have been reported on. Annual reporting would soon move to the RCE Communications Portal, in an effort to encourage exchange on key issues. She also noted other improvements made over the previous year in communication and knowledge exchange, including redesigned publications such as the RCE brochure, RCE factsheets and RCE policy briefs, as well as new publications such as a new series of ESD publications being produced by UNU-IAS with the input of RCEs worldwide.

Looking forward, it would become important to think about how the RCE community should position itself with regards to key thematic issues, such as Sustainable Consumption, Production and Livelihoods and Traditional Knowledge and Biodiversity.



It would also be worthwhile to discuss key areas of work for RCEs, such as capacity development, transformative learning, governance, research and development, assessment as learning, and the strategic engagement of RCEs with relevant policy processes.

### ***Panel Discussion***

Chaired by the Director of the ESD Programme at UNU-IAS, a panel discussion on the Future Direction of the RCE Movement in Light of Rio+20 was held, featuring Katsunori Suzuki from Kanazawa University, Clemens Mader from the COPERNICUS Alliance and RCE Graz-Styria, and Zinaida Fadeeva (UNU-IAS).

Suzuki noted the input that Japanese stakeholders had made to the Rio+20 process and listed four major observations regarding the implications of the Rio outcomes: (1) the change of major actors to promote sustainable development; (2) the emphasis on the promotion of ESD beyond the DESD; (3) the voluntary commitments made on higher education through the Higher Education for Sustainability Initiative; and (4) the relatively large presence of the education stakeholder group.

One key opportunity around those outcomes was the further development of the ESD promotion framework towards the UNESCO World Conference on ESD in November 2014. While much good work had already been done in this regard, it would be important to continue to strengthen those efforts.

Mader noted the official outcome document of the Rio+20 conference, titled *The Future We Want*, which was a good document to help RCEs understand what the challenges and gaps are in the field and where they might take action. Another crucial outcome was the clear potential of education and research for SD, an area in which RCEs excelled. Other outcomes from the conference came out of the more than 500 side events that took place alongside the main events. Side events showcased the actions that were taking place all over the world, including actions being done by RCEs and RCE partners such as the COPERNICUS Alliance. The Higher Education Treaty, which called for the transformation of higher education for sustainable development, was one of the most important outcomes from the Rio+20 side events as it called for short term, medium term and long term goals for higher education institutions.

In terms of opportunities around those outcomes, Mader noted comments made in the keynote speech around innovation, education and knowledge and the opportunities RCEs have to strengthen the links in that triangle. He also noted the potential for RCEs to build a true global learning space that would lead to direct solutions and innovations around sustainable development.

In regard to the contributions RCEs could make towards the outcomes and opportunities that came out of Rio+20, Fadeeva said RCEs could leverage that role and position themselves as leaders in the field. The 7<sup>th</sup> Global RCE Conference was an opportunity for RCEs to discuss what exactly they needed to do to achieve that goal, with whom they needed to engage and on what terms that engagement should take place.

Mader added that participants at the conference could also focus on concrete, collaborative activities, such as methodologies for community-based research to improve sustainable development.



Suzuki drew attention to the evolving nature of the process to create a framework post DESD. It would be important for UNU-IAS and the RCE network to take concrete actions now towards that end goal.

### **Session 3: Thematic Discussions Part I (Breakout sessions)**

Participants broke into four separate groups to discuss Climate Change, Health and ESD, Teacher Education and Better Schools, and Sustainable Consumption, Production and Livelihood and Well-being, respectively. The full reports from the rapporteurs of each breakout session are included in Annex 1.

### **Session 4: Thematic Discussions Part II (Breakout sessions)**

Participants broke into five separate groups to discuss Youth, Higher Education, Traditional Knowledge and Biodiversity, Disaster Risk Reduction, and Inclusive Development and Learning. The full reports from the rapporteurs of each breakout session are included in Annex 2.

### **Session 5: Parallel Sessions**

Participants broke into two separate groups: the Policymakers Roundtable Discussion and the ESD Good Practice Presentation.

#### ***Session I: Policymakers Roundtable Discussion on Engaging ESD and RCEs***

Chaired by the Director of the ESD Programme at UNU-IAS alongside Mario Tabucanon (UNU-IAS), the Policymakers Roundtable Discussion featured members of RCEs Kitakyushu, Okayama, Espoo, Cebu, Greater Nairobi, Tongyeong, candidate RCE Inje, UNU-IAS, the Ministry of the Environment of Japan, Kanazawa University, the Korean National Commission for UNESCO, the city of Tongyeong, Inje county, and the former Rector of UN University, Hans van Ginkel. The lead speakers included Shunsuke Miyazawa from the Ministry of the Environment of Japan, Ayub Ndaruga Macharia from the National Environment Management Authority in Kenya, Ji Yeon Lee of the Tongyeong City Council, and Alfred Arquillano, Vice Mayor of the San Francisco Municipality of Cebu in the Philippines.

Miyazawa described the situation in Japan and the strong emphasis that the government of Japan places on environmental education. Indeed, citizens in Japan are expected to implicate themselves in sustainable development initiatives as much as possible, though that is not something that is enforced by law. At the government level, five different ministries are involved in the implementation of ESD and work together on all ESD issues. The government of Japan strongly supports ESD initiatives within and outside its borders. It uses its international linkages to further strengthen global efforts. He described a few flagship projects taking place in Japan that serve as examples of good practice. The Ministry of the Environment of Japan is able to share those examples globally to help promote ESD internationally and influence international policies in favor of education for sustainable development.

Ndaruga followed those remarks, describing the ESD strategy that was launched in Kenya in 2003. One of the prongs of that strategy included the establishment of RCEs in the region. The National Environment Management Authority in Kenya (NEMA) was closely involved in building the networks that make up the three RCEs and it takes a leading role in helping to guide the ESD work that takes place. There were numerous opportunities for others to



replicate this successful approach, in particular by taking advantage of the capacity that currently exists in universities and by connecting many different stakeholders (private sector, government, and NGOs) who work at the local level. There were, however, some challenges in this approach, including governance, fundraising, team management, RCE partner dormancy, recruitment of new partners, and strengthening the links between learning and action, among others. That noted, NEMA proactively works to address those challenges and the model in Kenya has proven to be a success overall.

Lee of the Tongyeong City Council described the significant and positive footprint RCE Tongyeong has left in the region. After giving a brief overview of RCE Tongyeong's programmes, she described local government support for RCE activities, which included a municipal rule on the support of RCE Tongyeong. Members of the city council also participate in RCE decision-making as they themselves are partners within the RCE. There were also challenges in this approach, however, including human resources and difficulties with taking the RCE/local government partnership up one step higher to the central government level.

Arquillano described the local "Purok" system, which is a community-driven, bottom up approach to community empowerment and governance. The official municipal governing system works proactively to engage "Puroks" (i.e. groups of families) to take part in governance, projects like waste management, monitoring and evaluation, and education for sustainable development projects, which are particularly important initiatives that affect the daily lives of those in the community. This community involvement and empowerment touches issues as varied as disaster risk reduction, sustainable livelihoods, localizing the Millennium Development Goals, and well-being. Overall, it brings ESD into every facet of community life.

The Governor of Inje county in the Republic of Korea joined the lead speakers to describe his role both in city government and as a member of the candidate RCE. Such a close link between the city and multi-stakeholder ESD structures like RCEs helps create the maximum possible impact for ESD efforts.

In an open roundtable discussion following the comments made by the lead speakers, Katsunori Suzuki from Kanazawa University summarized the comments made during the roundtable and noted the ways in which these varied approaches were all highly successful examples of engaging policymakers on ESD through RCEs.

The representative from RCE Tongyeong noted challenges in the Republic of Korea regarding which level of central government addresses ESD, for example the Ministry of the Environment versus the Ministry of Education. In response, Miyazawa agreed that there are often difficulties with collaboration among different ministries regarding ESD and explained how in Japan five different ministries were required to engage under the leadership of a Cabinet Secretary, who had final say on almost all decisions.

A short discussion on criteria for creating RCEs took place, which highlighted the central role higher education institutions often play in RCEs. Ginkel noted the importance of keeping RCE regions small in order to ensure that all relevant institutions and even individuals are able to take part in ESD efforts and none feel alienated or isolated from the process. The strength of the RCE movement is its flexibility and its ability to adapt to the local context and culture and to truly engage people to take action, as opposed to simply talking about ESD



and SD issues. This is why it was so important to engage youth in RCE activities, so they would be fully engaged from a very young age.

The representative from RCE Okayama described how their situation was very similar to that of RCE Tongyeong with very strong municipal leader engagement. They also had some unique challenges, such as difficulty with coordination, explaining the RCE concept, and human resources. RCE Kitakyushu's representative noted how Kitakyushu had transformed from one of the most highly polluted areas of Japan to one of the most environmentally conscientious, through ESD and RCE efforts and their strong collaboration with local government.

The Director of UNU-IAS welcomed the comments made by all policymakers and RCEs during the roundtable and expressed UN University's commitment to working closely with all stakeholders to build more local actions that can be replicated nationally, regionally and globally so that these good practices are sure to continue in the years and decades to come.

A representative from the Korean National Commission for UNESCO proposed that all participants at the RCE Conference adopt the proposed RCE Declaration on ESD, which could be distributed to UNESCO Member States. RCE Cebu's representative asked how the government in Japan encouraged households to involve themselves in ESD, to which Miyazawa explained that the rule was not enforceable with any form of punishment, it was only through empowerment and positive encouragement that households and other stakeholders are convinced to be fully engaged in SD and ESD.

The Mayor of Tongyeong City added that there had been good discussions around the theory of joint projects around ESD that crossed geographic boundaries. He suggested tangible examples, such as the Bridge to the World Youth Camp project, which could be taken on as an immediate and tangible joint project among numerous RCEs.

Concluding the Roundtable Discussion, the Chair drafted a general statement on the outcomes of the Policymakers Roundtable. The full text of the statement can be found in Annex 3.

### ***Session II: ESD Good Practice Presentation***

Thirty-nine Good Practice cases were presented in four parallel sessions. The full reports from the rapporteurs of each of these sessions are included in Annex 4.

### **Session 6: Continental/Regional Discussions (Breakout sessions)**

Participants broke into four separate groups to discuss continental/regional issues. The full reports from the rapporteurs of each breakout session are included in Annex 5.

### **Session 7: Strategies to Implement Visions of the RCE Community (Parallel sessions)**

Participants broke into six groups to discuss strategies to implement visions of the RCE community. These included: Capacity Development & ESD, Appraisal of RCEs, Research and Development, Governance and Coordination, Engaging with Policymakers, Cross-continental/Inter-RCE Collaboration. The full reports from the rapporteurs of each breakout session are included in Annex 6.

### **Session 8: Operational Discussions (Parallel sessions)**



Participants broke into three groups to discuss operational issues, including Fundraising & Marketing, Communications & Outreach, and Engagement with International Sustainability Processes. The full reports from the rapporteurs of each breakout session are included in Annex 7.

### **Session 9. Report to the Plenary on Thematic, Continental, Strategic, and Operational Sessions and Open Discussion**

Participant-appointed RCE members from the Thematic, Continental, Strategic, and Operational Sessions reported back to the plenary on the discussions that had taken place in breakout and parallel sessions throughout the conference.

#### ***Thematic Sessions***

Reporting back on the Thematic Sessions that had taken place, members of RCE Srinagar and RCE Kakamega Western Kenya briefly summarized some of the decisions that discussants made during their discussions, which included decisions on:

Climate Change – RCEs would partner with governments for action while documenting their activities and best practices for greater knowledge sharing. Additionally, they would work to become more visible to the media

Teacher Education and Better Schools – RCEs would show leadership around resources and programme development, facilitating student and staff exchanges to this end. They would also share resources, narratives, stories and case studies on what works that will be shared in a common place in order for the initiatives to be replicated in other contexts.

Sustainable Consumption and Production (SCP), Sustainable Livelihoods and Well-being – RCEs would form a group to further explore TVET and identify actions. In addition, RCEs in China, Korea and Japan would focus on ESD-inspired changes in curricula, education of teachers and informal education. There would be a concentrated effort to build capacity to upscale SCP and Livelihood practices, through documenting practices in order to share with other relevant stakeholders.

Youth – RCEs would work to better involve youth in decision-making processes in governance at the school level, empowering them and encouraging them. Four RCE regional youth coordinators were nominated to spearhead the discussion around youth.

Higher Education – RCEs, with the strong support of RCE Severn, would work to build a site/project for exchange between student and staff of RCEs. The RCE Portal would also be used to share successful strategies for engagement and projects, led by RCE Graz-Styria. RCE Grand Rapids would use the RCE concept as a key focus for each university's engagement strategy, by putting a paper in the HE Journal on Sustainability for example.

Traditional Knowledge and Biodiversity – RCEs will continue to actively work in various areas related to bio-cultural diversity and work to further build capacities of the RCEs and strengthening links with policy processes and research publications. They would also create a panel and network of experts to advance the activities.

Disaster Risk Reduction – RCEs will take a proactive role in mobilizing political support for community-related DRR initiatives. At the same time, they will take up action projects on vulnerability reduction, like preparing local volunteers with appropriate training and document



their good practices to share across regions and continents. RCEs belonging to higher education institutes would also do research on disaster management in the local context.

Health and ESD – RCEs must be encouraged to create inter-RCE projects that should be implemented, documented and shared for replication. It was noted that RCEs are already involved in diverse projects related to ESD.

Inclusive Development and Learning – RCEs will analyze old and contemporary ownership concepts to include all individuals and bring them back to common ownership concepts. RCEs would also work towards the inclusion of previously excluded groups – such as those with disabilities – in regular schools, when possible and appropriate.

### ***Continental Sessions***

Reporting back from the Continental Sessions, a representative of RCE KwaZulu-Natal noted the commitments coming from RCEs in Africa during its continental session, which included commitments to work in collaboration on research and projects in the areas of: leadership in ESD, sustainable agriculture and food security, social and cultural issues, disease and health, and teacher education. A working group will drive the efforts behind the research and projects. There was a further commitment to write a series of capacity development modules to be completed by December 2012. African RCEs will also be preparing to host the 8<sup>th</sup> Global RCE Conference in Kenya in 2013.

Reporting back from the Americas Continental Session, a representative from RCE Saskatchewan noted the dedication of RCEs in the Americas to meet more regularly by phone, in person and in multiple languages, including a regional February/March 2013 meeting in Peru. They would also work to compile best practices and resources from RCEs on: ESD and indigenous youth; indicators and competencies for teachers and schools; cases relating to ESD and quality education; and living learning laboratories. They would also work to connect with the World Business Council on Sustainable Development in Colombia and work to collaborate on social entrepreneurship initiatives.

Reporting back from the Asia-Pacific Continental Session, a representative from RCE Tongyeong shared the decision by Asia-Pacific RCEs to further develop their vision paper through the RCE Communications Portal. RCEs will also undertake concrete collaboration projects in the AP region, related to Biodiversity and Traditional Knowledge, Youth, Community and Livelihood, Formal Education and Disaster Risk Reduction.

Reporting back from the European Continental Session, a representative from RCE Oldenburger Muensterland noted how the RCE European community would nominate a new coordinator for the European RCEs. It was proposed that the first coordinator would come from RCE Oldenburger Muensterland. The RCE Communications Portal would also become a primary communication source for the RCE community in Europe on which RCEs could share their thoughts on the Tongyeong Positioning Paper, adding European aspects to make the RCEs in the region more visible. The European RCEs also agreed to organize continental meetings back to back with other conferences to increase communication, while building up a mechanism for peer appraisal and for closer engagement and support.

Reporting back from the Cross-Continental Meeting, a representative from the Global RCE Service Centre noted the consensus agreement that RCEs don't know what's going on in other RCEs and greater sharing of projects would be beneficial. A simplified RCE Portal with



a “marketplace” for RCEs could be useful. While there are many challenges to collaboration there was also much potential. RCEs should commit themselves to working with each other when possible and to sharing more about their work, by committing, for example, to sharing one paragraph about their projects on the RCE Communications Portal.

### ***Strategic Sessions***

Reporting back from the Strategic Sessions, representatives from RCE Graz-Styria and RCE KwaZulu Natal recapped the discussions, which included:

Capacity Development & ESD – RCEs committed to building the RCE Portal database to share capacity development materials and resources. RCEs would provide websites for materials. They would also cultivate capacity development community forum discussions using the RCE portal in addition to producing a publication, led by RCE Mumbai, based on capacity development case studies.

Appraisal of RCEs – RCEs committed to initiating an online discussion on RCE appraisal on the RCE Portal and sharing experiences of assessments that are already in practice in RCEs around the world. RCE Greater Western Sydney proposed a pilot project on the assessment of the impact of ESD practices to the RCEs community for participation.

Research and Development – RCEs agreed to conduct comparative research on RCE governance, as well as research on appropriate methods of sustainable technology and the evolution of the RCE concept. There would also be the collaborative development of indicators as a learning process.

Governance and Coordination – RCEs would carry out comparative research on RCE governance and explore what is and isn't working. Led by RCE Greater Western Sydney, they would also share research on what makes productive RCE partnerships. RCEs would also implement a capacity development module on governance in African RCEs

Engaging with Policymakers – RCEs would prioritize orientation of politicians, civil servants and influencers and then embark on the strategic engagement of relevant ministries, while advocating for legislation supportive of ESD.

### ***Operational Sessions***

Reporting back from the Operational Session on Fundraising & Marketing, a representative from the Global RCE Service Centre explained the decision among RCEs to identify a leader who would help identify and share information on companies interested in corporate partnerships; this initiative would be led by RCE KwaZulu Natal. RCE Munich would take the lead to share information on RCE reporting on the RCE Portal. A core group of RCEs would help develop fundraising partnerships between North and South, developing a cooperative framework for raising funds. They would also strengthen international networks among RCEs.

Reporting back from the Operational Session on Communications & Outreach, a member of RCE Rhine Meuse and the COPERNICUS Alliance described action points including the simplification of the RCE Portal to allow for greater sharing of information. Other solutions to sharing, such as a short e-newsletter that would link to the Portal, brochures, trainings and publications would also be explored to see which would have the greatest effect. At the



RCE level, RCE Greater Nairobi would create a local communications working group within the RCE to highlight the key projects and initiatives coming out of the RCE.

Reporting back on Engagement with International Sustainability Processes, a representative from RCE Graz-Styria described decisions from the sessions including an agreement to approach other networks, such as the Global Compact Initiative and the Sustainability Solutions Network. They also agreed to take advantage of key conferences and events for networking and strengthening engagement, making them visible on the RCE platform. RCEs would also make use of the Global RCE Youth Movement as an opportunity for engagement, while making use of international and UN communication experts from other UN agencies as well as media to better understand the work of the RCEs.

At the end of the reports back, a member of the Global RCE Service Centre briefly described what had taken place during the Good Practices Presentations, as well as the RCE Award. While noting that there would be the development of clear criteria for the Award in the future, she confirmed that RCEs who were nominated for the current Award would be recognized officially during the 7<sup>th</sup> Global RCE Conference.

Looking to 2014 and beyond, the challenge was to figure out how RCEs could sustain their work at the local level, the continental level and globally. Network governance, especially during a transitional period for the network, is a priority. While the hope is that RCEs and the RCE Network would last for decades to come, it would be important for RCEs to make preparations now to ensure that this would indeed be the case.

### ***Open Discussion: Road Map of RCEs towards 2014 and Beyond***

In the open discussion following the plenary session, RCEs expressed the desire to institutionalize RCEs so that they could benefit from the credibility, funding, and resources that other UN agencies benefit from.

Former UN University Rector Hans Van Ginkel expressed his appreciation for the active participation and rich contributions of the RCEs. At the same time, he highlighted the importance of the activities RCEs undertake in their own communities and he warned against RCEs conducting too many activities outside of their core work as each RCE had a limited capacity and they should not lose focus on what was most important. Ideas of governance and coordination were in many ways outside the concept of the RCE network. Governance suggested that someone might be in a position to tell an RCE what to do, which was counter to the RCE concept. Cooperation was a much more accurate term for what should happen among RCEs in the network. In terms of funding, RCEs should be built on top of already existing institutions that can support the RCE and find value in the RCE link. In addition, the strength of RCEs is that there is not just one institution involved, so when one institution is unable to lead or offer substantial support, another could step in and assume the role. RCEs are organized at the local and regional levels yet have a presence at the global level through the network. While RCEs are acknowledged by UN University, which is a part of the UN systems, RCEs should not strive to become an official entity of the UN themselves since such a move would require RCEs to conform to UN agency rules and regulations, thereby limiting their capacity to do some of the important work they are already doing.

There was support for Ginkel's comments around the freedom of RCEs from hierarchy, governance and strict regulations, especially in regard to higher education institutions. By



operating under the auspices of the UN University provides RCEs and RCE members academic freedom while at the same time giving them the credibility of the United Nations name. It was agreed that terminology was important and “governance” may bring with it connotations that are not necessarily relevant in the RCE context. RCEs are part of a network and at times there might be the need for networked governance and co-engaged coordination but at the heart the RCEs would remain as networked institutions, not governed institutions.

### **Session 10: Field Trip “Mission T”**

Conference participants visited the activities of various schools and other education institutions working closely with RCE Tongyeong.

### **Session 11: Closing Ceremony**

Delivering a final message on behalf of RCE Tongyeong, the Chairperson of the Board of Directors of RCE Tongyeong Eun Kyung Park expressed her great pride in all those who worked hard to prepare for the conference. RCEs were doing incredible work around the world and it was RCE Tongyeong’s honor to be hosting RCEs in their home city.

The Mayor of Tongyeong, Dong Jim Kim, also expressed his deep gratitude to organizers and participants. Both Kim and Park noted the importance of the Policymakers Roundtable, at which all participants expressed their strong intention to support the work of RCEs.

UNU Vice Rector and Director of UNU-IAS Govindan Parayil recognized the great success of the conference and pledged his commitment to helping to carry forward the good work that was begun in Tongyeong. One of the most important tasks that UN University had to do was to help fulfill the goals laid out in the Decade on Education for Sustainable Development and to help create a world where every child and individual in all parts of the world had the opportunity to learn the values, behaviors and lifestyles for a more sustainable future, while ensuring their own positive well-being.

The Director of the ESD Programme at UNU-IAS Kazuhiko Takemoto briefly recapped some of the outcomes of the conference, which was a tangible representation of the strong degree of RCE engagement that had resulted in strategic and concrete follow-up actions. There were some consistent themes emerging, such as research assessment, networked governance, communications, capacity development and policy engagement. New processes for working on good practices were developed and were an important outcome of the conference, as was the identification of four concrete models of RCE engagement with policymakers. RCEs were moving towards 2014 and beyond. He also acknowledged the hosts of the next RCE Global Conference, which would be held in Nairobi, Kenya.

The representative of RCE Greater Nairobi, Ayub Ndaruga of the National Environment Management Authority, officially invited the RCEs to the 8<sup>th</sup> Global RCE Conference which is tentatively scheduled for November 2013 with a theme of “RCEs: Promoting Sustainability through Collaborations and Diversity”. The 2013 Conference organizers are keen to have input from all RCEs on the conference planning and links to the NEMA website will be made available on the UNU-IAS website so that RCEs can contribute their suggestions.

The Mayor of Okayama City, the host city for the 2014 RCE Global Conference, expressed his appreciation for the invitation to the RCE Conference and his hope that the 2014



conference in Okayama would help to strengthen and expand the good work in Tongyeong and the work that would take place in Nairobi.

A series of RCE Recognition Awards were then presented to RCE members, based on the ESD Good Practice Case Presentations. The full list of Award Recipients can be found on the UNU-IAS website ([ias.unu.edu/efsd](http://ias.unu.edu/efsd)).

The Mayor of Tongyeong City, Dong Jin Kim then joined the Director of the ESD Programme at UNU-IAS to introduce the drafting process of the Tongyeong Declaration on RCEs and ESD, which began nearly a year before the conference and ended with an open-ended drafting committee meeting the previous evening. The Declaration in its final form was shared with all conference participants and the RCE Community unanimously adopted the Declaration. It was praised by all as an important outcome of the conference and a significant and noteworthy achievement overall for RCEs and the ESD movement. The Declaration can be found on the UNU-IAS website.

The 7<sup>th</sup> Global RCE Conference was then officially closed.



**Annex 1  
Thematic Discussions Part I**

***Climate Change***

***Summary of Group Discussion:***

- Come up with a plan for a proposed global initiative that involves the global RCE network
- Global initiative: RCEs need to take a global approach through campaigning. Create one initiative to get the policy makers' attentions (public awareness).
- Asian-pacific: Work with education ministers and keep in touch with them. Put pressure on the government for ESD, see how other countries are doing. à DESD in ASEAN has already been planned.
- Mitigation versus Adaptation: In the case of RCE Bohol, we are looking for other sources of food in case of crisis (for alternative sources of food) More RCEs are doing more adaptation.
- Should not think about the same paradigm. Mitigation has to come in. We do not need to follow the same pattern.
- We tend to lose sight of the perspective. ESD should be the overarching way of giving. Problem: how do we deal with the theme? Thus, focus on society, economy and basic mindsets and lifestyles more than on low carbon, low fuels, because this is the normal route we tend to take.
- RCE Senegal: The RCEs should get together to make a strong network on climate change. Advocacy should be done. Through experience, create an alliance between global and RCEs. Very few universities have majors related to climate change, but we need the universities have them. Education materials should be needed.
- Advocacy – climate proofing. Mechanisms should be implemented. Climate change education program. Calculations should be done. Help children calculate, through hand print, on how much carbon they have saved. Students can be targeted, use resources very efficiently.
- Advocacy adaptations – global versus sub-regional: Local wisdom should be respected.

***Health and ESD***

***Summary of Group Discussion:***

The following participants were involved in this session

1. Dr. Nguka Gordon
2. Unnikrishman
3. Dr. Puji Astuti
4. Hoseok Kim
5. Yong Jae Kim
6. Eiji Tsuda
7. Yayoi baba
8. Katae jerasaka
9. Yashiko Misusrui
10. Mai Taketisu
11. Kahako Goto
12. Akiko Tokunaga
13. Terasaka



During this session the following questions guided the discussions

- What has been RCE networks contribution into development of innovative educations process for SD in health
- What has the network done in terms of building institutions – contributions into innovative policy process for ESD and SD (engagement and learning with policy makers or towards creative institutional framework for ESD and SD through learning?)
- How the local global linkages can be strengthened with respect to health?
- How do we upscale ESD and SD practice (focus on going on beyond projects and individual practices)?
- How do we collectively measure impacts (focus on linking learning actions with SD improvements; assessment of collective learning process)?
- How do we develop innovative network governance strategies for multi-stakeholder learning and policy making
- How do we influence the policy process in the area of health
- How do we improve capacities of various partners and stakeholders on the theme of health

#### Session Summary

##### Major Themes in health

- Traditional knowledge and Health
- Environment sanitation ,water and health
- Inclusive community health and wellbeing
- Inter RCE projects have to be encouraged and should be focused on documentation of good practices, capacity building and policy engagement

##### RCE Approaches in Health and ESD

- RCEs are involved in diverse projects related to health and ESD.
- The major areas in this theme include TK and health, environment , sanitation, water and health, inclusive community health and wellbeing, health interventional research
- Inter-RCE projects have to be encouraged and focus should be on documentation of good practices, capacity building and policy engagement.
- RCEs are actively working in various areas related to bio-cultural diversity Health and Sanitatio
  - RCE Kyrgyzstan – traditional knowledge
  - RCE Penang – traditional health and food
  - RCE Espoo – heritage education
  - RCE Bohol – Organic agriculture, food
  - RCE Shangri-La – Community heritage education
  - RCE Guatemala – Mayan heritage education
  - RCE Yogyakarta – documentation of local wisdom
  - RCE Greater Phnom Penh – Recycling natural resources
  - RCE Chubu – Cyber dialogue lecture series
  - RCE Lesotho – Wetlands and birds conservation
  - RCE Chandigarh – Wetlands conservation
  - RCE Kakamega – Medicinal plant conservation
  - RCE Kitakyushu – apply Satoyama values in city life



– RCE Denmark – Eco-farming

***Teacher Education and Better Schools  
Summary of Group Discussion:***

"If we are to build our future on firm ground, we need to learn to maintain social, cultural, and economic well-being without depleting natural resources or overloading nature's delicate balance. It is the role of education and training to ensure that citizens of all ages have the knowledge, skills, readiness and vision that will enable them to build a sustainable and equitable future and commit to a sustainable way of life. It is demanding role that will require that firm support be given to teachers, trainers and educators" (Finnish National Commission on Sustainable Development, Sub-committee for Education, 2006)

The main **objectives** of thematic discussions on Teacher Education were to:

1. Promote inter-RCE networking and partnerships on teacher education
2. Share visions, challenges, experiences and case stories on teacher education and schooling
3. Identify areas for collaboration and come up with joint actions to enhance teacher education

The following questions provided a framework for thematic discussions in achieving the above-mentioned objectives:

1. What are the key issues/challenges facing RCEs currently in teacher education for sustainable development and better schools?
2. What has worked well for your RCE in terms of implementation of programs on teacher education for sustainability?
3. What three concrete collective actions (e.g. implementation of collaborative research or capacity development programs) would you like to be effected after this Conference?

Participants were introduced to previous agenda and possible collaborative actions identified during previous Conferences (4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> Conferences) as:

- Policy support and influence (national, local government, teachers, and learners), including UNESCO policy briefs
- Sharing toolkits for individual action (potentially using the Education and Sustainability magazine)
- Stories, videos and case studies of change and community based school projects
- Celebrate, share and promote good practice
- Systemic engagement from individual schools to entire system
- Quality education/reorienting education
- Student exchange programs
- Establish a Task Force Team of experts & RCEs

A representative from RCE Greater Western Sydney informed participants that realization of good ideas within the above-mentioned collaborative actions requires effective leadership and application of key lessons of change implementation. This is because *good ideas with no ideas on how to implement them are wasted ideas.*

- Change doesn't just happen but must be led



- Listen, link then lead – start with a stocktake of current practice in teacher education in RCEs and partner HE institutions – strategies that are effective with evidence
- See the results of the international Turnaround Leadership for Sustainability in HE research

Participants shared key **issues/challenges** facing RCEs in implementing teacher education as:

1. Buy in of the senior leadership is key – hard if no policy imperative, business case, peer pressure, mission to leverage
2. Not yet part of the curriculum in Denmark or the curriculum is over packed – c.f. ACARA/GSAIG
3. Learning goals first – careers and TLSHE
4. Confused language
5. Teachers
  - Don't yet know if ESD is part of their subject in countries like Germany – so no motivation
  - Different levels of teaching capability in Indian
  - Selections.
6. No one sees showcased examples
7. Lack of clarity on how to link local to global
8. Teachers engage if they have resources and it is 'within their scope of activity'
9. Large class sizes in countries like Lesotho - solutions peer tutoring. Schools are working with the RCE and university is a key aim in Lesotho.
10. Using RCEs as living laboratories
11. Too many ministries – hard to know where to leverage
12. No interdisciplinary incentives

The above-mentioned issues/challenges may be categorized into three main areas:

- Curriculum – crowded, embedded, required or voluntary
- Change leadership
- Context counts - incentives/alignment; government c.f. private schools

What has worked for some RCEs: Implementation challenges & finding of solutions:

1. Listen, link then lead
2. Needs assessment first
3. Network – Then develop locally based resources with links to the curriculum – for teachers and students (India) x stage
4. Need to use steered engagement (top down and bottom up)
5. There is no change if local managers and staff in the university are not engaged
6. Motivation is key
7. How to do action research
8. Just-in-time resources/shared
9. Getting funds for the RCE to help the schools
10. How to engage with key decision-makers on curriculum development – show what works on the group
11. How to engage all staff not just the enthusiasts
12. Korea – five days teacher training on ESD – with focus on how to solve the local issues



13. Findings from Turnaround Leadership for Sustainability in Higher Education (TLSHE) research project
14. How do we get the data we would find helpful in implementing teacher education
15. Steered implementation (top down and bottom up)
16. How to optimize engagement inside and beyond the university (listen, link then lead) → undertake a stock take within the 4 pillars of ESD (social, cultural, economic and environmental)
17. Best learning strategies
  - Shared living laboratory cases – where teacher trainees have been successfully engaged in using the RCE as a living laboratory for later use in schools
  - Peer support and mentors.
18. Shared strategies on how to engage senior leadership and the funding agencies – business case/moral purpose/policy/peer pressure
19. Shared strategies on how to do it well x level of education
20. Shared funding sources
21. Shared learning outcomes – any interest in a survey of current and emerging jobs in the 4 pillars of ESD.
22. Compare and contrast strategies that would x different countries and stages of development
23. How to engage companies for their expertise not for their money – by working with us they then get it. Share projects and each RCE provide links.
24. Student and staff exchanges.
25. Non-formal teacher education

**Priorities for collaborative action:**

1. Leadership development resources and program – action on TLSHE in Teacher Education Departments in universities and colleges (South Africa/Southern Africa) – Action: Tich (RCE KwaZulu Natal).
2. Student Exchange and Staff Exchange. Action: RCE Severn (Ingrid)
3. Sharing videos, narratives, stories, case studies on what works – teacher educators and their leaders talking about successful approaches to Teacher Education for ESD – use this more directly as a selling point to key leaders – Action: RCE Graz-Styria (Marlene) and RCE Denmark (Niels Larsen in collaboration with Angule Gabriel)
4. Replicate TLSHE in other contexts – look for the successful leaders in the community to support RCEs role in ESD and work out together how to convince a targeted list of leaders to support ESD in Teacher Education. Action: RCE Greater Western Sydney (Geoff).

In addition to the above-mentioned priorities, the action point from the 6<sup>th</sup> Global Conference on formulating a position paper will also be pursued. This will entail undertaking the following as initial steps in the stock-take process (mapping survey) in teacher education:

- Scope the full range of teacher education possibilities.
- Pick one teacher education sector to focus on (e.g. secondary teacher education).
- Develop a methodology based on a simple template for collecting evidence.
- RCEs contact key leadership groups (e.g. Councils of Deans of Education; departments in School Education) for the selected teacher education sector to identify good practice, indicators and challenges/solutions related to Teacher Education.



- Draw on the experiences from countries (e.g. Canada, Australia) where a similar stock-take exercise (mapping survey) on teacher education has been carried out.

***Sustainable Consumption, Production and Livelihood and Well-being  
Summary of Group Discussion:***

With Rio+20 focus on Green Growth and SCP, UNU-IAS Service Centre decided to make a business case on SCP and SL and address whether significant cases of learning in those areas are being carried by RCEs and whether RCEs will write an article; bringing these cases to Rio Earth Summit and show relevance of ESD to this Agenda (15 RCEs responded). Based on this work we realized RCEs can contribute in important ways, e.g. Sustainable collaboration, TVET, sustainable entrepreneurship, etc.

The discussion of the session has focused on the questions:

What has been RCE contribution re. SCP?

What has network done in building institutions? (e.g. Policy processes)

How local and global linkages can be strengthened?

How upscale SCP and SL?

How measure collective impact?

How do we innovate in governance processes?

How do we influence policy processes?

How do we get others to participate?

**Part 1 – STOCKTAKING**

The RCEs brought forward importance of various SCP-related area for their work:

Kenneth Ochoa, RCE Bogota, Columbia

Education for Educators; student exchange UNESCO and UNEP and developing SCP projects; working with business and sustainability; own university focusing on sustainable business

Jos Rikers, RCE Rhine Meuse

A way of starting upscaling; (in publication); looking at European Funding Programs to raise awareness and impact; first step is putting a proposal for European partners to get ESD more into the curriculum than it is now; not in basic curriculum (though at higher levels)

Clemens Mader, RCE Graz Styria

Upscaling: how to develop methodologies of community based research; how to bring and collect experience of our partners and share these; community itself can do the research; research workshop in May in Munich on regional learning for sustainability both governance models for community research

Simon Rolls, RCE Denmark

Interest re integrating TVET and ESD; in Denmark curriculum decentralized and linked to professional councils and vocations

Dick Kachilonda, RCE KwaZulu Natal



How we can improve capacities of stakeholders; over the years have taken some of the practices to other parts; interest in building capacities of those conducting practices; how to appreciate what others have; in African RCEs came up with 3 modules: (1) transformative learning, (2) collaboration, partnership and networking, (3) governance and management, 4) research and development (need new technical resources which will benefit stakeholders) and learn how from RCE stakeholders how they can take these up

Koji Matsuoka, RCE Hyogo-Kobe

2 issues: social business that leads to sustainable economies and 2<sup>nd</sup> how to engender the balance between SP and SC especially helping damaged areas of Japan recover; local people said the balance of SP and SC is crucial to reconstruct the city; East Japan, poor villages on coast and young people leaving; need social business to keep employment; how can RCEs work in these poor areas

RCE Okayama

Local government and working with educational section; Japanese primary and secondary school curriculum is very fixed and no space to add ESD so need to think how to put ESD into the curriculum?

Reita Furusawa, RCE Chubu

Interest in how to improve capacities of partners and stakeholders; consumption is broader than production; interest in consumer education through ESD

Peihong Xie, Yunhua Liu and Lu Wan, RCE Shangri La

27 organizations including local community and NGOs, schools and government; a main focus is water education (e.g. Water consumption); focus work on community experience and influence on policy makers; how to include capacities of partners and stakeholders; The RCE working with communities and traditional culture has a lot to contribute; work with communities could be documented, Theorized, and institutionalized; much experience there

RCE Ghana

Education for sustainable consumption

Gabriel, RCE Kakamega, Western Kenya

Concerned re number of issues and run training re sustainable consumption and production; in a region with a lot of rain and capability for high production and have been thought of issues: working with a university that is in the region and have set groups on ESD and university is working to with community and ensuring best practices in agriculture; enhancing certain crops that have high nutrition content and people have better health; redesigning urban areas so land wasted in construction can also be used for food production and developing a knowledge system so that people who need to learn re SCP and have community learning centres; Urban campaign and have people aware of how system works to ensure accountability, e.g. Who is responsible for this

Representative of students from Seoul

Studying global corporations major; Tongyeong City amount of food waste is 23 tonnes in Korea and massive economic losses and the cost of disposing food waste; Tongyeong City started the "clean plate campaign" since 2005; many schools and civic groups; Tongyeong wanted to promote this through students (from kindergarten to Universities); since they started the program the students now go back to their homes and persuade their parents;



Tongyeong has moved this campaign to restaurants and owners persuade guests through clean plate campaign posters

Cho o Li, Korea

Working with new RCE candidate; focusing on peace; the theme of peace and want to expand these ideas and change civilian practices; school curriculum getting too competitive vs. ESD being more cooperative and challenging contradictory themes; focus on “peace and sustainability”

2<sup>nd</sup> rep. From same candidate RCE Inje: combining with civil society the Inje county developed a new target (since ESD is too jargony for ordinary people) and translating the concept in their ordinary language; “building live/life society” in 10 years time; under this umbrella cause have been doing education in ordinary schools; try to train the expertise in the local society and train the trainers and look at civil servants and civil society leaders as trainers; Inje area is a demilitarized zone with majority of people being military people so needed to have their participation and therefore having a 3 group partners: civilian, government, and military sectors; 6500 members were coming as trainees and 1400 military persons; and military focused on both social and eco security, not just military security; so if we are accepted as a partner of RCE then 10 year project can be expanded; have also suggested this program to North Korea.

Lalita Siri wattananon, RCE Greater Phnom Penh

Doing activity to support education; asked Ministry of Education to cooperate to increase subjects in school (since students only go 1/2 days) and trying to add to the curriculum but Government didn't accept; if have an international organization and take to government level, this might have an affect; have an organic garden in the school and how to compost (easy things to do in that area) and then would like to propose to upscale; also working with local farmers to add re. Their local knowledge and practices for families; idea product will go to the market; can these local products go in shops and hotels; need to have a consumer for new products and RCE can assist with linking

Asyirah Abdul Rahim, RCE Penang

Have conducted a few projects; students started project and then university endorsed by state; a no plastic campaign; Penang have problem re place for disposal of waste; started “sustainable lifestyle program” working with schools and SMEs and residential associations; invited stakeholders to learn why a government 3 R program was not successful and then learned from community; finished first project; more communities contacting RCE for expertise re recycling and composting; problem now there is a problem of dependence; What is best way to do it all the time without us. Starting by end of this year with SMEs and focus on their production

Aditi Pathak, RCE Delhi

TERI as a secretariat of the RCE working on outreach projects on ESD; do projects re. Climate change; have done some action projects with slum areas; use non-formal tools; SCP not part of curriculum but use non-formal education strategies; v. Important for India as a developing; interest in RCE research and also north/south research; would like to avoid just following North consumption practices

RCE Greater Nairobi



One focus is SCP; face challenges that have so many players that are involved in problems; issue re. Industries; program called “Voices for the Environment” and what you are doing about your good practices; gathered information from industries; trying to bring stakeholders together so they can tell more of their positive stories

#### RCE Okayama

Tariff on the products is very important; there is no sustainability in industry without addressing this issue; important that food is consumed in place where food is produced; ; free trade among countries; if it is adopted then cheap foods are imported to Japan and undermines security of local production

#### Andrey Dakhin, RCE Nizhniy Novgorod in Russia

RCE is 4 years old; several projects; interest in understanding what is occurring re. Future decade, and market; at an administrative level we don't have active support from private business; private business not interested in non-business, non-commercial business activities; Russia has a lot of resources and don't need support from abroad; have good relations with foundation in Moscow (Everitt foundation); will support for next 3 or 4 years and focus on social/political processes; good TVET projects

#### Chinara Sadykova, RCE Kyrgyzstan

Now working with public; since 2007 several projects on traditional knowledge recovery; now a big project with US state department connecting several countries; want to engage other stakeholders from other countries (only 1 RCE in this area); project to focus on quality of life through handicrafts; want to build good quality projects; at end of project want to organize a fair and will invite all RCEs that are interested in this fair; have experts from Indonesia/Thailand/Malaysia and will invite individuals

#### Roger Petry, RCE Saskatchewan

Sharing productive capital project

#### RCE candidate in Gwangju City

International Education in Taipei; learned about ESD and heard about RCE; the RCE is a stake of formation; making students focused learning

## **Part 2 - ACTIONS**

The participants identified five areas of common focusing on TVET, sustainable entrepreneurship, innovation in formal educational learning programmes, up scaling of learning practices and capacity development for SCP and livelihood. They discussed these areas and agreed about potential ways forward. In particular:

#### TVET

Interest to take discussion further; possibilities of collaboration on combining elements of existing projects re. Architects and engineers and issues of democratic citizenship – agreed to form a group and continue the discussion on line (RCEs Nizhniy Novgorod, Denmark, ...)

Innovative Educational processes



The group formed by RCEs from China, republic of Korea, Japan agreed that curricula, teacher education and informal education should be the focus for their countries. The group will be formed. Ideas shared:

Students focused on competitive exams vs. ESD

Even though curriculum is hard to change will try to change it

Work with International institutions (UNESCO, RCEs) to assist

Teacher Education: if teacher has mind for ESD (even if curriculum fixed) can still alter the way of teaching

Curriculum is strictly fixed so used informal (vs. Formal education)

Upscaling SCP and livelihood practices

Will focus on documenting practices of upscaling (in texts, videos, photos) and analyzing them. In addition, the group agreed about importance of getting materials from best practices at all levels (low level small scale to big scale) and these need to be shared with other RCEs and also with stakeholders to improve in capacity building in training of educators and administrators (formal and informal); Materials can be from research of various players or real practices by businesses or producers themselves. The types of materials are reports as well as videos and photos

Capacity Building

The group agreed on importance of actions on three levels - individual, organizational, and society as well as building this in networks of RCEs. In order to progress, there is a need for

- Fields of action with joint potentials
- Multi-stakeholder networking and how does this networking actually function;
- what's the potential for mainstreaming
- and influencing community where RCE activity

Capacity building should contribute to exchange of knowledge of RCEs.

The focus of the groups is *research of transformative practices in capacity development (project concept and a search for funders)*

Research questions: how transformative practices within RCEs actually work and How can we achieved transformative learning for SD

Social and community enterprises

Found different challenges while discussion issues of funding, marketing products, linking education with CSR, development of added value with products in social and environmental dimensions, creating markets, engaging companies to document lessons learned and focus on SMEs, training consumers and improving sustainable lifestyles.

The group agreed to promote learning through documentation and exchange of the lessons using the RCE Portal.



## Annex 2 Thematic Discussions Part II

### **Youth**

#### **Summary of Group Discussion:**

Thematic Session on Youth was attended by 8 RCE's. The discussion revolved around Sustainable Youth framework and how businesses can be motivated to contribute towards youth development. The framework paper was also discussed in detail with the partner RCEs.

The key action points that emerged from the discussion are as follows:

- 1) Involving and sensitizing parents in the ESD school programmes.
- 2) Appointment of a youth coordinator by the individual RCE's
- 3) Capacity building of the youth in higher education on issues related to sustainability
- 4) Creating opportunities for the youth in entrepreneurship
- 5) RCEs have to promote partnership with the govt.

Some of the major recommendations are as follows:

- Involving youth in decision making processes in governance at the school level and providing them with platforms for innovation
- Add to strategy no. 2 –empower and encourage
- Four RCE regional youth coordinators have been nominated for steering the discussion on RCE youth initiatives.

### **Higher Education**

#### **Summary of Group Discussion:**

As sites of academic education, contributors to research and significant actors in society, Higher Education (HE) institutions need to take a central role in transition towards a more sustainable society.

Session objectives

1. To promote inter-RCE networking and partnerships on higher education
2. To share visions, challenges, experiences and case stories on higher education
3. To identify areas for collaboration and come up with joint actions to enhance higher education through RCEs

To kick off the session Clemens and Ingrid introduced to the participants aspects of Copernicus Alliance and Higher Education Treaty respectively. Vision, goals and background to the development Copernicus Alliance were outlined. Principles and actions underlying People's Sustainability Treaty on Higher Education were briefly shared. Over 30 international organisations, associations and agencies across the world have signed the treaty.

The following key points emerged from this introduction:

- Need to establish a communication platform for sharing experiences in HE.
- Share lessons from previous successes and shortcomings in HE



- Need to develop key indicators and track change processes in HE
- Sustainable development actions and initiatives must be implemented using participatory processes which engage the university community in diverse and cross-stakeholder dialogues.
- Rethink quality and excellence in higher education
- Hit the negative motivators – e.g. no incentives for transdisciplinarity

Geoffrey briefly shared key recommendations from Turnaround Leadership for Sustainability in Higher Education (TLSHE) programme. They include:

- Acknowledging the distinctive challenges & complexity of EfS leadership
- Sharpening the focus & understanding of EfS in higher education
- Context counts: ensure organisational integration and system alignment to support EfS & its leaders
- Tracking & improve EfS program quality more systematically
- Putting in place the right incentives

There is need to look at a parallel study on effective change implementation in RCEs and explore what has worked well in implementing programs on HE.

The following four questions were used to guide subsequent group discussions during the rest of the session:

1. What has worked well for your RCE in terms of implementation of programs on higher education for sustainable development?
2. Case studies on higher education for sustainable development (with your permission files will be uploaded on the Portal).
3. What challenges has your RCE encountered in implementing higher education for sustainable development?
4. Suggest future collaborative actions in the aftermath of Rio+20 Conference and with reference to higher education treaty.

### **Case studies of RCEs and change in HE: what has worked**

1. Grand Rapids RCE Senior support – every one agreed
  - Faculty are tied to their discipline and you need to ensure they learn a common language – see Grand Rapids RCE
  - Mistrust of administrators – you have to listen and take negative feedback
  - Don't assume everyone has the same understanding as you if you are a leader of change.
  - Has partnered with the local VET college – complementarities
2. RCEs in Kenya
  - Pockets – challenge of how to make it more systematic
  - Got the Council to design and implement a policy and this was used to leverage change
3. RCE from Brazil
  - Dealing with conservative staff when seeking to change the curriculum



- We set up a research group with an interface across disciplines and changed the campus to 'practice what we preach'. HQ of the RCE is in a green building – students then see how a green building works
  - Use the media to leverage the interest of the senior administration and other staff – this has helped engage the disengaged.
  - Set up relationships with companies and they help
  - People like proven examples.
- 4. RCEs in India
  - Here RCEs have been mainly set up by NGOs not by universities
  - ESD is still not top of mind in HE India
  - Need to deal with management, faculty and admin/support staff concurrently then it works
  - Students are often ahead of the staff
  - Winning the VCs is difficult – have tried to coopt interested faculty and develop successful local projects
  - The key remaining issue is how do we get more teachers interested – see the 19 extrinsic and intrinsic incentives
- 5. RCE-Saskatchewan
  - Getting an RCE was used as an external lever to get the university to take a more systematic approach
  - A key RCE person is on the key group in the university
  - Had higher level support – critical
  - The RCEs can be seen as being the next Royal Society – can be seen as an innovation in the academy – a model for a restructuring of the academy for the 21<sup>st</sup> century.
  - See Roger's article on the academy's evolution.
- 6. RCE-Severn
  - UK and our the UofG is interested in employability
  - UofG has set up a program of internships.
  - RCE-Severn looked at skills for sustainability in these placements
  - Looking at projects with businesses and RCE partners hosting students.
  - Interested in an international exchange program for RCE students and staff
- 7. RCE-Bohol Philippines
  - Mobilized by NGOs and government organizations
  - Key issue is funding
  - Many of the HEIs are private
  - The universities are at least one hour's plane ride
- 8. RCE-Graz
  - Student engagement in RCEs
  - Student seminars – across RCEs
  - Professors are engaged in key projects – launching a platform on the projects this year. Happy to share it with you.
- 9. RCE-GWS



- The Riverfarm as a living laboratory involving schools, VET, University, indigenous and community groups, including the internationally endorsed waterkeeper

The main **challenge faced by RCEs** in implementing higher education for sustainability was cited as communication and how to convince senior leaders of Universities & Colleges to support new initiatives.

### Future collaborative actions

1. Student and staff exchange site/project – needs and skills on offer and produce a good practice handbook from these practices – online. Contact the international program offices in each RCE – University – use ICT as part of this ([Ingrid Mula](#))
2. Use of the Portal to share successful strategies for engagement and projects ([Marlene](#) – linked to the Teacher Education initiative in this area)
3. Use the RCE concept and international network as a key focus for each university's engagement strategy – put a paper in the HE Journal on sustainability (suggested by Clemens) – role RCE's in University's engaged learning and research strategies – it gives a focus on meeting key local challenges not just a process (Dawn from RCE [Grand Rapids](#))
4. Distribute the TLSHE study to RCE – HE colleagues – particular focus on the strategies and incentives that will engage the senior players (Geoff Scott to distribute Exec Summary to this group and to the Teacher Education Group)
5. GUNI – run a parallel session next year ([Ingrid Mula](#))

### *Traditional Knowledge and Biodiversity*

#### **Summary of Group Discussion:**

1. RCEs are actively working in various areas related to biocultural diversity
  - RCE Kyrgyzstan – traditional knowledge, handicrafts and livelihoods; traditional games and learning
  - RCE Penang – traditional health and food; local wisdom project; sustainable life style program
  - RCE Espoo – heritage education
  - RCE Bohol – Organic agriculture, food
  - RCE Shangri-La – Community heritage education; community learning centres; curriculum development
  - RCE Guatemala – Mayan heritage education with multistakeholder partnerships
  - RCE Yogyakarta – documentation of local wisdom; value addition in medicinal plants and livelihoods; documentation of traditional medicine
  - RCE Greater Phnom Penh – Recycling natural resources; biopesticides
  - RCE Chubu – Cyber-dialogue lecture series
  - RCE Lesotho – Wetlands conservation; bird conservation; community and school education
  - RCE Chandigarh – Wetlands conservation; ecology education; hyacinth livelihood program; women and livelihoods; climate change and foot-hand print project; curriculum development
  - RCE Kakamega – Medicinal plant conservation; emerging livestock project; mushroom, spirulina program health and livelihoods initiative for HIV/AIDS affected; herbal medicine integration program



- RCE Kitakyushu – apply Satoyama values in city life
- RCE Denmark – Ecofarming; inter RCE documentaries of good practices
- 2. Capacity building, linkage with policy processes and research publications should be key focal areas for future work
- 3. Create a panel and network of experts to advance the activities

### ***Disaster Risk Reduction***

#### ***Summary of Group Discussion:***

##### Capacity building

1. Preparing an atlas of multi hazard risk mapping. Hazards maps for different levels of hazards
2. RCEs to take up action projects on vulnerability reduction like preparing local volunteers with appropriate training and capacity building programmes
3. Community capacity, knowledge and response systems to be increased. Simultaneously traditional knowledge of community to be tapped into
4. Psycho social care to be addressed

##### Forging Local, Regional and International cooperation

1. RCEs can take up community level work
2. RCEs can play a proactive role in mobilizing political will and support for community related initiatives
3. Cross continental RCE documentation of success stories (Bangladesh, San Francisco, Cebu Island, Philippines, tsunami from Japan)

##### Mainstreaming DRR and linking relief and rehabilitation with development

5. Integration of government, civil society, NGOs, corporate etc.
6. Adding another dimension – man made/induced disasters for eg. armed conflict/hazards to be defined in terms of climate change induced and others
7. Community assets and systems to be created and maintained
4. Identify public administrative set up and taking it into the community/is the community aware of the existing government plans
5. Research on DRR by higher education institutes, universities etc./ Disaster Management Cell to be set up similar to the one set up by IUBAT (Bangladesh)

### ***Inclusive Development and Learning***

#### ***Summary of Group Discussion:***

##### Participants:

Ding Yaoqing (RCE The Great Shangrila, China), Dick D. Kachilonda (RCE KwaZulu Natal, South Africa), Abdoul Hamidou SY (RCE Senegal), Tokio Ikeda (RCE Okayama, Japan), Dr. Eiji Tsuda (RCE Hyogo-Kobe, Japan), Ayub Macharia Ndaruga (RCE Greater Nairobi, Kenia), Dr. Paul Ofei-Manu (IGES), Jos Rikers (Netherlands), Thomas Schwab (RCE Munich, Germany)

##### Interests:

A) Learning B) Inclusive Development C) Communication

##### We discussed following Points:

##### Learning:

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**UNITED NATIONS  
UNIVERSITY**

Seventh Global RCE Conference  
21-24 September 2012  
Tongyeong, Republic of Korea  
**SUMMARY REPORT**

Concepts (not synchronized):

Formal -informal and non-formal learning  
social learning

Learning from difference (see annex)

LLL Life long learning (who to test and evaluate, are there indicators?)

Learning-theory and ESD-praxis are not congruent.

Other Important Aspects:

Media, Education policy, Traditional Knowledge, Work with analphabets (for example for tree-protection).

New book:

„Learning Performance Assessment on ESD“ soon on the RCE-Portal  
[please set link]

Some Concepts:

- MANU (Process and content)

Progressive Pedagogy	Cooperative Learning Relationship
SD Expertise	Framework of Understanding and World View

- Regional Multi Actor Learning

Expert Know How and Traditional Knowledge work together

- Transformativ Learning:

The German Advisory Council on Global Change (WBGU) published 2011 following concept:

transformation research (Tr)	transformation education (Te)
transformative research (tR)	transformative education (tE)

See also:

<http://www.wbgu.de/en/flagship-reports/fr-2011-a-social-contract/>

and

[Factsheet 5: Research and Education: Drivers of Transformation](#)

Inclusive Development:

Inclusive Globalisation:

Education for all, include the excluded groups and promote there worldview.

Using community centers (z.B. Comincan in South Korea) for this to absorb the consequences of individualisation.

Happiness and prosperity are not the same. => Integration of Traditional Knowledge in Development Goals.

Ownership:



In former times there was more balance between men and nature, the development was more inclusive. It would be helpful to analyze the historic changes, to promote old concepts of balance and to confirm the concept of Common Ownership. Therefore inclusion of traditional knowledge is important.

Inclusion:

What is the best way to educate disables and handicapped pupils?

Japan: schools for mentally and physically handicapped children

Germany and Netherlands: Change from schools for mentally and physically handicapped children to inclusion in regular Schools.

problem: Educational System and expectation of parents.

Summary:

- This was the first discussion on this topic. There are no projects so far, but work should be continued.
  - Learning as ongoing process can be stimulated by the inclusion of disables and handicapped pupils?
- (1) Common Ownership will help for a inclusive global development

Minutes: Thomas Schwab



### **Annex 3 Policymakers Roundtable Discussion**

*General Statement by the Regional Centre of Expertise on Education for Sustainable Development in Tongyeong (RCE Tongyeong) and the global group of RCEs participating in the Policymakers Roundtable Discussion on Engaging RCEs and Education for Sustainable Development (ESD) at the 7<sup>th</sup> Global RCE Conference in Tongyeong:*

There are four distinct models of engagement with policymakers that can help RCEs worldwide shape education for sustainable development practices in their local communities and regions.

Examples of each model can be seen throughout the RCE global network.

In Japan, for example, the Ministry of the Environment has long been a supporter of Environmental Education and ESD, creating a concrete plan to promote EE/ESD domestically and internationally through the United Nations and its agencies, like UN University. RCEs work closely with government to help it achieve its goals, implementing model projects, creating good practices and providing a link to global ESD networks.

In Kenya, the National Environment Management Authority (NEMA) champions local RCEs, going so far as to include RCEs in their national ESD strategy. NEMA focuses on national coordination, capacity-building and funding, while RCEs work on implementation of ESD projects and turning national strategy into concrete actions in local communities.

In Tongyeong, the city government leads the movement while the local RCE uses its network's expertise to help define specific projects and actions. Members of the city council participate in RCE Tongyeong decision-making and RCE Tongyeong partners therefore have a strong role in informing and influencing the decisions of those policymakers.

In the San Francisco community of Cebu in the Philippines, governance is community-driven and families and individuals play a strong role in sustainable development decisions. This grassroots, multi-stakeholder approach mimics the approach of RCEs and, in this community, the RCE itself has become one of the instruments of local governance.

These four models of engagement – internationally, nationally, within a municipality, and through the RCE as a form of local governance itself – can be replicated globally to help RCEs shape policies towards ESD for the maximum possible value.



**Annex 4  
ESD Good Practice Presentations**

Session A

RCE Guatemala	WISDOM DIALOGUES
RCE Nizhny Novgorod	Sustainable development ideas: combination of practical and cognitive experience of RCE –Nizhny Novgorod (Russia)
RCE Mau Ecosystem Complex	Environmental Education Awareness Initiative
RCE Mumbai	Project SEARCH
RCE Penang	Flood Disaster Risk Management in Kuala Nerang
Geumcheon-gu office	GeumCheon Creative School
Juklim Elementary School	The story of Tongyeong made
Inpyeong Elementary School	ESD Program in formal education

Session B

RCE Saskatchewan	RCE Saskatchewan ESD Recognition Program
RCE Okayama	Good practice of RCE Okayama
RCE Ulju	Ulju network project
Books international*	Books international
RCE Greater Western Sydney	Turnaround Leadership for Sustainability in Higher Education
RCE Yogyakarta	An Integrated Model for Social-Economic Recovery Post Merapi Eruption
RCE Yogyakarta	DEMO PLANT ON BIOGAS FROM FRUIT WASTE:TOWARDS AN EFFECTIVE CONNECTION AND LEARNING PROCESS OF MULTISTAKEHODERS IN SUSTAINABLE RESOURCE RECOVERY
RCE Yogyakarta	Preparing Green Economics Trough Synergy Among Courses in Engineering Physics Gadjah Mada University
RCE Yogyakarta	KAMPONG UPGRADING AND GREENING: Enabling and Learning Processes for Consolidation-based Urban Settlement Redevelopment
RCE Yogyakarta	"Sustainability Village": A Pilot Project for a Socially Constructed Technology as the Foundation of a Sustainable Way of Living in Harmony with Nature
RCE Curitiba	SENAI Sustainability Committee
RCE Curitiba	SENAI Eco-event
RCE Kano	Masa Fryer
RCE Crete	Reorient University Curricula to Address Sustainability (RUCAS)
RCE Greater Nairobi	SCHOOLS' ENVIRONMENTAL PROJECTS



	FOR SUSTAINABLE DEVELOPMENT
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Session C

RCE Greater Western Sydney	UWS Hawkesbury Riverfarm: A living laboratory on education for sustainability in Greater Western Sydney
RCE Yogyakarta	Biodiversity and Conservation of Indonesian Medicinal Plants: Sustainable Use and Standardization
RCE Bohol	TRADITIONAL DISPERSAL PRACTICE IN VERMICOMPOSTING: AN ADDED VALUE TO SUSTAINABLE ORGANIC AGRICULTURE IN BOHOL
RCE Chandigarh	Book 'My Barbon: Footprint vs Handprint' and 'My Carbon Footprint vs Handprint - Teachers' Guide'
RCE Penang	Enhancing Sustainable Living within Universiti Sains Malaysia and its Neighboring Community
Data and Statistics Section of Tongyeong City Hall	Smart E-learning Program *
Guang-Duk Mountain Environment Project	Guang-Duk Mountain Environment Project
Korea National Park Service Hallyeo Eastern Office	Forest School of National Park

Session D

RCE Greater Dhaka	Improvement of Health, hygiene and nutritional status of urban slum dweller
RCE Tongyeong	Bridge to the World
RCE Srinagar	Dealing with Disasters
RCE Curitiba	Green Office of the UTFPR and the RCE CRIE Curitiba: A Practical Experience in Sustainable Development Education
RCE Cairo	EduCamp: Enabling Multi-Stakeholder Learning through Multi-level Cooperation of RCEs
RCE Grand Rapids	Seeds of Promise (SoP)
RCE Greater Nairobi	2011 CLEAN UP EXERCISE OF NAIROBI NATIONAL PARK AND ITS ENVIRONS
RCE Curitiba	SENAI Core of Sustainable Solutions

In addition to the good practice presentations listed above, there were group discussions on the nature and characteristics of the RCE Award.

1. The award initiative was recognized as good for bringing forward practices of the RCEs. In the future, the discussion on the primary goals of the award has to be further consolidated with the following options presented as possibility:
  - (2) Identity building of the RCE community
  - (3) Marketing of ongoing practices
  - (4) Documentation of good practices for co engaged learning



(5) Advocacy and particular policy advocacy

2. The outputs/products of the Awards would potentially be (subject to the resources available to bring these products forward):

- Good case practices written in a style acceptable for the main stakeholders (non-scientific publication) as well as booklets, handbooks, etc.
- Cases and their analysis published in scientific journals and books
- PR materials

3. In shaping the award formation, the following elements need to be considered:

- Clear definition of criteria and guidelines for the whole process;
- Process of nomination for the award needs to be further explored, the RCE Reporting Portal can be used for nominations
- Editorial board that assists in refining the cases for presentation, e.g. from the higher education institutions of the RCEs and from outside, might need to be considered;
- The question of the assessment and members of the assessment panel have to be carefully explored with potential linking of this process to action research project

4. Members of RCEs Curitiba, Bogota, Grand Rapids, Graz as well as Kiran Chhokar and Marlene Madder agreed to join the group that works on the formation of the Award process.



**Annex 5  
Continental Discussions**

**Africa**

**Summary of Group Discussion:**

*Facilitator:* Dick Kachilonda (RCE KZN) with Abel Atiti (UNU-IAS) and Yoko Mori (UNU-IAS)

*Participants:*

Tsepo Mokuku (RCE Lesotho)  
Nguka Gordon (RCE Kakamega Western)  
Tichaona Pesanayi (RCE Lesotho)  
Ayub Macharia Ndaruga (RCE Greater Nairobi)  
Paul Ofei-Manu  
Angule Gabriel (RCE Kakamega Western)  
David Ongare (RCE Greater Nairobi)  
Kennedy Ondimu (RCE Mau Ecosystem Complex)  
Abdul Hamidou (RCE Senegal)

- NEEMA is going to have a meeting for coordinators
- Preliminary discussion will start
- Mentorship of RCEs how can existing RCE can help other candidate RCEs and potential candidates
- NEEMA ESD baseline survey  
Hire consultant to research this 2-3 development of ESD to create  
Creating Modules
- The role of coordinator or contact person? -different arrangement  
Dick: Contact person of RCE should be informed to UNU-IAS  
Abel: This is up to the governance of RCEs  
Contact person who can deal with all the projects by stakeholders in RCE  
Angule: There are two terms.  
Contact person is officially acknowledged by UNU-IAS  
Coordinator should grasp whole activities of RCEs  
Dick: This depends on each RCEs' governance system.-Governance agreed by each RCEs

Highlights: list of what have been done by RCEs

RCE Mau Ecosystem: Stakeholder meeting in June

Collecting proposal from each thematic area: sustainable culture, climate change and and conflict solution and manage, water resource management, environmental conservation and awareness (got funding)

Each thematic contact person can update to Portal

The project RCE Greater Nairobi & RCE Mau Ecosystem

EEAI –Min of Environment, NEMA

Publication by RCE Mau EcoSystem got Contributions from all institution other than RCEs but basically from stakeholders (e.g. contribution from DSA or other American universities)

RCE Senegal: they don't have own programme. Joint programme with 2 or 3 other stakeholders

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**SUMMARY REPORT**

1. Connecting class room project supported by UNICEF: two or three children exchange knowledge through internet chatting climate change issue
2. Academic solidarity: exchange programme of products from women organizations between North and South
3. Training programme for democratic awareness

#### RCE Kakamega:

1. Green university programme formed a committee monitor situation of ESD by borrowing South African tool
2. Programme for agriculture by getting funding from Government of Kenya & SIDA, Capacity building for universities
3. Spirina & Mushroom programme: thematic programme of Health (Masinde Muiro University of Science & Technology)  
Growing Spirina? Empowers HIV infected groups in terms of working capacity and generating income→ affecting community
4. Botanic Garden in university
5. ICT programme to provide Internet service in school ICT technology by providing trainings  
(Joint Kenyatta university & Masinde Muiro University of Science & Technology)
6. Programme of Soya product?
7. DRR programme

#### RCE Lesotho

1. EEASA in October 2011: first initiative process has been acknowledged by inviting speaker from Netherland, and Kenya, UNDP, MESSA
2. Monthly seminars in Maseru city by trying to upscaling ESD related course into other university at national
3. Global Environment facility –to identify the university to provide training (?) to community to explore Eco village
4. Eco tourism – income generating program toward poverty

#### RCE KZN

1. Monthly seminar in Maseru in different districts
2. GEF project university for conservation
3. Biodiversity

#### Governance

Stakeholders of RCE could be connected to other regions which has no interest

Secretariat should not control

#### RCE KZN

1. Important role is supporting other potential RCEs in South African region: connecting SIDA and other RCES for connecting, supporting drafting RCE proposal 3 candidates this year
2. Challenge is issue of participation of wider stakeholder groups: RCE Makana is trying to promote sustainable agriculture **sustainability commons** in Rhodes University in



terms of promoting sustainable agriculture. Conceptual support to candidate RCEs and RCE community

### 3. Supporting materials for making a Modules of Capacity Building

Tich: Collaboration between East Africa and South Africa and spreading to West Africa  
Japanese government and UNU-IAS can work with African RCEs

#### African RCEs collaboration research and projects

Issue of transformative learning → Learning each other through collaborated research as African RCEs

Tich: Writing Module-teachers education –RCE in Australia Leadership & Capacity development

Nguka: Masinde Muiro University of Science & Technology & RCE Denmark

Abel: RCE Greater Western Sydney have joint research in terms of teachers education for sustainability leadership in Africa - require not many funding

- Collaborated project: RCE Lesotho (Tsepo) & RCE Makana (Heila) : proposal would be developed – Global governance

Tich: “sustainable agriculture” area community for food security as theme of SCP

Paul: Social, Cultural, Economic, Environmental category?

Nguka: Water and sanitation system – disease health

David: Leadership issue

Tich: Comparative case studies of primary education and secondary education

Ayub: Public is getting tired to knowledge. Projects should be contributing to Community  
For making proposals of collaborated projects.

#### Collaboration with RCE Denmark (Niels Larsen)

- NEMA can make a commitment letter to RCE Mau Ecosystem
- Movie or Films of Kenya - inviting producers to Denmark  
Documentaries from Kenya to new audiences (Niele RCE Denmark)  
RCE documentary No.1 –make a pilot project  
Co-learning projects: how can RCE Denmark (we) learn from RCEs in Kenya  
In what does Kenyan case benefit to local audience  
Concept is now developing

#### Preparation of next 8<sup>th</sup> Global RCE Conference in Nairobi

- Showed willingness at the 6<sup>th</sup> Global RCE Conference & Proposal was already sent to UNU-IAS
- Introduction of RCE Greater Nairobi
- Had already developed proposal and will get feedback
- Meeting has been started for preparation
- Members – 10 institutions including several universities, and other organizations
- Process: Skype meeting in August 2012 timing of the conference  
: SADC-REEP visited Kenya in August 2012



: about to book the room in UNEP after receiving UNU-IAS confirmation letter

- Three keynote

Keynote 1: ESD – Global context and perspectives

Keynote 2: Transformative learning and research within RCEs

Keynote 3: RCE governance

- A subcommittee on resource persons mobilization
- Financial support will be delivered UNU-IAS, WESSA SADC-REEP and other RCEs etc. Marketing strategy is needed

→NEMA will get comment through website!

Comments:

Make more showy slides including photos and videos

Providing video from community of RCEs for plenary session or forum

## **Americas**

### **Summary of Group Discussion:**

*Facilitated by:* Roger Petry (RCE Saskatchewan)

*Participants:*

Eduardo Sacayon, RCE Guatemala: [edsacayon@yahoo.com](mailto:edsacayon@yahoo.com)

Emily Phillips, RCE Tantramar: [eaphillips@mta.ca](mailto:eaphillips@mta.ca)

Dawn Gaymer, RCE Grand Rapids: [dawn.gaymer@wmich.edu](mailto:dawn.gaymer@wmich.edu)

Kenneth Ochoa, RCE Bogota: [ochoakenneth@velbosque.edu.co](mailto:ochoakenneth@velbosque.edu.co)

Eloy Casagrande JR, RCE Curitiba: [eloy.casagrande@gmail.com](mailto:eloy.casagrande@gmail.com)

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Roger Petry, RCE Saskatchewan: [roger.petry@uregina.ca](mailto:roger.petry@uregina.ca)

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Lyle Benko, RCE Saskatchewan: [lyle.benko@sasktel.net](mailto:lyle.benko@sasktel.net)

Charles Hopkins, Regional Advisor to the RCE Community in Americas:

[CHopkins@edu.yorku.ca](mailto:CHopkins@edu.yorku.ca)

Anna Dirksen, UNU-IAS: [dirksen@ias.unu.edu](mailto:dirksen@ias.unu.edu)

### **1. Welcome and Introductions**

Jon Yee, RCE Saskatchewan

- Described his work on developing a declaration for RCEs and Youth and SD and planning for its signing at next year's Global RCE Conference in Kenya

Eloy Casagrande, RCE Curitiba

- Talked about need to put cases onto the RCE Portal
- Working on green buildings certification

Kenneth Ochoa, RCE Bogota

- Discussed current capacity building programme with teachers and RCE initiatives with youth

Dawn Gaymer, RCE Grand Rapids

- Described new curriculum criteria for sustainability for teachers
- RCE GR is also advancing social responsibility with corporate partners

Emily Phillips, RCE Tantramar



- RCE is following up with councils regarding regional sustainability plans
- Working on a university course

Eduardo Sacayon, RCE Guatemala

- Described a traditional knowledge programme being implemented with teachers at the university level
- At university level, working on strategic plan for 2020; efforts are ongoing to incorporate traditional knowledge into the university and help it to establish a multicultural model

Roger Petry, Garth Pickard, Lyle Benko, RCE Saskatchewan

- Sustainability and Education Academy (SEDA) is a leadership academy that connects with partners across Canada held on June 7-8, 2012 in Regina; this has lead to an outcomes document to direct future work
- RCE is also working with First Nations peoples to engage them in the 4 pillars sustainability
- University of Regina taking a leading role in bringing expertise to the NorthEast of Saskatchewan along with SIAST and the University of Saskatchewan

Charles Hopkins, Regional Advisor to the RCE Community

- Has been asked to help develop RCEs in the Americas and elsewhere
- Some RCEs in the Americas are dormant (e.g. RCE North Texas and RCE Toronto) while new ones are popping up
- RCE Lima wants to host a meeting of the Americas in February 2013, around the 27<sup>th</sup> to the 1<sup>st</sup> of March and a second meeting back to back from March 2-4 on what should be done for ESD in general

## 2. Update on Action Items from the 6<sup>th</sup> Global RCE Conference

### *i. Inter-American Organization and Fostering Regular Collaboration/Knowledge-sharing*

- (6) RCE Tantramar noted their efforts to strengthen and expand their network, perhaps even by growing to become an RCE for the Maritimes as a whole
- (7) RCE Grand Rapids noted the need to update the UNU-IAS website for individual RCEs, as well as the contact database for American RCEs
- (8) RCE Curitiba will host a post Rio+20 conference and conduct an evaluation on what was discussed at Rio. This will be open to RCEs in the Americas and also especially Portuguese speaking RCEs, tentatively April, 2013
- (9) RCE Lima (via Charles Hopkins) offer to host a regional conference, possibly in February 2013 (see dates above)
  1. Requests were made for a possible distance learning session or sessions
  2. Questions related to language during the meeting will need to be addressed – e.g. should there be simultaneous translation, should specific sessions be held in certain languages, should it be held in Spanish and others find ways of adapting (as Spanish-speaking colleagues do for most Continental Meetings)

**ACTION POINT:** UNU-IAS to send out current contact list for RCEs in the Americas and update the list to verify which members/RCEs are active

**ACTION POINT:** UNU-IAS to update website information for Americas RCEs

**ACTION POINT:** RCE Grand Rapids to host an English-speaking Americas call prior to the regional meeting in Lima (likely in November)

**ACTION POINT:** Charles Hopkins will contact RCE Lima to host a Spanish-speaking Americas call prior to the regional meeting in Lima (likely in November)



**ACTION POINT:** Charles Hopkins to circulate list of candidate RCEs from the Americas to RCE Lima-Callao and RCE Curitiba-Parana and RCE Grand Rapids to include in their invitations.

*ii. Case Studies, Best Practices, and Developing a Database of Resources*

- (10) RCE Saskatchewan noted there were few Americas projects that were highlighted on the RCE Annual Reporting Website and RCEs should contribute information on at least one of their flagship initiatives
- (11) All RCEs expressed degrees of frustration regarding the RCE Communications Portal, including: confusing nature of the homepage, lack of a searchable database of ESD/RCE projects and resources, password problems, uploading problems, no space for RCEs to post individual projects
- (12) Suggestions were made to create or use different tools, like SharePoint, though these would need to be thought through in order to ensure that individuals from high and low bandwidth regions could access it

- (13) It was agreed that a webmaster would be the ideal solution to the portal problems. Though there was no funding for a webmaster, there might be the opportunity to involve university students in the process

**ACTION POINT:** All RCEs will update the RCE Graz-Styria Annual Reporting Portal with information on at least one flagship project

**ACTION POINT:** All RCEs will share the contact information of the RCE member who updates the Portal with UNU-IAS (Anna) to update a list of technical contacts.

**ACTION POINT:** UNU-IAS to revisit the layout, purpose and use of the Portal and update all RCEs

*iii. Collaboration on Specific Topics:*

- (14) **Teacher Training:** Many RCEs had teachers as a goal and there were a number of different networks that might prove useful to these RCEs, with Charles Hopkins & RCE Grand Rapids mentioning a couple in particular; RCE Curitiba has also been talking about organizing a network of faculty to move from research to education

- (15) **Traditional Knowledge & Environmental Education:** Improving quality of education for indigenous groups should be a priority and there were suggestions as to how this might be done, such as gathering traditional knowledge and using GPS to lay this knowledge and stories on a map, surveying RCEs, creating a subgroup on ESD and Indigenous Youth, and building a bank of success stories in the area; the Chair of RCE Bogota has a particular experience in this area

- (16) **RCE & Ministry of Education Partnerships:** Charles Hopkins noted the historical difficulty in reaching Ministries of Education and described a new two-tiered effort where in the first tier, general evidence that ESD improves the quality of education overall would be used to reach ministries and, in the second tier, further case study evidence around this issue could be gathered among RCEs

**ACTION POINT:** Chuck to contact RCEs for practical case studies in their regions supporting link between ESD activities and traditional educational outcomes. Chuck to also contact Eduardo regarding work with indigenous youth. Kenneth to contact Olga Bermudez regarding traditional knowledge and environmental education and provide information to Chuck.



- (17) **Criteria for certification/standards on ESD:** It was agreed that there was no desire to create a new certification system but rather inform current criteria and provide indicator examples, competency examples, and guidance
- (18) **RCE Portal Link for teachers:** There was the suggestion to use software like Google groups as opposed to a Portal or giving them a short list of links that would be useful, such as Learning for a Sustainable Future; in addition the idea of creating a Tools for Teachers column on the current RCE Communications Portal or sending out via e-newsletter was also discussed.
- (19) **Communicating Americas Information:** The suggestion was made to better communicate information from the Americas either by newsletter or building out a space on the Portal that would store a database of Americas projects and programs.
- (20) **Living learning laboratories in Communities and Neighborhoods:**
1. RCE Tantramar noted a community garden in their region and a local NGO that acted somewhat as a learning laboratory.
  2. RCE Curitiba explained their current rebuilding process and how it will soon expand from being a learning lab for green architecture to being a place with composting and waste water treatment where students could visit.
  3. UNESCO biospheres also serve as learning labs in many regions
  4. RCE Guatemala efforts include schools, local governments, university faculties, and indigenous leaders and involving them in projects around the conservation of Mayan cultural sites. A number of Mayan sites are completely abandoned and there is a high potential for schools/teachers to use these resources for learning while helping to maintain and make use of the sites, through actions such as computer mapping and conservation efforts. Resources are needed to fully implement the projects.
  5. RCE Bogota works has a living laboratory in zero waste communities; students go to various communities and conduct field research
  6. RCE Grand Rapids: Have dedicated primary/secondary schools for environmental education; food and urban market space for sustainable food production; there is also fresh water studies with faculty and teachers being taken out on boats
- (21) **Connecting with sub-regional entities:** In response to a question on whether RCEs had designations for sub-regional entities that supported RCE work, RCE Grand Rapids noted a community sustainability partnership (CSP) in their region that acts as the umbrella organization to the RCE; efforts are underway to flip that dynamic though the challenge is that it is all organized by the city. RCE Tantramar has a Sustainable Sackville Steering Committee that acts similarly and the partnership with the RCE has proven to be a motivating factor for the committee. It might be necessary to have criteria for what projects from partners get the RCE “stamp” but this becomes a subject of concern especially if any projects might have financial or liability issues attached to them. Indeed, this was part of the problem with RCE Toronto and one of the reasons their activities stopped. RCE Curitiba has had similar experiences and has had to work around those challenges by becoming an official NGO. The RCE Global Service Centre encounters similar challenges in its efforts.



- (22) **Connecting with business/private sector through innovation, entrepreneurship and ESD:** RCE Bogota is working with the World Business Council for Sustainable Development to understand how the companies within the group have been trying to achieve sustainable development and how the work of the RCE can support them. Charles Hopkins noted the interest RCE Lima might have in those efforts. Creating business plans that include sustainable development would also be key in the future.

**ACTION POINT:** RCE Grand Rapids and Charles Hopkins to send out link to relevant Education and ESD teacher networks

**ACTION POINT:** Charles Hopkins will send a letter out asking for success stories of projects regarding formal education and indigenous groups.

**ACTION POINT:** Charles Hopkins to send request to Americas RCEs for evidence regarding ESD improving quality of education overall

**ACTION POINT:** Charles Hopkins and RCE Grand Rapids to share information regarding certification and standards, specifically: a guide for learning outcomes (RCE GR), work going on worldwide re: indicators of schools and teacher (CH), discussions around indicators and competencies (CH)

**ACTION POINT:** Jonathan Yee to send a note out to RCEs asking them to identify useful links for teachers, to be distributed via newsletter, Tools for Teachers column on the RCE Communication Portal or through some other manner

**ACTION POINT:** RCE Grand Rapids to work on further developing the e-newsletter idea in reference to Tools for Teachers

**ACTION POINT:** RCE Saskatchewan and UNU-IAS to work on building out Americas RCE Communications Portal space

**ACTION POINT:** RCE Tantramar to send out email regarding Learning Labs existing/being established and compile this information for the portal.

**ACTION POINT:** RCE Bogota will contact RCE Lima to see about World Business Council collaboration at the February Americas regional meeting

**ACTION POINT:** RCE Bogota and RCE Grand Rapids will work together to develop a module to support management schools who want to teach how to incorporate SD in business plans

### 3. Wrap Up and Next Steps:

- It's worthwhile to look ahead to Africa to see how more Americas participants can be included via skype or video conferencing
- In the past, not having an official RCE email address has caused problems with credibility of communications for some. The suggestion was made to create a common RCE email address.

**ACTION POINT:** Jonathan Yee and RCE Grand Rapids to look into the possibility of a common RCE email address

**ACTION POINT:** UNU-IAS to check to see if the Africa meeting will have online access

### 4. Meeting Adjourned 16:45.

#### **Asia-Pacific**

#### **Summary of Group Discussion:**



Agenda and expected outcomes of the continental meeting were shared and agreed: (1) development of the Asia-Pacific vision paper and (2) concrete Inter-RCE collaboration projects in the Asia-Pacific Region (and beyond).

#### 1. Development of the Asia-Pacific vision paper

- Prepare a short discussion paper for the conference outcome report
- The full vision paper will be further discussed and elaborated through the RCE Portal communications

The facilitator explained the background history of the development of the RCE AP continental network and the process of how the RCE AP vision was developed. The idea of developing the AP Vision Paper was born during the meeting in Penang (2008). It was during the Curitiba meeting that we first came up with the baseline of the common vision as follows:

*“The Asia-Pacific region of Platform most Continental Platform is a way to build good collaboration among RCEs in our endeavors towards protecting Asian culture and way of life in order to promote sustainability.”*

*“The Asia-Pacific Continental Platform promotes Asian perspectives on sustainable development and ESD, based on the traditional wisdom of coexistence.”*

During this meeting, it was agreed to replace the above sentence to the following:

*Recognizing the global ESD initiatives, the Asia-Pacific regional platform promotes perspective on SD\* through collaborations among RCEs and partners while preserving Asia-pacific culture and way of life based on traditional wisdom/traditional knowledge of co-existence.*

\*Other wordings such as Life of Health and Sustainability (LOHAS) / SD and well-being were proposed but eventually agreed to phrase as above.

It was also suggested the important of indicating/measuring how the projects benefit to the community and give impacts (indicators of achievements). We also need to identify the focal points for each project (theme) in order to undertake concrete collaborative projects. (This point will be discussed during the next agenda.)

#### 2. Inter-RCEs collaboration in the Asia-Pacific region (and beyond)

- Concrete collaborative projects will be developed under the five key thematic areas.

##### 1) Biodiversity and Traditional Knowledge

- The following points were identified as a key issues to implement collaborative projects
  - (a) Awareness raising
  - (b) How do we use biodiversity sustainability?
  - (c) To know how important to protect biological resources
  - (d) Access and Benefit Sharing (ABS) and TK



**ACTION POINT:** It is agreed to make efforts to find funds for joint projects; collect case reports (using the RCE Portal and the format prepared by Simanta (RCE Guwahati); identify similarities and challenges; and plan projects.

## 2) Youth

- Three RCEs (Okayama, Tongyeong and Delhi) discussed a possible collaborative project on youth.
- Key issues will be (a) Skill Development (Green entrepreneurship, environmental values, ethics); (b) Local culture and traditional knowledge; (c) Energy consumption; and (d) Food Security.
- Major objectives of the project will be (a) to get a better understanding of each other's culture, tradition existing local wisdom; (b) to promote cooperation and collaboration amongst the youth of these 3 countries; and (c) to inspire leadership for SD amongst young people.
- The target group will be high school and university students with the age of 18-24.
- Methodologies are as follows:
  - (a) Group of 10 students will be identified for the project
  - (b) Training and capacity building sessions will be held in the respective countries
  - (c) Exchange of ideas and interaction through Skype chats, video conferencing
  - (d) Students to develop and submit collaborative proposals on one of proposed theme
  - (e) Exchange programmes (Leadership programme for Youth from these 3 countries) – students will be invited to visit the partner countries
  - (f) The project to culminate – International seminar
- To actually implement the project, the funding issue still remains as a challenge.

## 3) Community and Livelihood (Cha-am, Yogyakarta, Kitakyushu, Bohol, Okayama, Shangri-la, Greater Phnom Penh, Hyogo-Kobe)

- The community based project that each RCE is undertaking were shared and then some common issues were identified:
  - (a) Bohol: agriculture and environment
  - (b) Shangri-la: water education (water conservation due to erosion) based on community and livelihood, not depend merely on university to ensure sustainability. Participatory approach is taken.
  - (c) Community Learning Centers: the place where community comes and works together to solve their problems.
- The migration/movement of young generation to urban area, left the older generation being unproductive raise big problems.
- Hyogo-Kobe: coastal rivers, how to introduce ESD thorough holistic approaches, how to empower people to use local commodities, intercommunication
- Okayama: generation gap - how to reduce the gap between the elderly wish to young people needs by ESD
  - In urban area: Kitakyushu problems
  - In village faced by most of RCEs
- The common problem came from the discussion: (a) Generation gap; (b) the movement of young generation to cities which impact the livelihood of people left behind
- Strategies: How to bring the better economic livelihood back to the village



**ACTION POINT:**

Form of collaborative actions among RCEs: - benchmarking, to the successful places for the young people/local communities, so they could be “agent of change” in their own village and the project is recommended to be put within Sejahtera Project.

**4) Formal Education**

- This covers:
  - a) Schools, vocational education and higher education
  - b) The four pillars of social, cultural, economic and environmental sustainability
  - c) In the four key activities of formal education – teaching, research, operations and engagement with their communities/regions
  
- The following four Action Groups are created:
  1. *Teacher Education*  
Membership:  
Saltanat Kazi (Convener) (RCE Mumbai); Ding Yaoqing (Shangri-la); Asyirah Abdul Rahim Binti (RCE Penang); Neelima Jerath (RCE Chandigarh); SuYeon Park (Tongyeong); Geoff Scott (RCE GWS); Katsunori Suzuki (Kanazawa University/ESD-J); Shabana Bashir (RCE Goa); Kiran Chhokar (Indian RCE focal point)
  2. *Research for RCEs including research staff and student exchanges*  
Membership:  
Prof. M. A. Miyan (Convener) (Greater Dhaka); SuYeon Park; Geoff Scott; Kiran Chhokar
  3. *Building the campus as a living laboratory for learning/researching ESD*  
Membership:  
Asyirah Abdul Rahim Binti (Convener); Elipidio T. Magante (RCE Bohol); Dr. M. A. Miyan; Geoff Scott; Katsunori Suzuki; Kiran Chhokar
  4. *Leadership for sustainability for staff and students in schools, vocational education, and/or higher education*  
Membership:  
Kiran Chhokar & Mario Tabucanon (co-conveners); Asyirah Abdul Rahim Binti; Neelima Jerath; Prof. Miyan; Geoff Scott; Shabana Bashir; Saltanat Kazi

**ACTION POINT:**

- Each Convener will ask group members to answer the following questions and compile responses ready for a joint Skype call.
  1. What are you currently doing in this area currently;
  2. What is working well; and
  3. What would you like to learn more about in this area and what challenges would you like advice on how to handle.
- The email will go to all Asia-Pacific members.

**5) Disaster Risk Reduction**

RCE Cebu: Gloria E. Ramos  
RCE East Kalimantan: Eco Ernada  
RCE Srinagar: Abdhesh Gangwar

- Vision: Building a Disaster-Resilient Community



- Flagship Collaborative Project: Capacity-building of stakeholders, especially the most vulnerable sectors in coping with disasters
- Proposed Projects:
  1. Exchange of knowledge, resources, skills, Information and education materials related to Disaster-Risk Reduction (DRR)
  2. Sharing of Good Practices among countries in the Asia-Pacific RCE network
  3. Maintenance and update of the DRR Section of the RCE Portal
  4. Research on local knowledge/community wisdom on coping with disasters
  5. Partnership with the RCE groups on youth, climate change, livelihood, schools and universities to popularize DRR in social network sites (Facebook, Twitter)
  6. Fostering exchange visits
  7. Utilizing RCE network as strength and credentials to generate funds for collaborative projects related to DRR
  8. Creation of Disaster Response Teams in local communities

### ***Europe***

#### ***Summary of Group Discussions:***

Present:

Andrey Dakhin, RCE Nizhny Novgorod, Russia  
Niels Larsen, RCE Denmark  
Detlev Lindau-Bank, RCE Oldenburger Münsterland  
Marlene Mader, RCE Graz-Styra, Austria  
Mari Nuutinen, RCE Espoo, Finland  
Carol Rabbette, RCE Severn, UK  
Thomas Schwab, RCE BenE Munich  
Simon Rolls, RCE Denmark

Zinaida Fadeeva, UNU-IAS  
Clemens Mader, Leuphana-University, Lüneburg, Germany  
Jos Rikers, Open University Heerlen, Netherlands

#### **The following was generally agreed:**

- (1) In order to introduce the RCE movement in Europe to the public the RCEs get into contact with important European conferences. A list of these European conferences will be provided on the network website.
- (2) The next meeting of European RCEs will be held in 2013 back to back to other European wide conferences
- (3) The Tongyeong declaration will be sent to all European RCEs for comments and additions.



- (4) Together with the UNU the european RCE will look for new horizons to strengthen the cooperation among the RCEs and to develop a better support structure.
- (5) All present agreed to appoint Detlev Lindau-Bank as a coordinator of the european RCE. This has to be confirmed by the other european RCE.
- (6) The RCE Network-Portal ist the official communication channel. All RCE will be invited to join the european platform on this website.

## Summary of the discussions

### 1. European RCE-meeting

It was unclear where and when the european RCE-meeting should take place in 2012.

The meeting in Crete was not planned as a european meeting. According to the agreement of the 6th Global RCE Conference all european RCE which are interested in a stronger collaboration met in Crete. The focus was on the cooperation with EU-bodies to strengthen the lobby work and the ability to realise join projects.

All present perceive an overload of conferences and meetings and agreed to skip a further european meeting in 2012 although everybody prized the european meeting as an important exchange opportunity.

On these grounds all present agreed to held different european RCE-meetings back to back to conferences which are already planned in 2013. So all RCE could managed to get in contact to other european RCE and could afford the participation.

The european meeting in 2013 should focus on the coordination needs, future activities and the finishing of the positioning of the new founded European RCE Alliance (ERA).

The european meeting could be aligned to the following conferences (erweiterte Übersicht):

- (7) GUNI, Global University Network for Innovation in Barcelona, 16th-18th May 2013
- (8) BBCC, Baltic Sea and Black Sea Circle Consortium in St. Petersburg, 4th-7th June 2013
- (9) Ensi, Environment and School Initiatives, RCE Rhine Meuse 13th -15th May 2013
- (10) International Research Workshop on regional learning and sustainable development at the Leuphana University, Lüneburg 16th -17th May 2013

Other conferences:

- (11) UNESCO Chair Conference, Paris 4th - 5th October 2012 (Vassilios Makrakis, Clemens Mader, Jos Rikers)
- (12) American RCE-meeting in April or May 2013.
- (13) Global RCE-Conference November 2013 in Nairobi



- (14) Global RCE-Conference 2014 in Okoyama close to the UNESCO conference about the end of the decade in Tokio

## **2. RCE Alliance**

European RCE's founded the European RCE Alliance (ERA) in 2012. The development of ERA based on a process which go along with the last european meetings. According to the challenge to make RCE more visible and to strengthen the relationships to the EU-bodie which can foster RCE-projects most of the RCE agree to built up a structure in order to coordinate joint ventures and to be a reliable counterpart for other organizations.

ERA is working on a positioning paper which emphasize the importance of an Alliance of european regions for ESD. All presents agree that ERA is an Alliance which is open for all european RCE but not representing all european RCE. The focus of ERA is on joint projects and activities.

Although there is a need for structuring and coordinating the collaboration among european RCE the members of ERA renounce an office or an executive board to avoid bureaucracy. RCE Rhine-Meuse launched the ERA web-site and provides support. All members are held to speak for ERA. There is no hierarchy. So far the commitments of ERA.

In order to make the positioning process of ERA more transparent and to get all european RCE and the UNU-IAS involved all present wish to read and comment the positioning paper of ERA.

Therefore both the positioning paper ERA and the Tongyeong declaration will be sent to all european RCE. All paper will be provided on the european RCE platform.

## **3. Dormant RCEs:**

In case of dormant RCE Zinaida will take the initiative on behalf of the UNU-IAS. She will inform all RCE which steps are reasonable to develop a support structure fort the dormant RCE on one hand and to take the dormant RCEs up on there promise. All present agree that this challenge is more a matter collaboration than a matter of assessment or controlling. Activities like peer-visits, peer-engagements or joint ventures have priority in the sense neighbourly responsibility.

## **4. Coordinator for european RCEs**

Jos Hermanns will bow out of the coordination of the european RCEs. All presents agree that Detlev Lindau-Bank, RCE Oldenburger Münsterland should bet her future contact person in close cooperation with UNU-IAS. This task focuses primarily on communication and is not an official representation of european RCEs.



In future it is to discuss which coordination is needed and towards what effect.

## 5. Communication

There are three communication channels.

1. The UNU-IAS page as a non-interactive communication-portal.
2. The Reporting Portal run by RCE Graz and UNU, which is less used by european RCEs will be integrated into the RCE-network-portal.
3. The RCE-network-Portal, especially the European-platform on this site we built up around the Global Conference in Kerkrade.

The RCE Network-Portal is the official communication channel. All RCE will be invited again to join the european platform on this website (Please remind everybody to activate the email-function in order to get informations about the activities in several blogs immediately).



## Annex 6 Strategic Discussions

### **Capacity Development & ESD**

#### **Summary of Group Discussion:**

Participants were introduced to the session and a working definition of capacity development shared from a systems perspective capacity development as a:

Dynamic process whereby intricate networks of actors (individuals, communities/groups and organizations) within an RCE seek to enhance their capabilities to deliver ESD, both by their own initiatives and through the support of others (Adapted from Lusthaus *et al.* 1999).

#### **Session Objectives**

1. To deliberate the implications of adopting a capacity development (CD) approach as a strategy of implementing the global RCE vision
2. To share challenges, experiences and case stories on CD initiatives
3. To identify areas for collaboration action

The following three questions were used to guide group discussions:

1. What are the key issues/challenges facing RCEs currently in implementing CD initiatives in their contexts?
2. What has worked well for your RCE in terms of implementation of programs on teacher education for sustainability?
3. What three concrete collective actions (e.g. implementation of collaborative research or capacity development programs) would you like to be effected after this Conference?

#### **Main points from the discussions**

- RCE Jakarta teach group of farmers (leaders) to increase capacity; working on traditional medicines and teaching farmers how to produce the needed materials.
- RCE Penang involved with higher education institution (students, faculty, staff) conduct training on ESD knowledge and skills; key issue is that the training is not compulsory - participation is low; tried to go from Deans (top down) has not worked, need new ideas to reach the target audience
- In Japan (?) - Current challenge is funding; RCE in Asia Pacific had earmarked \$500k; nine government agencies are interested in joining RCE network, trying to expand to RCE to foundation as in Tongyeong. RCE implementation of sustainability programs - ESD curriculum; currently screening prospective teachers.
- RCE Mumbai; teacher training program, designed training modules, demonstrated expectations in training room, teaching learning aids, trained more than 300 teachers
- RCE Graz; similar project to previous, training of trainers in Egypt - quite effective,
- RCE Cebu; increased local government involvement and developed seminars on planet change, lessons learned - need more partners - areas for collaborative



projects other RCE in Phillipines similar to Japan - sharing of data base and best practices.

- RCE Kygykystan; trained Ministers of Education and engaging all new Ministers - encouraging attendance at environmental conference; discovered RCEs known around the world. Load materials in website - use our materials don't develop new. Share materials as well as good practices
- RCE Rhine Muse - Train trainers and pay attention to school boards and school management to establish connections between teacher training programs and expectations of leadership. Sharing information - translation and property rights should be addressed. Addressing this issue could be a collaborative effort
- RCE Mumbai (?) training teachers and students; waste management;
- RCE - Suzuki UNU Fellow; using UNU RCE portal to promote RCE; developing a university network to assist groups – concept of education for sustainable development has a lack of awareness and common understanding is needed for all RCEs

#### **Identified Action Items:**

1. Establish a database on capacity development materials and resources. To be shared through the portal – American RCEs sharing free web tools for ESD and will feature tools for teachers in quarterly newsletter that directs to UNU portal; RCE service will continue requesting material and shared practices.
2. Cultivate capacity development community forum discussions using RCE portal. Identify thematic areas for capacity building (teachers; farmers; management; funding).
3. Produce publications based on capacity development case studies. Guides related to categories; publications that document best capacity building practices (RCE Mumbai to take a lead on this)

#### **Appraisal of RCEs**

##### **Summary of Group Discussion:**

*Facilitators:* Zinaida Fadeeva and Clemens Mader

RCE appraisal comes from the motivation to provide value for RCEs by assessment of existing structures, practices and developments of RCEs. Therefore, in the past years the Service Centre in cooperation with RCEs has developed a platform for reporting of:

- RCE contact data
- RCE network information
- RCE projects and
- RCE self assessment initiatives

This online assessment is applied by RCEs now since two years with growing participation of RCEs in contributing to the application of the reporting portal.

Given the fact, that

- a. the international RCE community is more and more demanding to work together in cooperation and is therefore also demanding information on capacities existent within the international community and



- b. the Service Centre and the international community is facing growing number of demands on cooperation on international level, there is the need to further develop the platform and/or additional initiatives to make knowledge accessible.

For this demands in this session several existing and optional solutions were presented:

- Development of Skills assessment: By this RCEs could classify skills for SD. Skills for future demands as like for SD jobs could be identified
- Development of impact measurements in the course of Quality Management Framework ; This Initiative will be proposed by Geoff Scott and Clemens Mader bringing together experiences from existing RCE assessment and SD assessment research done by Geoff Scott. Pilots could be run in RCE regions.
- Outcome Mapping: This initiative already in practice in Kenya showcases good practices that can contribute to peer work, capacity building and (international) between RCEs.

Finally the next steps will be:

- Initiate online discussion on RCE appraisal on discussion portal
- Share experiences of assessment that is already in practice around the world
- Propose pilot project by Geoff and Clemens tot he whole community for participation
- Initiate process of mapping competences based on the agreed framework .

### **Research and Development**

#### **Summary of Group Discussion:**

*Co-facilitated by Unnikrishnan Payyappallimana (UNU-IAS) and Roger Petry (RCE Saskatchewan)*

The session began by dividing participants into two groups and posing the question: "What are some of the research areas you have taken up in your RCE and what are your future research interests?" Several RCEs mentioned a focus on conducting *inventories or capacity assessments*. RCE Okayama and RCE Saskatchewan have been identifying ESD projects in their regions. RCE Greater Phnom Penh is cataloging environmental and human resources in its region while RCE Nairobi is engaged in community based natural resource management. RCE Bogor is benchmarking local people's awareness of climate change including its economic, environmental, and social dimensions and translating this issue at the community level using community participation action research. RCEs also are researching how to effectively engage in *knowledge sharing and technology dissemination*. RCE Nairobi is looking at how to improve environmental communication. RCE Severn in collaboration with private and vocational educational and other Higher Education organizations is working with other European partners to conduct a knowledge transfer project, taking ESD guidelines developed in higher education and adapting these for specific contexts. RCE Greater Phnom Penh is conducting research on how to do appropriate technology transfer in a way that is also workable by universities. RCE KwaZulu Natal is examining how people can engage in sustainability practices through the introduction of specific technologies (such as of solar cookers) in specific settings (e.g., primary schools) and studying their effectiveness. RCE Saskatchewan is exploring how to use Free/Open Source Software to mobilize and share underutilized productive capital in small rural communities. RCE Bogor is exploring how to educate and employ friendly technologies to address livelihood practices that are destructive of specific types of fishing and practices undermining protective mangroves. RCE Severn is also engaging those frequently marginalized (unemployed, youth, students, prisoners) in leadership for sustainability and



entrepreneurship. Several RCEs also noted research they are doing on *ESD indicators* (RCE Okayama, RCE Delhi, RCE Pune, RCE Severn) along with the *engagement of communities in local monitoring* (e.g. RCE KwaZulu Natal and monitoring of the local waste sewage system and RCE Bogor examining how waste management practices are affecting health). RCEs are also doing research in *good governance for ESD*. RCE Okayama is setting up an ESD Academy while RCEs in India are wanting to develop more inclusive networking approaches to mobilize further local partners that feel engaged in an RCE. RCEs also noted an interest in *identifying best/better practices* (e.g., RCE Okayama expressed an interest in sustainable consumption practices and what cities are sustainable).

A second research question was raised as a large group, namely, “what inter-RCE research activities would be of benefit to your RCE?” One area identified involved undertaking comparative research between RCEs examining the relationship of types of RCE governance to leadership and levels of partner engagement/sense of belonging. The second involved developing appropriate methods of sustainable technology infusion within communities (while respecting local livelihoods and community autonomy) along with effective research dissemination. Third, RCEs were interested in how to collaboratively develop indicators as part of a process of learning. Fourth, RCEs would like to do comparative studies on good ESD practices in schools. A fifth point involved research methods, with RCEs interested in the kinds of social learning and participatory tools and methods being employed by RCEs along with how RCEs are enabling partners to engage in research who normally do not do so. Lastly, RCEs were interested in how the concept of “RCE” has evolved since its inception and how this evolution might affect our self-understanding as RCEs. For example, how can an RCE as a community learning space be defined by the biological, social, and cultural spaces it occupies. RCE Chubu, for example, is defining itself in terms of the landscapes available in its RCE geography. Unfortunately there was not sufficient time to address the question “how can we collaborate to advance these specific research areas?”, though RCEs were willing to be surveyed at a future date (possibly by UNU-IAS) to indicate their interest in specific research areas and willingness to collaborate.

### ***Governance and Coordination***

#### ***Summary of Group Discussion:***

##### This session sought to:

1. deliberate the implications of adopting a networked governance strategy for implementing the global RCE vision
2. share challenges, experiences and case stories on governance and coordination of RCEs
3. identify areas for collaborative action on enhancing networked governance in RCEs

Discussions were based on the following two questions:

1. What governance and coordination **challenges** have you experienced in your RCE when implementing collaborative ESD activities?
2. What governance and coordination structures (practices) are best suited to take advantage of the diverse expertise within an RCE network to address sustainability issues?

Governance in RCE network (networked governance) refers to the coordination of interdependent actors from public, private and local community stakeholders for the



purposes of developing and implementing ESD programs. Such mode of governance is associated with a number of advantages:

- Offers a 'collaborative advantage' over hierarchical modes of governing.
- Ensure better use of knowledge and resources
- Contributes to improved sustainability issues solving capacity and more efficient ESD delivery
- Offers an alternative approach to dealing with the complexities and uncertainties of sustainability issues.

Ideally, an RCE governance structure should be designed to capture decision-making processes, which are decentralised and characterised by fluidity. Trust, mutuality and common identity are critical if RCE networks are to perform a coordinating function in steering and shaping ESD practices in their local contexts. In essence an RCE is expected to produce the maximum possible ESD value, greater than the sum of what each single stakeholder could achieve without collaboration.

### **Governance and coordination challenges RCEs face:**

There are a wide range of different governance approaches within the RCE Network which influence the engagement of partners in RCE activities. Challenges which RCEs are facing are mainly associated with leadership issues, e.g. in many cases, lead organisations tend to lead all the activities. RCE activities become less inclusive and there is a loss of identity and ownership. In other cases where leadership from a project is taken by one partner, it gets difficult to involve other partners.

Other challenges were shares as follows:

#### Australia

- Accountability of RCE projects
- Different leaders (from different action groups) for different projects who manage the grants
- Risk management rigor

#### India

- The lead organization mobilizes the different partners, the lead organization is taking forward the projects
- The lead agency is used to take the lead. There is not much of inclusive approaches
- Not much of a sense of identity and ownership
- Difficult to get on board university partners, solution: engaged only those at universities who were really motivated
- Keep all stakeholders from different backgrounds engaged in the network

#### Germany

- RCE independent NGO
- Encouraged partners to take action and be engaged. Challenge: when someone took the role in one project, it was difficult to involve others
- Solution: develop a common project, but difficult to find the lead



#### Global

- Important to use diversified strategies, engagement approaches
- Strategic serendipity
- Importance of relationships
- Transfer of governance from one partner to another

#### Cambodia

RCE partners need to know the benefit of becoming part of the RCE

#### UK

Meeting the expectations and goals of the host institution

#### Kenya

Capacity development on governance models

#### **Actions for collaborative implementation**

1. Carry out comparative research on RCE governance and explore what is currently working (RCE Service Centre to take lead)
2. Share research on what makes a 'productive' partnership with reference to RCEs (RCE Greater Western Sydney to take lead). Need to identify a project which is different and which can only be done in partnership with other organisations. Explore the question: What makes a 'productive' partnership?
3. Implement module on governance in African RCEs (African RCEs)

#### **Engaging with Policymakers**

##### **Summary of Group Discussion:**

*Facilitator:* Prof. Mario Tabucannon (UNU IAS)

*Co-Facilitation:* Prof. Gloria E Ramos (RCE Cebu)

The first session was started by presentation of reflections that have been done at the 6<sup>th</sup> Global RCE Conference in 2011 with additional inputs from roundtable discussions in the morning session. This covers the needs, challenges, opportunities and strategies in dealing with policy makers and the concrete actions which RCE communities could engage in. The issues and challenges in regards to engagement with policy makers also being addressed which were:

1. What are the strategies and approaches that would ensure mainstreaming of sustainability agenda with RCEs on the part of the policy makers?
2. How to maintain and strengthen collaboration with key stakeholders including improving relationship with policy makers?

In addition, there were Issues raised at the Roundtable Discussion with Policy Makers

- At national level: Promoting, Coordinating, Capacity-building roles
- At local level: Leading RCEs; as active participant; using RCE as instrument of good governance

Within the morning roundtable discussion with policy makers, Prof Mario Tabucanon identified models, specifically international and domestic engagement by Japan government, environmental management authorities NEMA in Kenya which fully supported RCEs and promoted RCEs through university, RCE Tongyeong model in which the government closed collaboration with the RCEs and San Fransisco experience where villages are run by community with the bottom up approaches.



#### Discussion:

The discussion came up with some ideas on actions such as foregrounding practices in RCEs, put in website and all type of publication, targeting the most important stake holders (in terms of skills and recruitment), RCEs becomes as part of the structures of local government structures as secretariat, balance engagement with politicians and civil servants and potential political leaders such as participation in seminars of city council involving media, youth and students recognized as important stake holders being the future leaders, doing research by RCEs and inform the results to PMs, public awareness campaign using technology to change mindset of people, multisectoral approaches, involving relevant and crucial ministries such as Ministry of Education and Finance. The discussions ended up with agreed four action plans:

1. strategic engagement of relevant ministries such as ministry of education and non governmental organization
2. prioritized orientation of politicians, civil servant and influentials
3. push for legislation supporting ESD and ensuring its implementation
4. integration of ESD in youth leadership program

#### ***Cross-continental/Inter-RCE Collaboration***

##### ***Summary of Group Discussion:***

##### Ideas for cross-continental and inter-RCE collaboration:

- RCE Lesotho: Noted how from the African Continental meeting the idea of sharing good practices ESD in schools where RCEs could collaborate on exploring good practices in ESD, document these for later sharing
- RCE KwaZulu Natal: Added that in the African Meeting they talked about the idea of documenting RCE Case Studies and sharing them across continental boundaries, e.g. RCE Denmark
- RCE East Kalimantan: Suggested case study on Youth
- RCE Saskatchewan talked about how RCEs in the Americas were interested in creating a database of projects that people are working on, however there was no reason why that couldn't be expanded to a wider group. At the same time, learning spaces and platforms for new types of learning could also be shared.
- RCE Graz-Styria mentioned the efforts being made on the European level to do a better job of sharing information and highlighting important conferences to attend.
- Another member of AP talked about possible networking between RCE Curitiba and AP RCEs on climate change and the opportunities that exist for networking.
- RCE Srinagar noted how internet and Skype allowed for greater exchange around projects. However, he also noted that there was no sharing being done on the RCE Portal currently and this prevented other RCEs from really understanding what is going on in other RCEs.
- RCE Tongyeong described their efforts to bring in members from other RCEs, in this case RCE Yogyakarta, and the face to face time helped improve partnerships and led to ideas for collaboration. He suggested the Bridge to the World Youth Camp as an opportunity for collaboration among RCEs, if there was an RCE youth exchange or some sort.
- UNU-IAS representative noted that UNESCO is asking all UN agencies to fill in the events that will lead to the end of the DESD and beyond.

##### Challenges to Communication across Continents



- Charles Hopkins noted that “we don’t know what we don’t know” and that many RCE members are busy with many other projects, so it’s hard to figure out even where to start with finding out what other projects might be relevant. Indigenous peoples example. It can often be a challenge to share even with RCEs and within regions.
- Agreement from RCE Graz that there is such huge potential in the RCE network but not necessarily the knowledge to create; a suggestion to create a Marketplace on the platform, i.e. what are the competencies and knowledge that we offer. If there was a way to see which RCE had experts with expertise in a particular area, that would be useful to have in a user friendly manner on the web. RCE Saskatchewan used students to build the database and inventory to post materials on the site and this could be done for the RCE Portal as well. Hiring interns to gather the information from busy people could also be done. At RCE Graz, students there did similar work with storytelling.

#### Examples of Cross-continental Collaboration

- RCE Rhine-Meuse shared experiences over the past five years of inter RCE collaboration:
  - o They picked RCE Greater Nairobi to partner with as a pilot.
  - o Started with something online to have students engage in a piece of research: doing similar research in their own communities shared online, which led to a final report.
  - o Then went on to do exchange programs among the students, to work on projects they designed themselves – a key point was that at the time the funding was available for this.
  - o One of the reasons why the program stopped was partially due to cultural/economic differences. For example, some of the students from Nairobi took the opportunity of being in the Netherlands as part of the project to leave their country - they were not present at the airport for their return to Kenya.
  - o After such difficulties, RCE RM started on a train the trainer approach that targeted students in Kenya. The partners didn’t give up but accepted an initial failure as an opportunity to learn and build trust.
- RCE Oldenburger Muensterland noted how universities seem to be the natural born starters/catalysts for collaboration and wondered whether there are other institutions that could be a catalyst.
- RCE Bogota mentioned networks that his RCE is involved in and the idea of the marketplace was a great idea to share that expertise and information. Global meetings are particularly important as well in order to share ideas, inspiration and build partnerships to help with the work. The thing is that we will need to do a better job of sharing the information we have and what we need.
- RCEs should commit themselves to preparing a one paragraph abstract on every new project that an RCE is working on, to be shared with all RCEs – this would

**ACTION POINT:** UNU-IAS will look into revising the Portal to make it more of a marketplace for experts, projects etc.

**ACTION POINT:** Have RCE members with experience in inter-RCE collaboration take the lead at the next global conference to teach others how collaboration is done.



## Annex 7 Operational Discussions

### ***Fundraising & Marketing***

#### ***Summary of Group Discussion:***

The purpose of the session was to:

1. Identify activities and processes leading to future collaborative strategies on marketing and fundraising.
2. Explore ways of sharing information that would help in fundraising.
3. Share innovative strategies that have worked in RCE contexts.

Fundraising and marketing were described as two halves of a whole. But when they don't operate that way, the outcome of each team's efforts is far less than it could be, undermining an RCE's ability to engage its base.

The following questions guided the group discussion:

1. What fundraising and marketing challenges have you experienced in your RCE?
2. What fundraising and marketing strategies have worked well for your RCE?
3. What are collective actions would you like to be effected following today's discussions?

### **Fundraising and marketing challenges**

#### *A lack of legal entity status of many RCEs*

- Lalita, RCE Greater Phnom Penh (RUA University), Cambodia: funding challenges. In name of RCE difficult as not registered as a CBO / Company / NGO. Collaborating with international NGO to fundraise, e.g. agricultural product marketing.
- Abdoul, Senegal: Asked to form coalition in order to be recognized for funding. Grouped stakeholders into 4 groups: children, youth, women and peasants. Each group asked to use name "RCE Senegal" and their group name when marketing.
- Thomas RCE Munich: RCE need competences in the marketing field to be able to communicate with the companies who are potential funders. There is a communication problem between NGOs and companies. We need marketing training (marketing capacity development).
- India: RCE identity needs to be more visible to attract funding.
- Philippines: language issue: need to use local dialect names to make RCE visible and known. In Munich, Germany they used local name using the commonly understood "Bildung" - BENE
- It is possible to register RCE as a legal entity: e.g. Lesotho and Munich examples.

### **Strategies that has worked well for some RCEs**

- Dr Tsepo Mokuku: University - Community engagement to develop materials to facilitate BD conservation attracted GEF funding in Lesotho. The funds were secured because of an RCE networked framework of collaboration.
- Thomas RCE Munich: no lead partner in RCE (which was founded by City). Now independent institution with 50 institution – receiving money from Municipality because there is no lead organisation, but a multi-stakeholder entity. The media



sector members of RCE working on a marketing strategy. Formation of strong local network is important.

- Tichaona Pesanayi: the SADC REEP programme has incorporated a support for RCEs in project design. E.g. (Tsepo☺): Lesotho RCE – first meeting was supported by SADC REEP and a few subsequent projects.
- Shangri-la RCE, China: there are companies looking for good projects. The RCE is marketing what they are doing to these companies. Corporate partnerships (e.g. marketing through use of company logos, e.g. BP) support to RCEs has worked well.
- Kennedy RCE Mau, Kenya: have relied on University of Egerton's programming of EE; Gov of Kenya (NEMA) funding of projects; income generating projects by members of RCE (e.g. tree planting); forging partnerships with private sector (e.g. Bank of Kenya – CSR donation; Insurance Company). Now writing proposals around 7 thematic areas.

#### Way forward / Priority actions:

- Identify companies interested in corporate partnerships
- UNU-RCE Service centre to invite some donors/corporate so that they can know what we are doing. (It was noted that UNDP was present at last year's 6th RCE Global Conference who are keen to fund Climate change)
- Establish database / portal for networking. Action: Thomas to share info on RCE reporting on portal.
- Have organizational models for the different RCEs on a portal as a learning area to capture best practices on seeking alternative resources
- Share ideas on what could be sold by RCEs (value added).
- UNU urged to share calls for proposals and make links with donor organisations,
- Focus on key thematic areas relevant for your RCE, such as water, biodiversity, etc. and identify funding partners interested in those areas, in the process package education to be attractive to donors (marketing)
- Link with strong partners such as media to help with the marketing (as internal and external stakeholders).
- Use locally relevant names to market RCEs properly
- UNU to play a more active role in fundraising at an international collaborative level.
- RCEs to develop implementable marketing strategies.
- Develop fundraising partnerships between North and South (e.g. DFID) – develop corporate framework for raising funds. Provide information which can link RCEs in the North and in the South. Action: Prof Alimullah Miyan (IUBAT University) RCE Greater Dhaka, Jose Phillipines, Tichaona Pesanayi, KZN-SADC REEP, RCE Munich
- Members to fundraise for their projects with RCE in mind
- Identify business people to participate in your RCE or for marketing
- Tap into ProperNET – ESD in Universities

#### List of priority action: summary

1. Identify leader to find and share information on companies interested in corporate partnerships. Action: Lin Yun Hua (Shangri-La and Tichaona Pesanayi, KZN-South Africa/SADC REEP)
2. Establish database / portal for networking. Action: Thomas to share info on RCE reporting on portal.



3. Develop fundraising partnerships between North and South (e.g. DFID) – develop corporative framework for raising funds. Provide information which can link RCEs in the North and in the South. *Action: Prof Alimullah Miyan (IUBAT University) RCE Greater Dhaka, Jose Phillipines, Tichaona Pesanayi, KZN-SADC REEP, RCE Munich*
4. Form stronger international RCE networks between RCEs. *Action: Simon Rolls (Aarhus University, Denmark)*

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### **Communications & Outreach**

#### **Summary of Group Discussion:**

Updates since the 6<sup>th</sup> Global RCE Conference Update:

- Through Communications Working Group, RCEs have solidified communication goals:
  - o Within RCEs: share experiences & best practices via the RCE Portal
  - o Outside RCEs: open RCEs up to the outside world to foster dialogue around ESD
- Through Communications Working Group, RCEs have solidified key audiences:
  - o Within RCEs: RCEs that had similar or relevant projects & programs
  - o Outside RCEs: Policymakers, funders, UN and other international agencies
- Other accomplishments of the global network include:
  - o More media outreach
  - o Redesigned RCE Brochure & Folder – Highlighting the Global Network
  - o Redesigned Factsheets & Policy Briefs
  - o New Series of ESD Publications Featuring RCE Case Studies from Across the World
  - o RCE Portal & RCE Bulletin were also worked on but their success has been limited.

#### What is standing in the way of RCEs sharing their stories/experiences, esp on the Portal and in the Bulletin?

Feedback from participants included:

- Inertia
- Time-consuming
- Lack of training
- Language challenges
- Connectivity challenges
- People are more interested in doing the work than writing about it

#### What would encourage greater sharing?

Feedback from participants included:

- More printed publications, as books etc are often more useful for RCEs
- Link the RCE UNU-IAS website to the RCE Portal
- Offer an RCE Portal Training at conferences and at other opportunities
- Hire interns or find volunteers to populate the Portal
- Ask each RCE to put up one item on the Portal
- Revise the Bulletin to be an e-newsletter that links to full pieces on the RCE Portal
- Make greater use of the Communications Working Group



- RCEs should set up their own RCE Communications Working Group that links to the global network CWG

Other issues, equally important to RCE communications:

- ESD is still not well-known by the wider community, more needs to be done to raise its visibility
- RCEs would benefit from a Communications Toolkit to help them raise the visibility of ESD while at the same time communication their work to external audiences (see UNESCO DESD communications strategy as well)
- There should be a greater effort to find funding that would help RCEs publicize their work

Action Points:

- Simplify Portal design (UNU-IAS)
- Create support to solve RCE problems with using the Portal (CWG)
- Explore idea of finding a “harvester” of ESD content (UNU-IAS & CWG)
- Create RCE Communications Group within each RCE that link to the wider CWG (RCE Greater Nairobi)
- Explore increasing the # of ESD printed publications through low-cost approach (UNU-IAS)

***Engagement with International Sustainability Processes  
Summary of Group Discussion:***

Engagement with International Sustainability Processes (ISP) was discussed at the 7<sup>th</sup> Global RCE Conference in Tongyeong, Korea during the strategic issue session. The session started with sharing what were done with respect to actions identified in 2011 such as participation of UNU-IAS in the Rio+20 side events, RCE Bogota in collaboration with international organization on youth programs and African RCEs involvement in international and regional groups.

The discussion then moved on how to make RCEs more visible in international sustainability processes which include:

1. Align RCE programmes with UN bodies, other international agencies, regional organizations and national agencies (RCEs to provide training or resource persons)
2. Positioning RCEs in specific international/ regional organizations (education related organizations, higher education related organizations, EU, ASEAN etc.)
3. Bringing good cases to the UN processes (e.g. of Cebu)
4. Working with international groups (e.g. collaborate with International groups on local programs / events, international funding agencies)
5. Communication (link UNU-IAS portal to related agencies, involve in dialogue,)
6. Extent partnership and network (invite international agencies to participate in Global RCE Conference)
7. Involvement in specific events (Introduce RCEs in keynote, lectures, side events; UNU resources, organize events and bring in partners, Co-sponsors)

ISP Action Plan proposed by the group:



**1. Approach other networks**

- Be present/ partner/ collaborate with other sustainable networks (Sustainable Cities etc. )
- UNU to talk directly (e.g. ICLEI) and form alliance
- Identify RCE's networks strengths and expertise
- Future Earth Launch
- Sustainability Solutions Network
- Earth Charter
- Business Council for SD
- Global Compact Initiative

**2. Conferences**

- Global RCE Conference 2013, 3-6 November, Kenya
- GUNI (16 May 2013), Barcelona
- BBCC / RCEEU + RCE Kazargtan (4 – 7, June 2013)
- UNESCO APEID (Bangkok) parallel RCE sessions
- RCE Latin America Meeting (Feb 2013, Lima Peru)
- Conferences by UN agencies
- Climate change conference
- COP 11 (Hyderabad, India)

**3. Global RCE Youth Movement**

- YUVA Meet
- UNEP Tunza Youth
- OKOS
- WSC-SD (World Student Community for Sustainable Development)
- YES
- BTW (Bridge to the World) (RCE Tongyeong)

**4. International/ UN Communication Experts for RCE Global Conference**

- Develop global standard ppt, video for external communications
- Invite major news agencies/ outlets/ press releases/ public service announcements/ students and community
- Delegate a team of each RCE for international media relations