Development of the RCE community: Progress and questions for further actions

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Where we are and where we are going?

• What is the role of the RCE community in learning and acting towards sustainable development?

• What is the role of each RCE, at the regional level and as a part of community, on this journey?

Life beyond 2014…
Growth and development of the RCE community

- Expected number of the RCEs by the end of the DESD (2014) is around 200
- Shall we keep the number as a target?
- Could we significantly increase this target?
- Growing in number or focusing on thematic, operational etc. priorities?
Evolution of Global RCE Community

Establishment of ESD Programme at UNU-IAS
Development of the RCE concept

Establishment of the first 7 RCEs
Beginning of cross-RCE geographical collaboration

Emergence of thematic and operational groups
Discussion of how to assess RCEs begun

UNU/UNESCO Conference on Globalization and ESD (Nagoya, Japan)
1st International RCE Conference (Yokohama, Japan)
2nd International RCE Conference (Penang, Malaysia)
3rd International RCE Conference (Barcelona, Spain)
4th International RCE Conference (Montreal, Canada)

Number of RCEs Acknowledged by UNU

Today – 76 RCEs

Mid-Decade Year
Showcasing RCEs at the World Conference on ESI (Bonn, Germany)
Emerged roles of RCEs

- RCE as a mobilising agency
  - Bringing together local champions
  - Bridging historical and institutional divides
  - Second waive of mobilisation through thematic networks

- RCE as a coordinator

- RCE as a facilitator of social learning and transformation
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Question for continental and thematic discussions
RCE projects
As of data for 2009 (based on annual reporting)

RCEs quantity with respect to Continents (n=259)

Africa and the Middle East: 24
Europe: 91
Asia and the Pacific Region: 110
Americas: 34
RCE Project Topics with respect to Continents as of 2009 (n=259)
ESD Project Inventory Map

The RCE Saskatchewan has made significant efforts to identify ESD projects, ESD Researchers, and Schools facilitating ESD Projects operating within the region. A "project" encompasses a program, project, event, activity, initiative, resource, or something that is relevant to ESD. This inventory was recently expanded to include ESD Researchers and Schools facilitating ESD projects. The purpose of this inventory is to support collaboration and partnerships, to spread the word about good work occurring throughout the RCE Saskatchewan region, and to increase awareness about ESD projects.

If you are involved with an ESD Project, or are an ESD Researcher, or linked to a School within which ESD projects are being facilitated, within the RCE Saskatchewan region, and are not currently listed in the database, please use the ESD Project Inventory Survey to enter the information about your ESD project or yourself as an ESD researcher or your School ESD projects.
Research

Development of the joint academic publications, e.g.,
• Special section of the Journal of Education for Sustainable Development
• A book with Peter Lang publisher
• ... 

UNECE Competencies for educators in the area of ESD

Sustainable production and consumption (SPC) and sustainable livelihood (SL) research of RCEs
Research

* A need to formulate research questions and research strategies
* Linking research component to the on-going action projects
Communications
Communication products

- Quarterly bulletins – thank you for contributing!
- Web-updates
- Major promotional publication – First 5 years of RCEs
- Communications guidelines developed
Next steps

An online RCE portal - do we need it? If yes, what should be the objective of the tool? How do we share responsibility during development and for maintenance among the RCE community?

How do we gather and promote your best projects and activities?
RCE Sub-Networks: Thematic, Operational, Research & Continental Networks
RCE Sub-Networks:
Thematic, Operational, Research & Continental Networks

- At International RCE Conferences (2006 Yokohama, 2007 Penang, 2008 Barcelona, 2009 Montreal, 2010 Curitiba), working groups on diverse thematic areas are held:
  - Thematic networks (Sustainable Consumption & Production (SCP), Youth, Health, Teacher training, Biodiversity, E-learning, Climate change)
  - Operational networks (Fundraising, Reporting, Communications)
- Some thematic networks organize meetings to develop joint activities.
- Research networks are forming among RCEs. Some projects are funded externally (e.g., by EU, MEXT).
- Continental networks (North America, Europe, Asia-Pacific, Africa) are coordinated by RCEs.
What brings RCEs together?

Projects

What else?

Will define the strategy of the face-to-face meetings

• RCEs subnetworks
**Powerful mobilizing effects** of the initiatives of ESD Programme enhance legitimacy of and research opportunities for UNU-IAS

Examples of externally-raised funds by individual RCEs, RCE Consortia and ProSPER.Net members

<table>
<thead>
<tr>
<th></th>
<th>Amount Raised</th>
<th>Funding Source</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESD-CLIPS</td>
<td>1 million euro</td>
<td>EU</td>
<td>Inter-RCE collaborative research on SCP</td>
</tr>
<tr>
<td>RCE Yokohama, RCE Penang, RCE Cebu</td>
<td>5 million JPY (expected to be renewed for the next two fiscal years)</td>
<td>MEXT International Cooperation Initiative (Competitive fund)</td>
<td>Inter-RCE development of ESD programme at graduate level</td>
</tr>
<tr>
<td>RCE KuwaZulu Natal (South Africa)</td>
<td>35,000 USD</td>
<td>SIDA</td>
<td>Support establishment of 14 RCEs in southern Africa, at least one in each of the member states of SADC (South African Development Community)</td>
</tr>
<tr>
<td>RCE Tongyeong</td>
<td>20 million USD</td>
<td>Korean Government</td>
<td>Construction of an ESD centre (physical RCE)</td>
</tr>
</tbody>
</table>
Funding

What are the strategies for reaching funds from major institutional donors – international and national level?

How to earn money – what might be the niche?

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RCE Assessment
Welcome to the RCE reporting portal!

RCE reporting system is designed to assist the RCEs and their stakeholders to share information about their strategies and projects.

Making use of information

In particular, this database will be used for deriving information on:

- Profiles of individual RCEs
- Changes in the network composition, management structure, etc. to capture development of RCEs as time progresses
- RCEs operating in a particular country
- Projects that various RCEs pursue in particular areas, e.g. biodiversity, sustainable consumption and production, higher education
- Various thematic publications related to operational or thematic developments of RCEs

The system for extracting data is still under development. At this stage, you will be able to see information on individual RCEs as it is provided. We will inform you about launch of different request forms as they are launched.

Time requirements for data input

Please note that while it might some time to input information on your RCE for the first time, much of this information would be relevant for years to come. Such information relates to the goals and general strategies of your RCE, your management principles, key stakeholders, etc. Other information, e.g. information on the RCE’s projects, might require updates dependent on the stage and duration of the projects. Finally, some other items, information on the last year achievements, needs to be filled annually.

When will you provide information

The reporting form could be filled at any time during the year. It could become your “record keeping” space. However, we would alert you when we would extract data for a particular publication or report to make sure
Reporting Forms connected to process assessment

- RF 1: General Information on RCEs (RCE contact, history, …)
- RF2: Reporting Database (motivation, vision, network, …)
- RF3: Project Database (flagship project descriptions, …)
- RF4: Self evaluation
RCE Graz-Styria
Leadership: Hosted by University, shared RCE vision with partners,

Social Networks: Advisory Boards, Capacity networks

Participation: Advisory Boards, Information campaigns, Online-Forums

Education & Learning: Education for Sustainable Development, Regional Learning activities – intergenerational

Research: RCE development, regional learning, strong partner involvement in research activities
RCEs and global strategies
UNESCO Strategy for the Second Half of DESD (March 2010)

p.8, A (a)
As a strategy to **strengthen** partnerships among ESD stakeholders, the report suggests enhancing cooperation with other UN entities, including UNU

p.12, C (a)
As a strategy to **generate knowledge**, share new approaches and enhance evidence-based policy dialogue, the report suggests cooperating with UNU in the framework of RCEs
Engagement with international processes

- Synergies with international processes related to DESD, e.g.
  - Global Monitoring and Evaluation Framework
    - Cycle 1: 2007-2009 – structures
    - Cycle 2: 2009-2011 – learning initiatives
  - UNESCO associated schools project (ASP-Net)
  - UNESCO Chairs (RCEs Okayama, Creta, Hamburg, Toronto)

- Synergies with SD processes
  - Rio +20
  - UNECE
  - CSD
  - CBD
  - Climate Change processes (COP)

- Synergies with SD and ESD projects/networks
  - PERL
Key developments and challenges
Across continents

- Finding synergies with higher education networks, e.g. ProSPER.net in Asia, Copernicus in Europe, MESA in Africa
- Continent-wide projects – Sejahtera (Asia), LENSUS (Europe)
- North-North, North-South, South-South cooperation
- Key opportunities provided by key academic journals, JESD, IJSHE, new journal by RCE

Greater Phnom Penh
Joint fundraising efforts
In search of continental strategies
Greater activities in the policy domain (Europe 2020, etc.)
Understanding of the need of capacity development across existing RCEs
Research through flagship projects